

Everyday Experiences

March/April 2020

Your participation is crucial to the development and carryover of your child's language skills. You can help them learn to use their vocabulary and skills in a variety of everyday settings. Here's an activity to try with your child that incorporates many language skills!

This week's activity for your child: Making a bouquet of flowers! No need to buy anything, just head outside and see what you're able to find to put together! All of nature's plants provide a unique opportunity to discuss a variety of plant-related vocabulary, and to allow your child to experience these words first-hand! It's okay if you're unable to go outside due to weather or to safety concerns, you can always modify this activity by drawing, or cutting and making flowers out of construction paper or other materials in your home.

Vocabulary that may be used: *flower, water, big, little, colors, table, cut, pour, hand, nose, scissors, look, see, smell, sneeze, spill, touch, wet, dry, sink, towel, bee, bug, butterfly, pick up, empty, full, leaf, bouquet, vase, stem, petal, around, inside, outside, behind, between, next to, tall, short, grow, fill, faucet, arrange, types of flowers, 1, 2, 3 when counting flowers*

Ways to elicit language during this activity:

1. **Describing:** Describe what you see and what things are happening around you (I see a purple flower! It is next to the tree. I am picking it up. It is in my basket. We are bringing the flower home.)
2. **Answering questions:** (What color do you see? Where should we put the flowers? What can we do with the flower?)
3. **Sequences** (What do we do next? - from picking the flowers, to arranging or cutting them, to putting them in a vase)
4. **Mistakes!!** Life is full of little mistakes, but that's okay because they provide a great opportunity to model language in a natural way! (Oh no!! Tell me about the table. *Wait for response, then offer your idea.* The water spilled on the table!! The table is wet!! What should we do? *Wait for response, then offer your idea.*)

*Sometimes your child may not know the answer to a question, may not be able to answer it verbally, or may not know what comes next in a sequence, and that's okay!! What's important in these moments is that **you** model and provide answers to those questions for your child. This helps expose your child to new, different ways to answer that question! Also remember, pointing, gesturing, and looking are all forms of communication too!*

Other targets: Working on listening for directions to know what comes next, working on vocabulary retention and use in a functional activity, working on using your senses (describing what you see, hear, smell, touch), working on safety with your child (Be careful! The scissors are sharp. Only adults use the big scissors.).