



DEVELOPING UNDERSTANDING AT A TWO KEY WORD LEVEL

These activities help your child to relate two key words together. Key words are the words a child must understand to be able to carry out the instruction. For example, if you are leaving the house and you have put your coat on, and you point toward the coat and say, “Put your shoe on”, your child doesn’t have to understand any words because all the cues are provided through context i.e. (you having your shoes on) and the visual cue (pointing at the shoes) and perhaps the routine of going out at any particular time of day. Make sure that when doing these activities you have a choice of objects/actions/ places for the key words; e.g., “Put the ball/book/sponge on/under the chair/bed.”

1. Take a number of household/ play corner-type objects and two dolls or teddies. Tell a story; e.g., “Look, here’s a doll. She’s going to hide all her mom’s things! She’s going to put her mom’s book in the box.” (Demonstrate.) “Let’s help her. You put the ball under the cloth.” Make sure that there’s a choice of objects and that you don’t look at or point to the objects you mean. Then get the doll to ask the child, “Where did she put my book?”
2. When out shopping in the supermarket take your child up to, for example, the fruit section. Go through the names of the fruit as you put them in their bags. Then holding up two bags of different fruit, ask your child to, “Put the apples with the sausages” or “Put the oranges with the milk”, etc.
3. Use a washing activity with a doll or teddy (one or the other; not both). Have a sponge to wash and a towel to dry with and take turns to give each other instructions; e.g., “Wash the doll’s feet”, “Dry the doll’s face”, etc. If your child has difficulty telling you what to do, help him/her by asking question; e.g., “Shall I wash or dry?” “What shall I wash/dry?” “Hands or hair?” and so on, breaking it down and modelling your language at a level at which your child can cope.
4. Using teddy and a doll and a flannel or sponge, “Wash teddy’s feet”, “Wash doll’s nose”, etc.
5. When your child requests something with a single word ~ e.g., “more”, encourage him/her to add another word; e.g., “more drink”, “more toys”, “more books”, and so on.
6. Teddy and doll don’t want to sit still; they want to jump, run, turn around, lie down, etc; “Make teddy jump”, “Make doll run”, etc.





7. What can doll do with her toys? “Make doll brush her hair.”
carry the car,” etc.

8. Make simple drawings of, e.g., an object on another object.
a person on an object.
a person doing something.

Make groups of four pictures where two choices must be made; e.g.

a) book on a bed

book on a chair

ball on a bed

ball on a chair

(ask for, e.g., “the ball on the chair.”)

b) Swap the cup and ball for a boy and girl. Ask for, e.g., “the boy on the chair.”

c) man jumping

cat jumping

man sitting

cat sitting

(ask for, e.g., “the cat jumping.”)

9. Introduce size ~ big/little. Using teddy or doll but only one or the other, and pairs of small and large toys, ask your child,
e.g., to, “Give the little spoon to teddy.”

“Give the big car to teddy.”

Most of all, have fun with your child.

