

# Concept Games

## ULTIMATE GOAL

- **For the child to have an age appropriate level of understanding.**

## TAREGTS

- **The child will be able to follow directions containing basic concept words.**
- **The child will be able to ue basic concept words to describe actions or events.**

This pack contains some games and ideas to help your child understand and use basic concept words. You can do this with children on an individual basis or as part of a group. It would be helpful to ask your Speech and Language Therapist which children to work on this with to make sure it is appropriate for their level of learning.

If you have any further questions please contact your Speech and Language Therapist at:

[name@integratedtreatments.co.uk](mailto:name@integratedtreatments.co.uk)



### Hot/Cold

- Use food pictures or pretend play items and ask the child to decide whether the food is normally eaten hot or cold. You can sort them into piles of 'hot' and 'cold'. You could also show the child pictures of drinks and ask them if it is a hot or cold drink.
- Show the child some pictures of clothes or bring along some clothing items, ask them which they would wear on a hot day and which they would wear on a cold day. You could sort the pictures or dress up a teddy/dolly to either go out in the sun or out in the snow.
- Show the child pictures of different weather and ask them to say whether it would make them hot or cold.

### In/On/Under/Above/Below/Next to

- Use a picture of a house or a dolls house and a figure or picture of a little mouse. Ask the child to put the mouse in certain places e.g. next to the window, above the door. You may need to model the words to the child first so that they understand what you mean.
- Go to the playground and ask the child to find something to go 'under' or 'on' or 'next to'. If you are running a group ask the children to give each other directions e.g. 'Joe, go under the bench'.

- Using a teddy or figure and some pretend furniture ask the child to place them somewhere after your instruction e.g. 'put teddy on the bed', 'put teddy under the chair'. You can have a turn placing the teddy/figure somewhere and ask the child, 'where is he?'

### Empty/Full

- Using some cups and water, ask the children to decide whether the cups are empty or full. You can demonstrate this by pouring different amounts in the cup e.g. fill one cup, 'now it's full', 'now pour it out, 'now it's empty'. You could also do this with buckets.

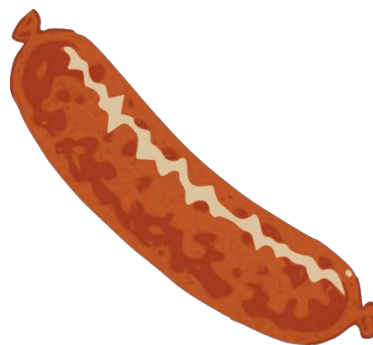
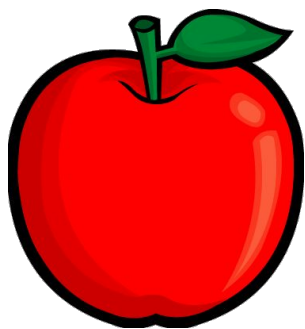


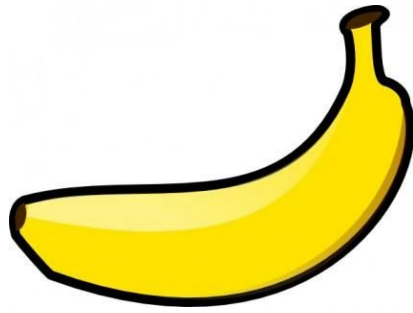
- Whilst pretending to cook or make drinks you could comment on whether the plates/cups are full or empty. Pretend to drink a cup of drink and comment 'now my cup is empty!'
- Use a toy car or bus and figures of people. Ask the child to put them all on the bus/car and explain that the bus is 'full'. Ask the child to take them all out of the bus/car and explain that it is now 'empty'. You can put the people in and out of the bus and ask the child to tell you whether it is full or empty.

### Fast/Slow

- Using a toy car or a train make it move along the table slowly, you can ask the child, 'is this car/train slow or fast?'. Ask them to drive it quickly/fast.
- Show the child pictures of different forms of transport and ask them if they usually go fast or slow.

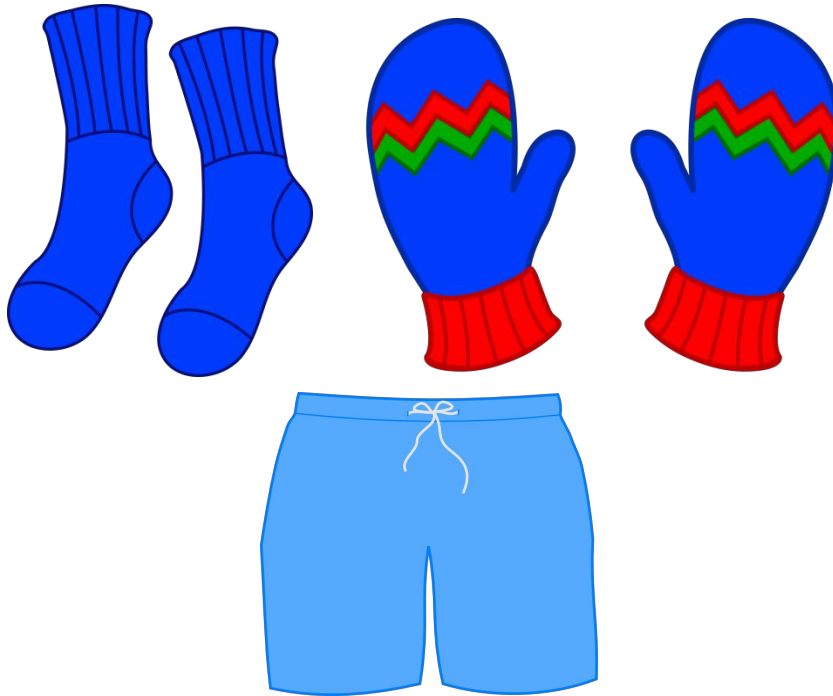
Food Pictures

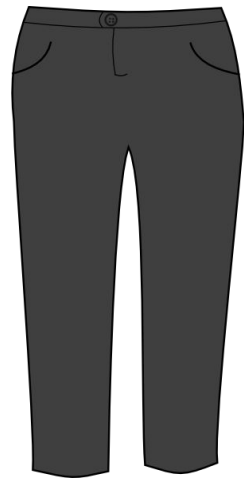
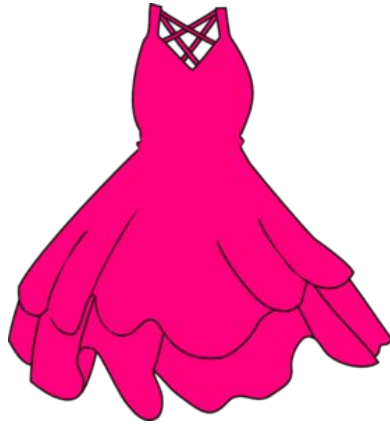
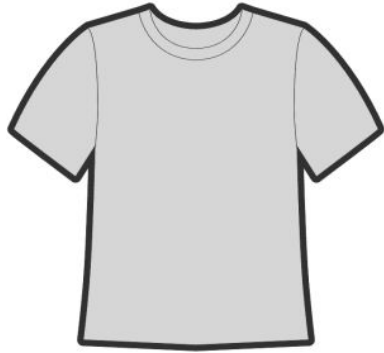






Clothes





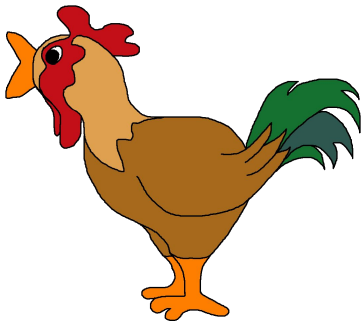
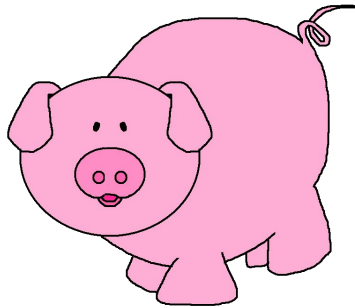
Weather

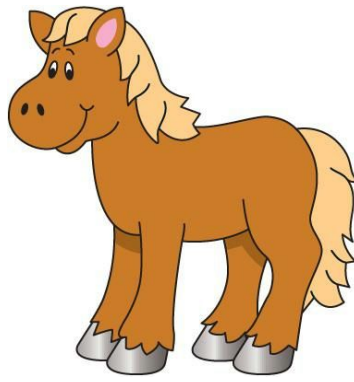
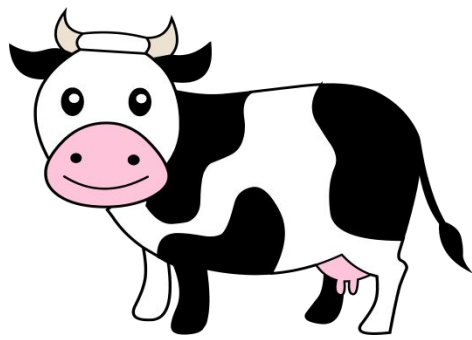




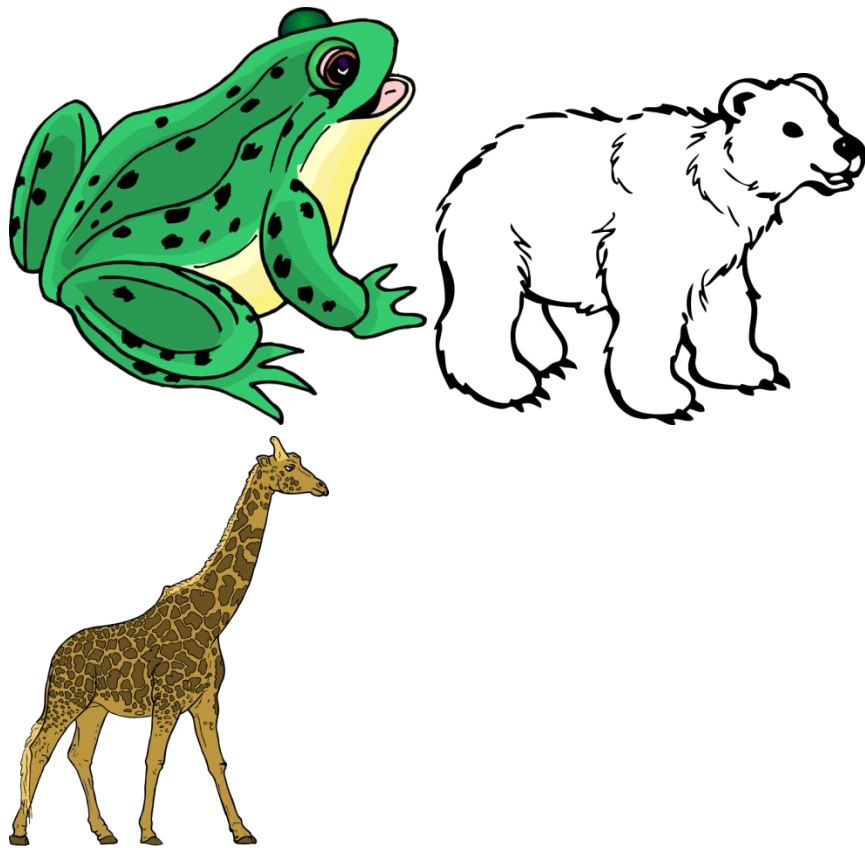


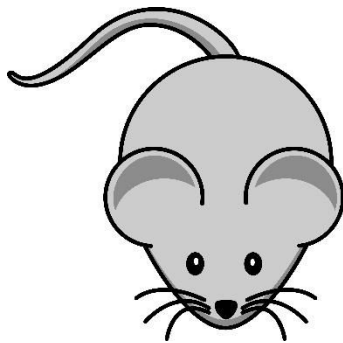
Animal Pictures











Transport

