

### **Activities to Improve Word-finding**

All the activities below are for use with vocabulary the child comes into contact with frequently e.g. Self-care vocabulary, curriculum topics, equipment in school, surrounding area, frequent activities at home.

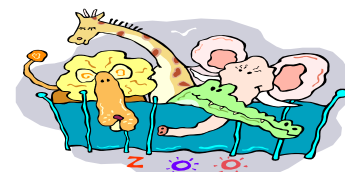
#### **Which category?**

Encourage the child to sort items or pictures into their family groups, e.g. Transport, Animals, Food, Clothes, Buildings, etc.

When the child is confident at this, subdivide into further groups, e.g. transport for road/water/air, animals that can fly/run/swim, clothes for hot/cold weather etc.

Use a selection of pictures or objects (real and pretend) OR without the use of objects and pictures ask 'What category are these from?'

- Apple, pear, banana
- Table, chair, bed
- Monkey, giraffe, elephant



#### **Name 3 Things**

In a group throw a ball/bean bag in a circle, and ask each person to say 3 girls names/3 colours/3 lunch foods, etc. You can also play this as a 'pass the beanbag' game where one child sits in the middle with a blindfold on and shouts 'STOP' to select the child who answers

#### **Draw some things**

Draw a person and get the child to draw clothes on. Draw a fruit bowl and ask the child to draw fruit in. Draw a house and ask the child to draw furniture etc.

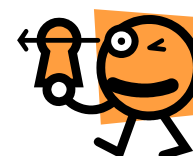
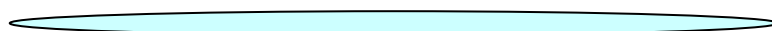
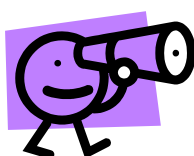


#### **Who can think of the most?**

Take it in turns to think of something in the category you have chosen. The winner is the last one to be able to think of one.

#### **I spy**

Play 'I spy a building with books in', 'I spy some weather that's wet', 'I spy some kitchen equipment that's sharp', 'I spy a fruit that is yellow', 'I spy some clothes with that begin with t' etc.



### Guess the object

Use a selection of object pictures or real objects. Take a picture or object and describe it to your partner, making sure they cannot see it. The other person has to guess what the object is (the child can do the describing *or* the guessing role).

E.g. "It's woolly and has four legs".

**The 3 best clues to give are:**

- **Function** -(what it does/what it is for),
- **Category** -(what type of thing/group)
- **Special feature** -(a unique part)



### What am I?

Have objects or pictures on the table and give one piece of information (e.g. "It's got a saddle.") Then increase the difficulty by having things close in appearance/meaning so that more information is needed E.g. "It's a fruit", 'it's yellow', 'the juice is sour' – Lemon.

Start with describing nouns and then try actions

E.g. "This is something you do when you are tired. You open your mouth." – Yawn (try to reverse roles).

For older children, describe words for a crossword puzzle.

### Twenty Questions

Devise a guessing game using sorting materials or pictures, where the child has to ask questions until the correct item is discovered, e.g.

- 'Is it red?' No (take all the red things away)
- 'Is it blue?' Yes (keep all the blue things)
- 'Is it a spoon?' Yes (take all the knives and forks away), etc.

