

## **Activities to promote 3 word level understanding**

### **1. Pass the object**

Equipment: different balls/hoops/ balloons etc  
children or toy people/animals

Play a ball game where you pass the ball etc. to other people. Give instructions such as:

Throw the balloon to the dog.  
Roll the ball to Peter.  
Kick the balloon to me.  
Throw the hoop to the monkey. Etc

### **2. Tea Party**

Equipment: toy food, plates and cups, cutlery  
children or toy people/animals

Pretend to have a tea party. Give instructions such as:

Put the apple in Peter's cup.  
Put the sausage on Jessica's plate. Etc.

Put the knife on Joshua's plate.  
Put the spoon on Isaac's plate.  
Put the fork in Emily's cup. Etc.

You can do very similar activities with real snack/meal times. Give instructions about who is to have which plate/cup/food item etc.

### **3. Active Toys**

Equipment: Dolls or soft toys that are different.  
Suitable furniture.

Lay out the furniture and the toys.  
Give instructions such as:

Make Teddy jump on the chair.  
Make Dolly sit on the floor.  
Make Monkey dance on the table.

#### 4. Hide the Toys

Equipment; Bedroom furniture (e.g. bed, chair, wardrobe)  
Objects/toys (e.g. ball, car, doll etc)

Lay out the furniture and the toys.

Tell the child that they have to hide the toys in the bedroom.

Give instructions, e.g. “put the ball under the bed”, or “put the car on the chair”

#### Strategies

- To make these instructions easier, remove one of the items or words in the instruction. This is called a “bridging activity”.

For example for Item 1 above, you could start with only a ball to throw/roll or kick, or only use one verb, but a variety of items to throw etc or only have one person to pass the items to.

I.e. with only the child and you, “Throw the beanbag to me.”

With only a balloon, but different children and actions “Roll the balloon to Amy.”

Using only the action “kick”, but different people and objects, “Kick the hoop to Joseph.”

The more the child has to remember, the more difficult the instruction is, so by removing some choices you make it easier.

- To encourage expressive language at this level, you can take turns with the child to give the instructions and do the actions. You can also get them to say what they did or what others did. Use pictures/photos to show the child what they could say, e.g. a photo of the fork in Emily’s cup.
- You can give forced alternatives if a child doesn’t say much, e.g. “Are you going to put the banana on Peter’s plate or in Joe’s cup?”
- These activities can be done as a group of different ability levels by giving easier or more difficult instructions to particular children, e.g. by introducing harder vocabulary or concepts, such as big/little, in/on/under etc

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