*Directions: Try to do an activity together each day. Feel free to modify the tasks as needed (use pictures, offer choices, pointing…). For each picture, have your child describe the picture (What is it? What does it look like? Where do you find it? What is it made of?). Use this as a guide throughout the month to reinforce language skills. Have fun communicating!!* 

 January

 Speech & Language

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday | Bonus |
|  Talk about the important dates in January (holidays, birthdays, etc.) |  Make footprints in the snow. Talk about their shapes and sizes. |  Talk about what you would do outdoors in the snow. |  Make a collage with glue and construction paper with pictures from a magazine. |  Use a marker to draw a face on an old sock and use it as a puppet. | Play *Store* with the canned goods in your kitchen. |
|  Fold clothes together. Separate the items into piles. |  Sing an action song such as *The Itsy-Bitsy Spider*. |  Draw a picture and use words like *tall, short, fat,* and *skinny* when drawing. |  Name baby animals (*puppy, kitten, lamb,*etc.) Describe what they look like. |  Play *Charades* using actions (*hop, skip, roll, jump,* etc.). Talk about what you’re doing. |  Choose an animal. Talk about what it looks like, eats, where it lives. |
| Read a winter story.  |  Match a pile of mittens or socks. |  Talk about the different jobs people have. |  Make popcorn and talk about how popcorn pops. |  Place a carnation in food coloring and water. Watch the flower change color. |  Draw how the weather looks outside. Use words to describe it, such as *cold, windy*, and *sunny*. |
|  Act out a favorite story. |  Cut out the initials of your child’s name from a large piece of paper. |  Roll a ball into a pail that has been laid on its side. Talk about how the ball rolls. |  Set up an obstacle course. Talk about *under, over, inside, outside, between.* |  Talk about things in a room that are round. | Name an adjective, such as *shiny*, and then name things the word describes (ex. mirror, spoon) |

Learning Target: With daily practice in the home, this resource can be used to enhance functional communication and generalization of skills.