

Activities to Develop Blank Level 2

Many of these activities can be built into everyday classroom activities e.g. looking at picture books and talking about what is happening in your curriculum work.

- **Things that go together**

Start with everyday objects and situations. Draw attention to things that go together e.g. spade goes with bucket, paintbrush goes with paint, knife goes with fork etc.

Move onto objects out of context. For example, place six objects on the table and give the child a bag with six other objects that go with those he can see. Encourage the child to take one object at a time out of the bag and match it e.g. put the toothpaste and the toothbrush together.

Later, give the child one object and ask him to look around the room and find something that goes with it. Ask questions like "what else could we eat?", "Which one do we wear to keep warm?"

Finally encourage the child to match pictures of things that go together. There are commercially produced resources for this.

- **Find that thing!**

Collect together a box of everyday objects. Let the child take out each object and use it e.g. pretend to paint with a brush. Comment on the action e.g. "you paint with a brush". Place about 6 objects in front of the child then ask him to select by function e.g. "which one do you paint with?"

- **Skittles**

Stick pictures onto skittles or plastic bottles. Tell the child which one to knock over e.g. "find something you eat with".

- **Odd one out**

Use a selection of 4 or 5 object pictures or real objects. The child must find the object or picture that does not fit with the others (e.g. cow, cheese, pig, horse) and say why. You can gradually make this more difficult by making the categories closer together (e.g. bike, car, lorry, bus).

- **Same or Different?**

Think about the ways in which two objects are the same and how they are different.

In the early stages help to make the comparisons, e.g. dog/cat, pen/pencil. Gradually move onto more difficult pairs, e.g. cup/bucket.

Children's Speech and Language Therapy

- **Opposites**

Have a selection of pictures or word cards that make up a pair of opposites. Play a pairs game with the child. When they turn over a card can they predict what the opposite would be? Can they recognize the opposite when they turn it over?

- **Similarity Snap**

Spread out a selection of pictures or say several words. The child must shout, "SNAP" if they think that two of the words connect in some way.

Can they explain how they can be connected? If the reason is logical they can have a point/tick/stamp, or win the pair.

- **What am I?**

Use picture cards or your memory to think of an object. Keep it a secret from the other person and see if they can guess what it is based on the clues you give them. Say things like what category it comes from, where you find it, what you use it for, describe it, what it rhymes with.

- **Sorting**

A good way to start is with tidying up! Tidying up is about grouping similar objects together. Start with very different things e.g. cars and pretend food. Initially you may need to engineer situations for obvious sorting. Provide opportunities to sort as wide a range of objects as possible. Sort according to various dimensions e.g. colour, size, but also texture, categories, function, personal preferences. Talk about the objects and their properties as the child leads the sorting.

- **Book Talk**

Use books to **talk** about what is happening in the picture instead of reading the story. Ask: '**Who** is in the picture?', '**What** is happening?' and '**Where** are they?'

Once you have finished that picture, shut the book and see if your child can recall what happened, e.g. 'what did they eat?'

- **Use everyday situations**

If an activity uses a range of objects, ask the child to give you an object by function. For example, if cutting or sticking alongside a child, say 'Please can I have something to cut with' or 'Please can I have something to stick this with' etc.