



Speech and Language Activities

The following activities encourage spoken language. Parents and children need to do the activities together. Children learn best by doing. They'll learn more by handling objects and being actively involved in an activity than by watching an adult do the same project. Children need to explore, experiment and ask questions. This may require more than the usual amount of patience. Children also need to learn to think of their own solutions to problems. This does not come automatically upon demand. They initially need to be guided into solving problems with an adult. Accidents can also be made into learning experiences. For example, if paint is spilled, ask the children what they think should be done. Allow them to do the clean-up even if the job may not be done as perfectly as an adult would. Practice makes perfect.

Each activity is divided into four parts:

- **WHAT YOU NEED** is simply a list of supplies that are needed for each activity.
- **WHAT TO DO** tells you step by step how the activity can be done.
- **WHAT TO TALK ABOUT** gives you many ideas of what can be discussed before, during and after each activity. This is the most important section. The children should be doing most of the talking with the adult guiding and setting up different situations for them to respond to. Be flexible. If something comes up that isn't listed, go with it. Do try to keep the talking related to the activity at hand. Stay with the activity for as long as the children are interested. When the activity is completed, the children should help with the clean-up.
- **WORDS TO USE** is for vocabulary building. Children need to be exposed to new words repeatedly before they will begin to include them in their own speech. Use the words listed at the end of each activity throughout the project. Encourage the children to use these words also.

CAUTION: These activities contain many items that are small and may pose a choking hazard. They should be done only with children who are no longer mouthing objects and under the direct supervision of an adult.

HELPFUL HINTS:

- Do an activity when both children and adults are free and interested.
- Involve the children in the preparation and clean up.
- Try to keep other household distractions at a minimum.
- Always have the children name the materials to be used. Keep the talking on the subject of the activity.
- Have the children do much of the activity themselves. Show them how to do new things.
- When the activity is completed, have the children review what was done. Encourage them to tell you the steps in the proper order.
- Have a good time! This is supposed to be fun for everyone.

Adapted from *Learning By Doing* by Chris Robin, Schaumburg School, 1978

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MAKE A SALAD

WHAT YOU NEED:

lettuce	tomato	cucumber	onion	carrot
celery	knife	green pepper	cheese	peeler
mushrooms	croutons	salad dressing	large bowl	

WHAT TO DO:

1. Have the children wash the vegetables and help peel and cut them.
2. Have them add the prepared vegetables to the large bowl.
3. Show them how to toss ingredients and let them do it.
4. Serve into smaller bowls. Add salad dressing if desired.

WHAT TO TALK ABOUT:

1. Discuss with the children the vegetables to be used. Talk about color, shape, size, weight, seeds, and how each grows.
2. Talk about why vegetables need to be washed (to clean off bug spray and dirt).
3. Compare knife and peeler. How are they alike and different?
4. Which vegetables need to be peeled and why?
5. What needs to be cut? What needs to be shredded?
6. Discuss parts of a knife and knife safety.
7. Talk about how the different foods are cut: slices (onion, cucumber, carrot and mushrooms), wedges (tomato), cubes (cheese).
8. Which vegetable seeds do you eat and which don't you eat?
9. Which vegetables are very juicy and which have only a little juice?
10. Which has the strongest smelling juice?
11. What happens when you toss the salad? (It gets mixed up; some vegetables break into pieces.)
12. When eating the salad, talk about the different textures of the vegetables. Which are soft, crunchy, hard, crisp, etc.?
13. Why is a salad a good food to eat? (It tastes good; it has lots of vitamins.)

WORDS TO USE:

vegetables	shape	slice	hard	peeler
size	wedge	crisp	knife	cube
bug spray	weight	blade	color	juice
seeds	skin	toss	vitamins	salad
peeled	soft	bowl	shredded	crunchy



Speech and Language Activities ...*(continued)*

POPCORN

WHAT YOU NEED:

popcorn corn popper salt oil

WHAT TO DO:

1. Have the children name the materials to be used.
2. Have the children tell you how to make the popcorn.
3. Add salt to some popcorn and leave some popcorn plain.

WHAT TO TALK ABOUT:

1. Discuss the corn popper and what makes it work (electricity).
2. Talk about all the parts of the corn popper (heating element, cover, pan, plug, cord, etc.).
3. What will happen when you plug the cord into the outlet?
4. Why do you need oil?
5. As the corn is popping, discuss which senses you're using. For younger children, name each sense and ask if they're using it: taste, touch, smell, hearing and looking.
6. Talk about how the popcorn changes from kernel to popped state.
7. When eating, which senses do they use? Talk about the texture and the taste.
8. Is there a difference between salted and unsalted popcorn?
9. Do they look, smell, feel, or taste the same or different?
10. Have the children close their eyes to see if they can taste the difference.
11. Talk about where corn comes from and what happens to it before it's sold in bags of unpopped corn.
12. What other ways can corn be eaten?

WORDS TO USE:

popcorn	outlet	hearing	popcorn	popper
electricity	smelling	plug	kernel	looking
cord	oil	salt	cover	senses
same	touching	different	tasting	changes



Speech and Language Activities ...*(continued)*

TAFFY APPLES

WHAT YOU NEED:

6 apples	spoon	stove	1 lb. bag of caramels	waxed paper
	pan	popsicle sticks	3 tbs. hot water	

WHAT TO DO:

1. Have the children wash and dry the apples.
2. Have the children push the sticks through the top of the apples.
3. Unwrap caramels and place in pan with hot water.
4. Heat caramels on stove at low heat. (Make certain the children are in a position from which they can safely observe.)
5. Stir caramels as they melt.
6. Remove pan from stove and dip apples in caramel until coated.
7. Let apples cool on waxed paper.

WHAT TO TALK ABOUT:

1. Talk about apples and how they grow.
2. Count the caramels in the package.
3. Talk about why the caramels are melting on the stove.
4. Talk about the parts of an apple (skin, stem, core and seeds).
5. How does the caramel taste? (sweet)
6. What other things taste sweet?
7. Is the caramel easy to eat? What happens? (It sticks to your teeth.)
8. Does the apple stick to your teeth?

WORDS TO USE:

apples	hot	core	caramels	heat
seeds	stove	skin	cool	melt
stem	waxed paper	sweet	sticky	juicy



Speech and Language Activities ...*(continued)*

MELTING MADNESS

WHAT YOU NEED:

muffin tin stove

variety of meltable and non-meltable substances (butter, water, salt, marsh-mallow, flour, chocolate, salt, etc.)

WHAT TO DO:

1. Have the children help choose some of the items to use.
2. Have the children place a different substance in each of the muffin tins.
3. Have them look at and feel the different substances and try to guess what will happen to each when they are heated.
4. Put the muffin tin on the stove over low heat.
5. Have the children observe what happens. Make sure they are in a position from which they can watch safely.

WHAT TO TALK ABOUT:

1. Have the children name the different items chosen.
2. Have them describe each thing. They can tell you about the color, size, taste and texture.
3. Have them compare two things. How are they alike and how are they different?
4. Talk about how heat can change things. Talk about melting.
5. Encourage the children to talk about what they think will happen when the pan is put on the stove. Try to get them to say that the stove will get hot, the pan will get hot and then the things in the pan will get hot.
6. When the pan is on the stove have them talk about what's happening.
7. How are the things changing?
8. When the pan is removed from the stove discuss which things changed and which didn't.
9. Have them tell what happens as the items cool.
10. What other kinds of things can melt? (ice, snow, ice cream, etc.)

WORDS TO USE:

heat alike melt different change



Speech and Language Activities ...*(continued)*

KITCHEN CHAIR CLEAN-UP

WHAT YOU NEED:

warm	water	pail	soap
brush	cloth	clean	water
chairs			

WHAT TO DO:

1. Name the things used for cleaning.
2. Turn the water on to let it get warm.
3. Measure soap and add to pail.
4. Fill pail with water.
5. Put chairs outside or on tiled area.
6. Have the children wash the chairs with the brush.
7. Empty pail and refill with clean water.
8. Rinse chairs with cloth and clean water.
9. Dry chairs.
10. Put chairs where they belong.
11. Wipe up floor and put supplies away.

WHAT TO TALK ABOUT:

1. Have the children count how many chairs need to be cleaned.
2. Talk about measuring soap. What too much will do and what will happen if you don't use enough?
3. Where does warm water come from? Which faucet?
4. Why shouldn't you wash chairs on the carpeting?
5. Why is it important to wipe the floor when done?
6. Why do you need to put supplies away? (So when you need to clean something else, you'll know where to find them.)
7. How did the chairs get dirty?
8. What other things need to be washed?

WORDS TO USE:

chairs	wash	pail	faucet	water
brush	measure	rinse	cloth	soap

IF THE SHOE FITS...

WHAT YOU NEED:

lots old shoes, boots and slippers

WHAT TO DO:

1. Have the children collect all the shoes, boots and slippers in the house.
2. Put them in a big pile in the middle of the floor.
3. Have the children sort into different piles (one grouping at a time) by:
 - color
 - type (slippers, boots, shoes)
 - shoes with buckles
 - old shoes
 - new shoes
 - shoes to wear inside
 - shoes to wear outside
 - shoes that get polished
 - shoes that get washed
4. Have the children put them in pairs.
5. Have them re-sort the shoes and put them away where they belong.

WHAT TO TALK ABOUT:

1. Count how many shoes there are.
2. When sorting by family members, ask "who has the most shoes? Who has the least number of shoes?"
3. Talk about each way the shoes have been sorted.
4. Explain what a "pair" is.
5. Have the children choose two shoes and tell how they are alike and different.
6. Why are Mommy's or Daddy's shoes bigger?
7. Who has the biggest shoes? The smallest shoes?
8. Why do we wear shoes?
9. What would happen if we didn't have shoes?
10. Why do we polish shoes?
11. What are shoes made of?
12. What kinds of different places can your shoes take you?
13. Where would you like your shoes to take you?

WORDS TO USE:

pair	buckles	most	shoes	alike
least	boots	different	leather	slippers
biggest	cloth	shoelaces	smallest	



NO MORE WASHDAY BLUES

WHAT YOU NEED:

dirty clothes	dryer	baskets	detergent
clothesline	hangers	washer	clothespins

WHAT TO DO:

1. Have the children sort the clothes into piles: whites, colors, dark clothes, etc. (If they're not done correctly, show and explain what needs to be done. Make sure you tell them what parts they have done right.)
2. Go through the steps of doing laundry. Allow the children to do as much as they can.
 - Put clothes in washer.
 - Add soap.
 - Dry clothes (on clothesline or in dryer).
 - Sort clothes.
 - Measure soap.
 - Set machine and start.
 - Fold or hang on hangers.
 - Put clean clothes away.

WHAT TO TALK ABOUT:

1. Compare the sizes of piles.
2. How do clothes get dirty?
3. What would happen if we didn't wash our clothes? (Our clothes would smell; we wouldn't look nice.)
4. How does the water look at the beginning of the wash cycle? How does it look at the end of the cycle? Did it change? How?
5. Problem to solve: if there are too many clothes for a load of wash, ask the children for solutions.
6. Why don't you mix good white clothes and old dark work clothes?
7. If you dry clothes outside, talk about how they dry. Will they dry faster on a warm, sunny and windy day or a cool cloudy day?
8. Have the children sort and match socks into pairs. Have them look at color, size and pattern.
9. Compare size of t-shirts of different family members.
10. Have the children sort whose clothes are whose and put the clothes away.

WORDS TO USE:

laundry	dark	clean	detergent	light
dirty	pile	dryer	size	load
clothesline	pairs	cycle	clothespins	



Speech and Language Activities ...*(continued)*

SANDBOX FUN

WHAT YOU NEED:

sandbox	water	sand	spoons
paper cups	toy cars		

WHAT TO DO:

1. Have the children fill the cups with different amounts of sand.
2. Have the children build in the sand.
3. Mix water with the sand.
4. Pour wet and dry sand.
5. Mold wet and dry sand.
6. Build a city with buildings and roads.

WHAT TO TALK ABOUT:

1. Have the children compare the different amounts of sand.
2. Which cup has more sand? Which cup has less sand? Which cup has no sand?
3. Which cup is full? Which cup is empty?
4. Which sand is easier to pour? The wet or the dry sand?
5. Fill a cup with wet sand and a cup with dry sand. Turn upside down in the sandbox. What happened?
6. What kind of sand makes a tall building?
7. Can you make a tunnel in a building made of dry sand? Why not?
8. How does water change the sand?
9. Does it make it easier to build with? Why?
10. What kinds of things happen in your city? Have the children tell you all about their city.

WORDS TO USE:

full	more	dry	light	empty
less	pour	tall	none	most
mold	short	same	wet	heavy
tunnel				



Speech and Language Activities ...*(continued)*

LUNCH TASTE TEST

WHAT YOU NEED:

Blindfold A secret lunch prepared by mom or dad with distinctive tastes, smells and textures.

Some menu ideas:

- peanut butter sandwich, apple, chocolate milk
- toast (buttered & unbuttered), orange, soda pop, pickle
- crackers (with & without jelly), orange juice, fruit cocktail, marshmallows
- salad, chicken noodle soup, white milk, potato chips
- hot dog, raisins, lemonade
- cheese sandwich, jello, milk shake, banana

WHAT TO DO:

1. Prepare the lunch menu when the children aren't around to watch.
2. Tell the children they are the taste testers for the day, and that they get to wear a blindfold while they eat their lunch.
3. Blindfold them at the table and bring their lunch to them. No peeking allowed!
4. If you're serving hot food, make sure it's cool enough that they won't burn their mouths.
5. Hand them different things from the lunch. Ask them to describe them: hot or cold, hard or soft, crunchy or mushy, sweet or sour, what it smells like, etc.
6. After they've described it, let them try to guess what it is.

WHAT TO TALK ABOUT:

1. Talking and describing each food is the most important part of this activity.
2. Have the children compare two foods for the way they taste or smell.
3. After the children guess each food, have them tell if it's in a dish or a bowl, a cup or a glass. Do you use a spoon, fork or fingers to eat it?

WORDS TO USE:

blindfold	smooth	dish	hot	crunchy
bowl	cold	sweet	cup	hard
sour	glass	soft	smell	spoon
fingers	fork			



Speech and Language Activities ...*(continued)*

GROCERIES GALORE!

WHAT YOU NEED:

a few bags of groceries

WHAT TO DO:

1. After returning from grocery shopping, set the bags on the kitchen floor.
2. Have the children help put the groceries away in their proper places.

WHAT TO TALK ABOUT:

1. Count how many bags of groceries there are.
2. Are the bags the same size? If they're not the same they must be what? (different)
3. Do the bags all have the same amount of groceries?
4. Which ones have more? Which less? Which one has the most?
5. Where can we put the groceries? (refrigerator, freezer, cabinet, drawer, closet, bathroom)
6. Talk about the different foods and supplies.
 - Name them.
 - When do you eat them?
 - Do we cook it?
 - What kind of a package is it in?
 - What do we use it for?
 - Where does it belong?
 - Why does it go in the refrigerator?
 - Why does it go in the freezer?

WORDS TO USE:

size	full	groceries	refrigerator	more
freezer	less	cabinet	most	closet
same	bathroom	different	drawer	



Speech and Language Activities ...*(continued)*

CRYSTAL GARDEN

WHAT YOU NEED:

6 charcoal briquettes	liquid bluing	salt	measuring cup
disposable pie tin	jar with lid	ammonia	food coloring in four colors

WHAT TO DO:

1. Place the 6 pieces of charcoal in the pie tin.
2. Have the children measure 1/4 cup each of salt, bluing and ammonia. Pour all ingredients into the jar. Mix them together.
3. Squeeze several drops of food coloring onto the charcoal.
4. Pour the salt mixture evenly over the charcoal.
5. Place the tin in a warm place.
6. The crystals will start to grow in a very short time.
7. Mix up another batch of the salt mixture and store in the jar. Close it tightly.
8. Add some of the solution over the garden every two days to keep it growing.

WHAT TO TALK ABOUT:

1. Talk about the materials used and stress that these are things that cannot be tasted.
2. How does the ammonia smell? (strong) Explain that ammonia is usually used for cleaning things such as floors and windows.
3. What do we usually use charcoal for? (barbecuing)
4. Talk about squeezing the food coloring bottles gently so it comes out only one drop at a time.
5. Show the children how to pour carefully without splashing. Let them do it.
6. Watch the crystals grow and talk about the different colors that are formed.

WORDS TO USE:

charcoal	drop	batch	aluminum
squeeze	mixture	salt	gently
ammonia	crystals	food coloring	barbecue



Speech and Language Activities ...*(continued)*

ROCK COLLECTION

WHAT YOU NEED:

egg carton	scissors	12 small rocks	construction paper
glue	crayons	old toothbrush	old rag

WHAT TO DO:

1. Have the children collect different kinds of rocks that are interesting to them. They may find them on a family vacation or outing or just around the house.
2. Have the children scrub and dry their rocks.
3. Glue one rock at a time into each section of the egg carton.
4. Cut a piece of construction paper to fit the inside lid of the egg carton.
5. Have the children decide what they want to call their rock collection. (Example: Jennifer's Rock Collection or Rocks Collected on Our Wisconsin Vacation) Have them write this name if they can or you write it for them.
6. Glue the paper to the inside lid.

EXTRA THINGS TO DO:

1. Paint the outside lid and then decorate with small pebbles or pictures.
2. If they can, the children may make small tags with the names of the rocks on them. Then glue into the appropriate section.
3. Take a trip to the library and check out a rock collector's guide. Work together on naming the rocks.

WHAT TO TALK ABOUT:

1. Discuss the sizes of the rocks found.
2. Will large rocks fit into the egg carton?
3. After the rocks are cleaned they can be sorted into groups by size, color or texture. Ask them questions about their groupings.
4. Discuss the colors of the rocks. Are some rocks only one color? Do some have more than one color? Do the colors change when the rocks are wet?
5. Talk about the texture of the rocks. Have them feel them carefully with their eyes closed. How do they feel? (smooth, rough, bumpy, sharp)
6. How do the rocks look? (shiny, dull, wet, dry)

WORDS TO USE:

rocks	large	smooth	shiny	pebbles
small	rough	dull	wet	same
bumpy	dry	different	sharp	



Speech and Language Activities ...*(continued)*

MAGIC CELERY TREE

WHAT YOU NEED:

stalk of celery (with leaves)	knife	food coloring
2 glasses	spoon	

WHAT TO DO:

1. Cut off the very bottom of the celery with the knife.
2. Fill each glass halfway with water.
3. Have the children add a different color food coloring to each glass. Add enough coloring to make the water quite dark. Mix well.
4. Slice the celery stalk up the middle to about halfway to the top.
5. Put one end of the celery in one glass and the other end in the second glass.
6. Watch what happens to the different parts of the celery.
7. Let it stand overnight in the water. The water should travel all the way to the top so that the leaves become colored.

WHAT TO TALK ABOUT:

1. Celery is a vegetable. Discuss other types of vegetables. Is it a soft vegetable or a crunchy vegetable?
2. Cut off a piece and let the children try it. What does it taste like? Do you hear anything?
3. Talk about colors. What happens to the water as the children add more coloring?
4. Ask the children what they think will happen when they put the celery in the colored water.
5. Talk about how trees get water from the ground. Explain that there are roots in the ground. Water travels up "tubes" until it gets all the way up to the branches and out to the leaves.
6. Ask the children what they think will happen if there is no water for a tree or plant (it would die).
7. The next day ask if the celery is still crunchy. Why didn't it get soft?

WORDS TO USE:

vegetable	absorb	celery	soft	stalk
crunchy	food coloring	roots	halfway	



Speech and Language Activities ...*(continued)*

POSITIVELY SHOCKING!

WHAT YOU NEED:

comb balloon plastic wrap carpeting mirror

optional: small scraps of paper and dry oatmeal

WHAT TO DO:

1. To make your own kind of electricity (static electricity) take a comb and briskly rub it with the plastic wrap.
2. Stand in front of the mirror and hold the comb near your hair.
3. Rub the comb again and hold it near the scraps of paper or the oatmeal.
4. Take a blown-up balloon and rub it on the carpeting. Hold it next to the wall.
5. At night, turn the lights off and rub your feet quickly on the carpeting. Touch a doorknob or a person.

WHAT TO TALK ABOUT:

1. What happens when you hold the comb next to your hair before you rub it?
2. What happens after you've rubbed it with the plastic? (Your hair should stand out.)
3. What happens when you put the charged comb by the scraps of paper?
4. Before rubbing the balloon on the rug hold it next to the wall. What happens? (The balloon falls.)
5. What happens after you rub it on the rug and hold it next to the wall? (It sticks to the wall.)
6. At night what happens when you rub your feet on the carpeting and touch something? (You get a shock.)
7. Can you see anything?
8. Can you hear anything?
9. Tour the house and have the children think of as many things as possible that use electricity.
10. Which room has the most things that use electricity?
11. What would happen if we didn't have electricity?
12. What types of problems would there be? (Food would spoil, no lights at night, no TV, couldn't cook food, would have to dry your hair with a towel, etc.)

WORDS TO USE:

electricity charged shock

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Speech and Language Activities ...*(continued)*

PLANT A GARDEN

WHAT YOU NEED:

variety of seeds yard or garden box trowel water

WHAT TO DO:

1. Prepare garden area for planting.
2. Plant seeds.
3. Water seeds.

WHAT TO TALK ABOUT:

1. Discuss what needs to be done to the dirt before planting can be started.
2. Look at different seeds and compare their size, shape and color.
3. Discuss what seeds need in order to grow into healthy plants: sun, water, air.
4. Talk about how plants grow.
5. Compare the plants as they're growing (leaf shape, color, size).
6. Discuss what grows from each kind of seed.
7. Observe the vegetables as they grow.
8. Talk about how the vegetables will be cooked.
9. Discuss the importance of vegetables.

WORDS TO USE:

seeds garden earth water
sun trowel vegetables



Speech and Language Activities ...*(continued)*

The following are several ways to decorate paper with the children: gadget printing, spatter painting and vegetable and fruit printing. When you are getting your supplies, consider paper that you and the child can use for other projects such as greeting cards, stationary, book covers, and gift wrap.

GADGET PRINTING

WHAT YOU NEED:

paper tempera paint paper plates paint brush

assorted household objects: corks, bottle caps, nails, screws, sponge, clothespins, toilet paper tubes, etc.

WHAT TO DO:

1. Have the children pour small amounts of paint onto the paper plates.
2. Spread the paint with the brush to make a thin layer.
3. Have the children experiment by taking the objects, dipping them in the paint and then pressing the painted surface onto their paper.
4. Print a pattern for them (tube, sponge, tube, sponge) and see if they can copy it. *
5. See if they can determine what should come next in the pattern (in the above example the tube would come next). *
6. See if they can make up their own pattern. *

* These may be too difficult for some children. They need to be developmentally ready and should not be forced. Other children may find this challenging, and should be encouraged.

WHAT TO TALK ABOUT:

1. Talk about the different objects, where they came from and their uses.
2. Have the children talk about the different ways one object can print. (For example, with a clothespin, you could print with the round top, the pronged bottom, the smooth side or the pronged side.)
3. If the children are able to do patterns, have them tell you why they print what they do.
4. When the printing is completed, see if they can tell you what objects made the different prints.

WORDS TO USE:

paint picture spread design dip printing press



Speech and Language Activities ...*(continued)*

SPONGE OUTLINE PAINTING

WHAT YOU NEED:

newspapers	tempera paints	paintbrush	paper plate
white drawing paper	masking tape	old sponge or piece of sponge	

flat objects such as leaves, geometric shapes, picture shapes (flowers, birthday cake, snowmen, hand print, etc.)

WHAT TO DO:

1. Cover the table with newspapers.
2. Brush a small amount of paint into the paper plate.
3. Wet a sponge. Squeeze most of the water out of it.
4. With tape loops, tape a leaf or shape to a sheet of drawing paper.
5. Dip one end of the sponge into the paint. Dab the sponge up and down to get an even coat of paint on the surface of the sponge.
6. Dab the painted side of the sponge over the edges of the objects and onto the paper.
7. When dry, lift the object carefully. You will have a stenciled design.

WHAT TO TALK ABOUT:

1. Have the children tell the names of the materials used.
2. Have the children tell you different ways to use some of the materials. What else do we use a sponge for? How else do we use paper plates?
3. Discuss if the outline is the same size and shape as the object used. (It should be.)
4. Talk about heavy use of paint as opposed to light use of paint.
5. What might happen if the object wasn't taped down?

WORDS TO USE:

sponge	tape	paint	outline
paper	plate	squeeze	stencil

DIFFERENT THINGS TO TRY:

1. Do a crayon stencil by gently stroking the crayon from the center of the pattern to about two inches past the edge of the object.
2. Use chalk on the sidewalk.
3. Use charcoal.



Speech and Language Activities ...*(continued)*

SPATTER PAINTING

WHAT YOU NEED:

newspapers	tempera paints	paintbrush	paper plate
old toothbrush	masking tape	popsicle stick	white drawing paper

flat objects such as leaves, geometric shapes, picture shapes (flowers, birthday cake, snowman, hand print, etc.)

WHAT TO DO:

1. With a ring of tape, tape your object into place on the drawing paper.
2. Pour a little paint into the paper plate.
3. Dip the paintbrush into the paint. Gently shake off the extra paint.
4. Holding the toothbrush over the taped object, rub the popsicle stick over the bristles of the brush. The paint will spatter over the object and the paper. Cover the paper around the object with spattering.
5. When the paint is dry, remove the object carefully. Try spattering different colors of paint on top of one another.

WHAT TO TALK ABOUT:

1. Have the children tell the names of the materials used.
2. Have the children tell you different uses for some of the objects. What do we usually use a toothbrush for?
3. Discuss if the outline is the same size and shape as the object used. (It should be.)
4. Talk about heavy use of paint as opposed to light use of paint.
5. What might happen if the object isn't taped down?

WORDS TO USE:

paint	tape	popsicle stick	paper plate	outline
spatter	stencil	toothbrush		



Speech and Language Activities ...*(continued)*

VEGETABLE AND FRUIT PRINTS

WHAT YOU NEED:

tempera paints paintbrush paper paper plates knife

fruits: orange, grapefruit, apple, lemon, etc.

vegetables: carrot, onion, potato, celery stalk, mushroom, etc.

WHAT TO DO:

1. Have the children pour small amounts of paint onto the paper plates.
2. Spread the paint out with a paintbrush to make a thin layer.
3. Cut fruit or vegetable in half.
4. Press the flat cut section into the paint. Paint can also be brushed on.
5. Place the painted section on a piece of paper and press down firmly.
6. Repeat the same print a couple of times until more paint is needed.
7. Use different colors to print with other fruits or vegetables. Overlap some of the prints on top of each other.

WHAT TO TALK ABOUT:

1. Name and discuss the fruits and vegetables (color, shape, taste, smell, use)
2. Talk about the difference between fruits and vegetables.
 - Fruits have seeds; vegetables don't. Tomatoes and beans are actually fruits.
 - Fruits usually grow on trees, bushes, vines and fleshy stemmed plants.
 - Vegetables grow on plants that begin from seeds and grow one season.
3. Separate items used into fruit and vegetable groups. Why are these fruits? (They have seeds.) Why are these vegetables? (No seeds.)
4. Have the children categorize the food by color, shape and size. These are called attributes. Have the children group by one attribute at first. If possible later group by two attributes (example, put all the round red food together).
5. Compare the seeds of different fruits and vegetable fruits. Discuss size, shape and color. (You might want to try growing your own plants from these seeds.)
6. Talk about the idea of cutting things in half. Are there different ways you can cut something in half? Show them horizontal and vertical differences.

WORDS TO USE:

fruit	smell	half	vegetable	spread	prints
seeds	thin	overlap	color	thick	section
size	layer	shape	flat		



Speech and Language Activities ...*(continued)*

EXPERIMENTING WITH PAPER

WHAT YOU NEED:

variety of papers (construction, tissue and typing paper)

scissors

paste

pencil

WHAT TO DO:

1. Have the children experiment with the different papers by:

- folding
- braiding
- twisting
- rolling
- fringing
- cutting
- tearing
- curling
- pleating
- crumpling

2. Make a picture or a collage of the different things that can be done with paper.

WHAT TO TALK ABOUT:

1. Show the children different things that can be done with paper.
2. Encourage them to tell what they're doing with the paper.
3. Does construction paper braid as easily as tissue paper?
4. Encourage them to use their imaginations. What could you use pleated paper for?
(a lady's fan, a skirt, a fence, etc.)

WORDS TO USE:

paper

tear

curl

fold

cut

pleat

braid

crumple

twist

fringe

roll

imagination



Speech and Language Activities ...*(continued)*

FINGER PAINTING

WHAT YOU NEED:

finger paints sponge plastic squeeze bottle

shiny paper (fingerpaint paper, magazine paper, or glazed shelving paper)

WHAT TO DO:

1. Have the children wet the paper by dipping, sponging or squirting water from a plastic squeeze bottle.
2. Place paper shiny side up and smooth it out on the table.
3. Have them put finger paint on the paper and start painting. Use fingers, hands and finger nails.

WHAT TO TALK ABOUT:

1. Have the children tell you if they're wetting the whole paper or just part of the paper.
2. Talk about how the paper feels and looks.
3. As they're painting let them tell you how the paint feels: wet, slippery, smooth, etc.
4. Talk about the types of lines that can be made: straight, curvy, jagged, crooked, wavy, etc.
5. Discuss thickness of line. Does your finger nail make a fat (thick) or skinny (thin) line? What size line does your finger or hand make?
6. Have them tell you about the pictures or designs they're making.
7. How can you make your picture disappear? (rub your flat hand over it)
8. Have them mix different colors. Let them experiment on their own. Are any new colors made?
9. Talk about how the final picture needs to be put in a safe place so it can dry.

WORDS TO USE:

finger paint	straight	thick	sponge	curvy
fat	squeeze bottle	jagged	thin	wet
crooked	skinny	slippery	wavy	disappear
smooth	line	dry	finger	hand
fingernail				



Speech and Language Activities ...*(continued)*

SINK OR FLOAT

WHAT YOU NEED:

paper	soap bar	sponge	plastic pill bottle (and cap)
sink	metal spoon	straw	plastic spoon
cork	wooden spoon	water	paper clip

WHAT TO DO:

1. Fill the sink with water.
2. Have the children experiment with the items to see which things sink and which float.
3. Have the children try to guess which things will sink and which will float.

WHAT TO TALK ABOUT:

1. Have the children group together in one pile those things that would float and put those that sank in another pile. Why did some things float and others sink? (The things that sank are heavier.)
2. What happens if you take a piece of paper and let it get very wet? Why did it sink? (The water soaked in and made the paper get too heavy.)
3. What else will float at first and then sink when it gets too heavy? (sponge)
4. Let them gather other small objects and predict if they'll sink or float.

WORDS TO USE:

sink	cork	wooden	float
paper clip	heavy	sponge	soap
light	bottle	plastic	spoon
metal			



Speech and Language Activities ...*(continued)*

HEY, SWEET POTATO!

WHAT YOU NEED:

sweet potato glass toothpicks

WHAT TO DO:

1. Have the children push four toothpicks about halfway into the sweet potato, about 1/3 of the way from the bottom.
2. Put the potato in a glass so the toothpicks rest on the rim and hold the potato up.
3. Add water. Make sure the bottom of the potato is resting in the water.
4. Have the children put their sweet potato in a sunny place. Watch it every day to see if it changes. (It will take a couple of weeks before roots begin to grow.)
5. Check the water every day to make sure it still covers the bottom of the potato.
6. In a few more weeks sprouts should grow from the top of the potato.

WHAT TO TALK ABOUT:

1. A sweet potato is a vegetable. Talk about how it looks and feels. Discuss other vegetables.
2. Do we eat sweet potatoes raw or cooked? If you have an extra sweet potato try it both ways.
3. Discuss the three things plants need (sun, food and air). What would happen if one of those things is missing? (The plant would die.)
4. Talk about the changes that are occurring.
5. Compare roots and leaves. Which came first? Compare new and older leaves.

WHAT YOU CAN DO WITH IT:

1. You may want to transplant your vine into soil. (You can also keep it in the water.)
2. The children could keep a daily log by the plant and write down the changes that occur along with the date.
3. You could make a graph of how much the plant grows daily or weekly. (Good for learning measurement.)

WORDS TO USE:

vegetable	food	raw	air	cooked
sun	sweet potato	changes	roots	vine
sprouts	transplant	leaves	toothpicks	soil



TEXTURE PICTURES

WHAT YOU NEED:

scissors	various types of paper (tin foil, waxed paper, sand paper,
heavy paper or cardboard	corrugated cardboard, gift wrap, magazine pictures,
paste	wallpaper, etc.)
paper bag	

WHAT TO DO:

1. Have the children use the textured papers to make a picture. It may either be a planned picture or simply a design.
2. Cut and paste the papers to a piece of heavy paper.

WHAT TO TALK ABOUT:

1. Discuss the different types of papers that are available. Encourage the children to call them by their appropriate names.
2. How do they look and feel? (smooth, shiny, bumpy, rough, slippery, fuzzy, scratchy, etc.)
3. Have them close their eyes to see if they can describe by feeling the papers.
4. Have them rub the papers on different body parts (fingers, arm and face) to see how they feel.
5. Encourage them to relate a particular texture to other things around them. (Example: sand paper is rough, carpet is rough, a basket is rough, a coat is rough, etc.)
6. Have them crinkle different papers. Compare crinkled and uncrinkled paper. Is it the same paper? Does it look different? Does it feel different?
7. Can it be smoothed out? Now does it look the same?
8. Play Feel and Match. Make two sets of five or so different textured papers. Put one set in the bag. Lay the other set on the table. Have them reach in the bag (but not pull it out) and carefully feel it. Can they find the matching paper on the table? Pull the hidden paper out to check if it's a correct match.
9. Discuss uses of the various papers.
10. After they have made their picture, have them talk about it.

WORDS TO USE:

tin foil	smooth	slippery	design	waxed paper
rough	feel	smoothed	cardboard	scratchy
crinkle	fuzzy	sand paper	shiny	same
bumpy	wallpaper	different		



Speech and Language Activities ...*(continued)*

WHAT A SHAPE!

WHAT YOU NEED:

paper paste scissors construction paper pencil

WHAT TO DO:

1. Cut out a number of paper shapes in different sizes and colors.
2. Allow the children to experiment with the different shapes to make pictures and designs.
3. Make a picture and have them try to copy it.
4. Let them make a picture for you to copy.
5. Examine common household items (TV, lamp, refrigerator, table, etc. to see what basic shapes they consist of. Arrange the cut out shapes to make the items.
6. After experimenting, let them make a final picture of their choice to paste on the paper.

WHAT TO TALK ABOUT:

1. Discuss the four basic shapes: circle, triangle, rectangle and square.
2. Have the children sort the shapes. They may choose to sort by color or shape.
Have them tell you what they're doing.
3. Have them sort by shape and talk about the different sizes.
4. Encourage them to notice that all things are made up of basic shapes.
5. When making pictures, have them use position words
(on, under, over, next to, between, beside, etc.).
6. Encourage them to use size words (small, medium, large,
big, little, etc.).
7. Color words are important, too.
8. Have them tell you about their final picture.

WORDS TO USE:

circle	color	beside	square	shape
red	triangle	size	yellow	rectangle
on	blue	big	under	orange
small	over	black	large	next to
brown	medium	between	purple	green