

LISTENING SKILLS ("Receptive Language"): Activity Week 2

Playing with Playdough

Playing with your child using playdough is a great way to keep your child engaged and interested in table time. If you don't have any playdough at home, you can make it from scratch as well!

Here is an at home playdough recipe:

Playdough ingredients:

- 2 cups all-purpose flour.
- 3/4 cup salt.
- 4 teaspoons cream of tartar.
- 2 cups lukewarm water.
- 2 Tablespoons of vegetable oil (coconut oil works too)
- Food coloring, optional.
- Quart sized bags.

Or follow check out this website to help make playdough.

<https://www.babyboybakery.com/blog/2018/8/13/quick-afternoon-activity-homemade-play-dough>

GOALS ADDRESSED DURING PLAYING WITH PLAYDOUGH:

- Vocabulary: names of common actions and functional words, describing words, and directional words
- Following simple action directions
- Following multiple-step directions
- Imitating actions

Play WITH your child (if you can) for at least 15-30 minutes. Playdough is great for your children that need to understand different vocabulary meanings of objects and actions. You can use playdough to teach vocabulary and following directions. Make mini playdough balls and gather items around your room. Have your child follow directions with the playdough balls and items you have gathered. Try having them follow directions for "in, on, under, top/bottom, in front/behind, etc." For example, "put the playdough in the cup" or "put the playdough under the table." It's also a great time to talk to your child and model (say outloud) the action words you are doing. They can practice listening to actions words and imitating the action words you are showing them. Great action words that you can demonstrate could include "open/close, help/all done, go/stop, push/pull, more/want, roll, twist, squeeze, smash" just to name a few! You can also model (say outloud) describing words. Some great describing words that you can say may include "big/little, long/short, smooth/bumpy, tall/short" and colors. For example, you could say "my snake is so long" or "your flower is big!"

ADAPTING THE GAME DEPENDING ON YOUR CHILD'S LANGUAGE LEVEL:

1. FOR CHILDREN WHO ARE JUST LEARNING TO UNDERSTAND WORDS:

Give directions that are simple and clear. It is important that you model what you are. For example, "let's roll the playdough into a snake. Oh look, I rolled mine into a long snake. You try." If your child wants to create their own creation, that's great! Let them! Just talk about what they are creating and follow along with them. "You are pushing the playdough. I am too. You made a big

ball.” For children who are just learning to understand words, it is important to MODEL, MODEL, MODEL. Model words like “open/close” to get the playdough out of the container. Model “help, more, all done” for when they look like they need help, more of the playdough, or are wanting to be done with the activity.

2. **FOR CHILDREN WHO ARE WORKING ON EXPANDING THEIR COMPREHENSION OF WORDS:**

Start with single and simple action directions (ie: open/close, stop/go). You can then model less common action words (ie: squeeze, push, pull, squish, roll, cut). You can also target the directional words (ie: in/on/under, etc.) or give longer 2 step directions (ie: “make the playdough into a cookie and then pretend to eat it.”).

3. **FOR CHILDREN WHO ARE WORKING ON LISTENING TO LONGER DIRECTIONS:**

Start with single action commands or directions with one directional word. Then move to two-step directions (ie: “make a big cookie and then put chocolate chips on the cookie” or “roll out a long snake and then make it slither on the table.”).