

# Early Language in everyday activities

## Bath time / Water play



### Ice cube play

Get toys or interesting objects, put in a balloon or bag, add water and put in freezer. Then remove the bag / balloon and put the ice cube in the bath / water play. You can watch them melt and the object appear!

- ❖ Make **predictions** about what it could be. Give clues so they can **guess**. This is good for vocabulary knowledge. Have a mix of meaning and sound information. It's a type of...; You find it...; It does...; It looks like...; It starts with the ....sound; It rhymes with...etc.
- ❖ Give them one at a time and see if your child can **request 'more'** when they want another one.
- ❖ **Label** the object when it appears if your child can't and do any **noises** it might make.

### Sequencing

Talk through the bath time / water play routine using the concepts of "first" "next" "and then" "last" e.g. First we put the plug in / down, next we turn on the taps / fill with water, then we check the temperature, then we get undressed, last we get in / put in the toys etc.

### Shaving foam

Do some sensory play or 'painting' with shaving foam. You could use liquid food colouring to dye the foam different colours and have fun making 'pictures' on the bath.

- Put foam on different **body parts**.
- Make **big or little** swirls / piles of shaving foam.
- Talk about the **textures, colours** and what you are **doing** – painting, swirling, feeling etc.

### Floating objects

Find toys or objects from around the house that will float like corks or plastic toy food, or make your own by cutting out foam shapes. Give your child something they can use to catch them like a ladle, jug or sieve.

- ❖ **Turn taking** – is an important early communication skill so good to practice sharing & taking turns catching the objects with one tool. Model the language – "my turn" "your turn"
- ❖ **Waiting/listening** – encourage your child to wait and to listen for the "go" before they catch / scoop the toy. See if you can make the pauses a bit longer at times. You could make them listen harder by using a variety of words and they only go when they hear
- ❖ **Verbs/action words** – model lots of actions as you play - scoop, catch, pour, float, move, hide, grab, pull, choose, pick, empty or more advanced words like capture, seize, bob, afloat, ladle.

### Suggested Books

Ruffles and the red, red coat - (David Melling)  
 Eric makes a splash - (Emily Mackenzie)  
 On my Papa's shoulders - (Niki Daly)  
 Splish splash ducky! - (Lucy Cousins)  
 Little owl's bathtime - (Debi Gliori)

Tip: You don't have to 'read' the books, you can enjoy looking at the pictures, or making up your own stories!

### Suggested songs or rhymes

Tiny Tim  
 Five little ducks  
 Row row row your boat

(words of the rhymes are included on page 2)

**Why not pay a visit to your local **Library!**** Southampton Library Service are working together with the Speech & Language Consultant to offer a supply of suggested books in local libraries.

**Anyone can join the library – it's free! Call in to your local library or join online: [Southampton | Libraries](#)**  
(please have ID with you to get your Library Card)

You can borrow up to 20 books each time and swap them as often as you like. SCC Libraries don't charge for any damage to books by children and there are no fines for late returns.

Reading with your child is a great way to encourage speech, language and listening skills,  
**and visiting the library together is a free and fun activity!**

## Tiny Tim

I had a little turtle  
His name was Tiny Tim  
I put him in the bathtub to see if he  
could swim  
He drank up all the water  
And ate a bar of soap  
And now he's in his bed  
With bubbles in his throat  
Bubble....bubble....bubble....POP!

*Hands move further and further apart as 'bubble' gets bigger, then clap for the pop or use real bubbles!*

*You could pause and see if your child can initiate the pop with the word or a clap*

<https://www.scottishbooktrust.com/songs-and-rhymes/tiny-tim-i-have-a-little-turtle>

## Five little ducks

Five little ducks  
Went swimming one day,  
Over the hills and far away.  
Mummy duck said  
"Quack, quack, quack, quack"  
Only four little ducks came back.  
*Continue counting down until....*  
One little duck  
Went swimming one day,  
Over the hills and far away.  
Mummy duck said  
"Quack, quack, quack, quack"  
And all five little ducks swam back.

<https://www.scottishbooktrust.com/songs-and-rhymes/five-little-ducks>

Mr Tumble CBeebies version with signs -  
<https://youtu.be/7w7RnXl7ENg>

## Row Row Row your Boat

Row, row, row your boat  
Gently down the stream  
Merrily merrily, merrily, merrily  
Life is but a dream

There are lots of variations:

- Gently down the stream, if you see a crocodile don't forget to scream (arms up and scream)
- Gently down the river, if you see a polar bear don't forget to shiver (jiggle)
- Gently to the shore, if you see a lion don't forget to roar (roar)
- Gently down the lake, if you hear a hissing sound, it's probably a snake (sssss)
- Gently in the bath, if you see a spider don't forget to laugh (tickle)
- Gently through the mist, if you see a baby don't forget to kiss (kiss)

**Make up your own** rhyming version e.g. don't row too far – if you see a woolly sheep – baa!

You can be as creative as you like and include your child's interest or favourite toys.

**Make a boat** from a container that floats or a washing up sponge – put some toys / animals in it as you sing the song and push it towards your child.

<https://www.scottishbooktrust.com/songs-and-rhymes/row-row-row-your-boat->

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-row-row-row-your-boat/zjp7kmn>

