

Following Instructions Games Toy Box Ideas

These games use the idea of 'information carrying words'. These are the words in the sentence the child must listen to, without additional contextual clues, to understand the sentence. Clues that could be inadvertently given include looking at the item, pointing, etc. They are split into differing levels, with some examples of instructions to give. Vary the instructions when you play the games and include silly instructions, so they don't become part of a routine. These games are suitable for language activities and attention and listening, and can be adapted in any way, e.g. in a small group for turn taking and listening. They may also be used by speech and language therapists as part of an informal assessment or therapy game. Some ideas are given below for toys and instructions to use at four information carrying words level.



Bath Time Toy Box

In the box, have a doll, teddy (or any other toy with arms and legs), soap and a towel. You could also put the toys in a toy bath (with or without water) to make the game more appealing. Tell the child it is time for the toys to have their bath. Give the child instructions to follow to support receptive language. The game can also be used to support expressive language by asking the child to give you instructions. This game can be extended by using clothes to dress the toys.

Instructions to give the child at four information carrying words level can include:

Wash the **baby's hand** and **foot**.

Dry the **teddy's ear** and **face**.

Wash the **baby's nose** and **ears**.

Dry the **teddy's tummy** and **arms**.

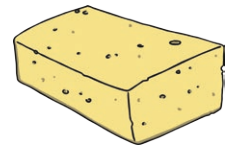
Wash the **baby's hair** and **face**.

Wash the **baby's tummy** and **toes**.

Dry the **baby's back** and **toes**.

Dry the **teddy's arm** and **hands**.

Wash your **nose** and **ears**.



Stickers and Toys Toy Box

In the box, have a teddy and dolly (or other toys with arms and legs, e.g. robot) and big and little stickers of different colours or shapes. Give the child instructions to follow to support receptive language. The game can also be used to support expressive language by asking the child to give you instructions. This game can then be extended by taking off the stickers.

Instructions to give the child at four information carrying words level can include:

Put the **little blue** sticker on the **teddy's ear**.

Put the **little pink** sticker on the **robot's eye**.

Put the **big green** sticker on the **robot's arm**.

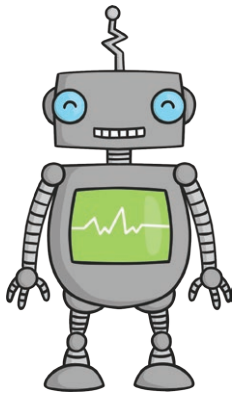
Put the **little blue** sticker on the **teddy's tummy**.

Put the **big green** sticker on the **superhero's back**.

Put the **big pink** sticker on the **superhero's leg**.

Put the **big blue** sticker on the **teddy's foot**.

Put the **little green** sticker on the **superhero's tummy**.



Animal Hide and Seek Toy Box

In the box, have different types of objects that the animals can fit inside or on, e.g. a box, chair, cup, train, etc. with animal miniatures, both big and small. For the animals, have big and little versions of the same animal (if these are tricky to find, pictures could also work). Give the child instructions to follow to support receptive language. The game can also be used to support expressive language by asking the child to give you instructions. This can be used to support the learning of farm animals, wild animals and prepositions.

Instructions to give the child at four information carrying words level can include:

Put the **little horse** on the **chair**.

Put the **little cow** in the **train**.

Put the **big sheep** next to the **train**.

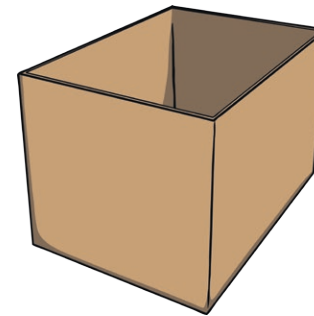
Put the **big pig** on the **box**.

Put the **little duck** in the **box**.

Put the **little goat** under the **chair**.

Put the **big chicken** under the **train**.

Put the **big dog** on the **chair**.



Picnic Toy Box

This toy box looks at supporting vocabulary associated with food and big/little. In the toy box, have a two different toys/dolls, a picnic blanket, a plate, a bowl and cup for each toy at the picnic and toy food in different sizes. (Make the size difference obvious with big/little options of the same foods. This is so that the words are truly being understood, e.g. if there is only one little apple, then that can be the only choice, whereas if there is a little apple and a big apple, the choice needs to be thought about.) Again, using pictures or real food will also work. Tell the child that the toys are having a picnic. Give the child instructions to follow to support receptive language. The game can also be used to support expressive language by asking the child to give you instructions. This could also be done as a real picnic with the instructions involving your name, the child's and a toy, e.g. 'Put the little biscuit on Mummy's plate.'

Instructions to give the child at four information carrying words level can include:

Put the **little apple** on the **teddy's plate**.

Put the **big biscuit** on the **superhero's bowl**.

Put the **big apple** on the **teddy's bowl**.

Put the **little cake** on the **teddy's bowl**.

Put the **big cake** on the **teddy's plate**.

Put the **big biscuit** on the **teddy's head**!

Put the **little cake** in the **superhero's cup**.

Put the **big strawberry** on the **superhero's plate**.

Put the **little strawberry** in the **teddy's cup**.

