

# Language and Articulation “Car Quickies”



There are so many opportunities to practice language and articulation skills during the day in a fun and easy way. These Language and Articulation “Car Quickies” don’t require any materials and will provide entertainment for the whole car. Get in the habit of doing a couple “Language and Articulation Car Quickies” every time you’re in the car to establish a routine of consistent speech and language practice. Most importantly, always give lots of praise and keep it fun!

## Language

- **Categorization:** name as many items in one category as you can in one minute. Get inspired by the surroundings (*e.g., if you see a billboard for a grocery, name kinds of food*). Categories: *pets, farm animals, jungle animals, ocean animals, zoo animals, things that fly, things that are hot, things that are cold, things that are soft, tools, vehicles, fruits, vegetables, proteins, colors, sports, etc.*
- **Sequencing:** Encourage your child to talk about what you have done/will be doing today using transition words (*e.g., first, next, then, last*) and full sentences.
- **Semantics:** Tell your child to name as many things as they can out the window that share a certain feature (*e.g., color, shape, hard/soft, shiny/dull, rough/smooth*)
- **Semantics:** Play “I Spy.” Some children may benefit from concrete clues like color (*e.g. “I see something blue”*) or size (*e.g., “I see something bigger than a dog”*) while others may be able to describe based on function or more ambiguous clues (*e.g., “I see something you might need when you are tired”*). Take turns giving the clues and being the guesser.
- **Semantics:** Play “3 In Common.” One person names 3 items that have something in common and the others must guess. (*e.g., “What do soccer, basket, tennis have in common?” A: They are all types of balls*).
- **Semantics/Asking Questions:** Play “20 Questions.” Think of a word for your child to guess (nouns are usually best). Encourage the child to make guesses about the *category (Is it an animal? Is it a food? Is it a type of clothing?)*, function (*Do you use it outside? Is it used at school?*), and features (*Is it brown? Is it bigger than the car?*). Encourage WH-questions (*who, what, where, when, why, how*) if that is something your child is working on. Take turns thinking of the word and being the guesser.
- **Higher Level Language:** Listen for figurative language and idioms (*e.g., “head over heels,” “butterflies in my stomach”*) in the songs that you hear on the radio. Talk about their meaning and encourage your child to think of other times when you might use them.

## Articulation

- Place a small mirror on the back of the seat facing the child or in the seat pocket. At every red light, challenge the child to make their target sound 10 times in the mirror, and then make 1 super silly face.
- Take turns making up silly sentences using the target sound.
- Find as many things as you can out the window that start with the target sound (or in license plates).
- Give your child a book to read and instruct them to be a “Sound Detective” – Every time they spot their target sound in the text, they should read the word to you.