

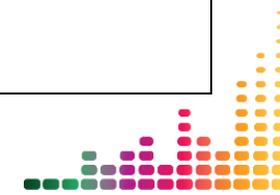


School Holidays – One-A-Day Language Activities

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Week 1	<p>Compare & Contrast</p> <p>How are a banana and a strawberry the <u>same</u>?</p> <p>How are they <u>different</u>?</p>	<p>Basic Concepts</p> <p>Put a hat <u>on</u> your head. Put a toy <u>under</u> a chair. Put a pencil <u>in</u> the box.</p>	<p>Absurdities</p> <p>What is silly about this sentence?</p> <p><i>He brushed his hair with his toothbrush.</i></p>	<p>Functions</p> <p>What does a fridge do?</p>	<p>Phonological Awareness</p> <p>Do these words rhyme? mat – sat park – peach creek – boat bread – red</p>	<p>Associations</p> <p>What goes with a fork?</p>
Week 2	<p>Following Basic Directions</p> <p>Clap your hands and say your name.</p>	<p>Phonological Awareness</p> <p>How many syllables in: <i>Elephant</i> <i>Caterpillar</i> <i>Dog</i> <i>Parrot</i></p>	<p>Main Idea</p> <p>What is the main idea of this passage? <i>The family lay their towels out on the sand. The children built a sandcastle and played with their beach ball.</i></p>	<p>Categories</p> <p>What belongs in this group? <u>Transport</u>. <i>Car, orange, train, aeroplane</i></p> <p>List other items that belong in this group.</p>	<p>Following Directions</p> <p>If your name starts with S, touch your nose.</p>	<p>Phonological Awareness</p> <p>Identify the word: <i>D-o-g</i> <i>B-o-a-t</i> <i>P-a-t</i></p>
Week 3	<p>Compare & Contrast</p> <p>How are a horse and a cow <u>the same</u>?</p> <p>How are they <u>different</u>?</p>	<p>Basic Concepts</p> <p>Put the pencil <u>beside</u> the pencil case.</p>	<p>Absurdities</p> <p>What is silly about this sentence?</p> <p><i>The girl put the ice-cream in the cupboard.</i></p>	<p>Phonological Awareness</p> <p>Say the word <i>take</i>. Now say the word <i>take</i> without the /t/ sound.</p>	<p>Basic Concepts</p> <p><u>Before</u> you wave your hand, nod your head.</p>	<p>Functions</p> <p>What does a phone do?</p>
Week 4	<p>Adjectives</p> <p>Identify the adjective in this sentence: <i>The fast cat ran up the tree.</i> Think of another adjective to describe the cat.</p>	<p>Is/Are</p> <p>Do these sentences make sense? <i>My grandparents is picking me up.</i> <i>My friend is funny.</i> <i>She are running.</i></p>	<p>Associations</p> <p>What goes with toothpaste?</p>	<p>What Doesn't Belong?</p> <p><i>Shark, jellyfish, monkey</i></p>	<p>Phonological Awareness</p> <p>What are the sounds in: <i>Pet</i> <i>Clap</i> <i>Post</i></p>	<p>Compare & Contrast</p> <p>How are a flower and a tree <u>the same</u>?</p> <p>How are they <u>different</u>?</p>

One-A-Day Language Activities How to Guide....

<p><u>Compare & Contrast</u> In these activities we ask children to identify similarities and differences. It is important for children to be able to create rich links between objects by exploring their relationships with one another. It is typically easier for children to identify differences between objects, so start with this if your child is experiencing difficulties. Make this task easier by asking questions about the objects, size, colour, use, materials (what it is made of), parts (what parts it has), shape and category. For example, an apple and a banana are the same or 'similar' because they are both fruit (category) and we can eat them (use). They are different because one is yellow and the other is red (colour) and that one is long and curved and the other is round (shape).</p>	<p><u>Basic Concepts</u> It is important for children to explore a range of concepts and develop their conceptual knowledge as this supports their understanding of instructions, and encourages use and understanding of a range of language such as that related to time (before, after) and positional language (in, on under). Make this task easier by modelling a concept and saying just the target word e.g. 'on'. A fun way of doing this is by getting your child to move themselves to these positions, for example, on, under or behind the chair, or lining up toys to demonstrate before/after in the line. Why not take this activity a step further and ask your child to demonstrate the <u>target</u> concept across a number of environments or turn it into a game by giving each other instructions or playing Simon says...</p>	<p><u>Absurdities</u> Are a great way to have fun and explore your child's understanding of their environment. Make this task easier by acting out the sentence. Use non-verbal cues such as frowning and shaking your head to demonstrate that this isn't right. Then act out what the correct thing would be, showing positive non-verbal cues such as smiling and nodding. Support your child's language if they aren't able to say what about the sentence is silly by giving them a sentence starter. For example, say "brushing your hair with a toothbrush is silly, we use a toothbrush to brush our ____ and a brush/comb to brush our ____." Why not take this activity a step further by discussing why they think the questions is silly or absurd and coming up with your own absurdities.</p>
<p><u>Functions</u> Talking about function is another great way to explore your child's understanding of objects in their everyday environment and how they work. Make this task easier by stating the correct response, for example, a fridge keeps food cold and talking about why this is important. Why not take this activity a step further and ask your child how a fridge works and why we need one? Explore other functions of objects in your home.</p>	<p><u>Following Directions</u> Being able to follow multi-step instructions is important. But first make sure your child understands the words or concepts in the direction. Make this task easier by breaking the instruction down into single steps, repeating the instruction, or counting the number of steps on your fingers to help them remember that they have 2 things to do. Why not take this activity a step further by making it longer and remember to have fun with this one!</p>	<p><u>Adjectives</u> Adjectives are words that describe objects or nouns. Describing words are important for providing detail to stories and being specific when providing information. Make this task easier by finding a picture or an object and using adjectives to describe it. You can expand your child's language using adjectives. If your child says "car", you can say, "yes, that's a <i>red</i> car" or "a <i>big, noisy</i> car". Why not take this activity a step further by taking turns describing items or objects around your house, for example, "the <i>lazy</i> lizard"; "the <i>smelly</i> dog".</p>
<p><u>Associations</u> Associations help to strengthen your child's vocabulary by linking related words. Make this task easier by showing your child a physical fork and talking about what you might use it together with when you're eating dinner. For example, a fork goes with a knife and a.... (<i>spoon</i>). Why not take this activity a step further by listing all of the other things you can think of that a related? You could also draw a picture with one object in the middle of the page and then draw lines connecting it to drawings of other related objects.</p>	<p><u>Categories</u> Like associations, comparing and contrasting, identifying categories supports vocabulary development. Make this task easier by grouping physical objects like toys or pictures together, for example transport vs animals, land animals vs sea animals and talk about the category they belong to. Why not take this activity a step further by listing a group of objects and asking your child what group they belong to?</p>	<p><u>Main Idea</u> Identifying the main idea of a short paragraph means that the listener or reader has understood the main point or takeaway message from the information given. Make this task easier by asking guiding questions about the information given, for example, where did the family go, what did the family do? Why not take this activity a step further by talking about the main idea or message in the books that you are reading at home.</p>



<p><u>What Doesn't Belong?</u> Another task that supports building rich relationships between words is identifying related vs unrelated words. In this task children are asked to compare and contrast between 3 items. Make this task easier by talking about the objects like you did for the comparing and contrasting activity. It may be helpful to show your child pictures of the objects. Why not take this activity further by coming up with some of your own. Try tying in your knowledge of categories for this one and have two objects from one category and one from a different category.</p>	<p><u>Is / Are</u> This activity explores correct use of grammar with respect to noun-verb agreement. A fancy way of saying if there is only one of something we use the word 'is' and when there are more of something we use the word 'are' to talk about the relationship between that/those things and the 'doing' word. For example, 'the apple <u>is</u> falling', versus, 'the apples <u>are</u> falling'. Make this task easier by saying the sentences correctly and emphasising the 'is' versus 'are'. Do this as needed during the day. There is no need to stop your child and ask them to repeat the correct form, just make sure you do repeat what they say, emphasising the correct form.</p>	<p>For more information on the services that we offer at Speech & Language Development Australia visit us at:</p> <p style="text-align: center;">salda.org.au</p> 
<p><u>Phonological Awareness</u> Involves the knowledge that sounds are the building blocks of words and supports children in their early understanding of the structure of words. These skills are linked with speech and literacy development.</p> <p>Note: Phonological awareness activities don't talk about letters (letter names), rather the sounds in words and how they are made.</p>	<p><u>Rhyme</u> Rhyme is important for both language and literacy development and cues children into listening into parts of words. Make this task easier by letting your child know which words rhyme and don't rhyme and why. For example, "mat and sat rhyme, they both sound the same at the end", "park and peach don't rhyme, they sound different at the end". Why not take this activity further by asking your child to come up with more rhyming words. It is ok if the words are silly and aren't really words, as long as they rhyme!</p>	<p><u>Syllables</u> Breaking words into syllables supports children to chunk words into smaller units, making it easier to identify common features of words for reading and spelling. Make this task easier by focussing on 2 syllable words and clapping these as you say them, for example, win-dow, ta-ble, car-pet. Why not take this activity further by getting your child to clap the syllables of their names and the members of their family.</p>
<p><u>Identify the word (Blending words)</u> Blending sounds is an important skill for literacy development. After children sound out letters in words it's important for them to be able to blend them together to form a word. Blending words from sounds is one step in this process. Say the sounds (not the letters) of each word with a slight pause between each sound e.g. d-o--g. Make this easier by stretching out the letters when you say them and not leaving a gap between letter sounds. Why not take this activity up a step by trying words that contain to consonants together, e.g. s-t-o-p, s-t-ar, b-e-n-t, p-o-n-d, avoid words with more than one syllable.</p>	<p><u>What are the sounds (Segmenting words)</u> Segmenting words or breaking words into their sounds or 'sounding out' is an important skill for literacy development. This skill supports children in breaking down words for spelling in particular. When doing this activity, encourage your child to say the sound that they hear in the word rather than the letter name. For example, the word car has 2 sounds /k/ and /ar/ but has 3 letters c, a, r. Make this easier by sticking to words that have a consonant-vowel-consonant structure like cat, dog, bake, and/or by holding up fingers or putting out blocks to show how many sounds there are in a word and tapping on these as a sound is said. Why not take this activity up a step by trying words that contain 2 or more consonants together, e.g. stop, start, sprint.</p>	<p><u>Take away a sound (Manipulating sounds)</u> Manipulating sounds in words is an important skill for literacy development. Being able to take away or swap letters in words supports spelling and reading of words that are alike or are similar in pattern, for example, rhyming words. Make this task easier by putting a small pause in the word after the first sound and emphasising the remaining word when saying the word e.g. t-ake. Why not take this activity a step further by adding on a different sound at the beginning of the word, for example, 'take' with out the /t/ sound becomes, 'ake' (ache), if you now add the /m/ sound to the beginning it becomes 'make' and so on.</p>

