

Activities to promote 2 word level understanding

To make sure that these activities are at two word level, you need to have a choice for each of the underlined words. When the children chose the right objects or action, you know that they have definitely understood the instruction.

Make sure that the children know what the vocabulary you are using means. You may have to work on this first, particularly verbs.

At this level you may have to start by introducing the idea of choice between 2 objects before working on understanding 2 key words in a sentence. For example, when they are playing with vehicles, offer them a choice of 2 things e.g. do you want the tractor or the train, and hold them out for the child to see. If they are playing with play dough, do they want the shape cutter or the knife etc.

If 2 key words in one instruction is too difficult for the child, make it easier by pointing at the food to be picked up/person to send the ball to etc.

1. Pass the object

Equipment: a balloon or ball 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 ball to the dog.

Roll the ball to Peter.

Kick the ball to me.

Throw the ball to the monkey. Etc

2. Tea Party

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

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

Put the apple in the cup.

Put the sausage on the plate. Etc.

Also:

Give the monkey a cup.

Give John a plate. Etc.

Also:

Put the knife on the plate.

Put the spoon on the plate.
Put the fork in the 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. Tidy Up / Hide and Seek

Equipment: Everyday items from the classroom or home.
Various tins, boxes, bags etc.

This can be a game or part of a tidying up session, as long as the objects are not always going in predictable places. If the child knows where they go anyway, he will not have to pay attention to the language.

Give instructions such as:

Put the rubber in the tin.

Put the ruler in the bag.

Put the paper clip in the little box. Etc

You can give instructions to prepare for hide and seek.

'We'll hide the things then tell Peter to come back in and see if he can find them'

Put the book on the chair.

Put the pencil in the brick box.

Put the paper in the train box.

4. Dress Up

Equipment: cardboard cut out, or boy and girl dolls
clothes to put on them.

Give instructions to:

Give the boy the jumper.

Give the girl the socks.

Give the girl the trousers. Etc.

5. Animal Antics

Equipment: toy animals/dolls.

Give instructions to get the toys to perform actions:

Make the dog sleep.

Make teddy jump.

Make the cat dance. Etc.

*To turn all these activities into **expressive activities**, ask the children to tell you what to do, so they get a turn at giving the instructions. If this is difficult, you can give them alternatives, e.g. 'Shall I give the cup to John or Beth?' etc.*

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