

BUILD A SNOWMAN TOGETHER WHILE FOCUSING ON DIFFERENT LANGUAGE TARGETS!

THINK ABOUT . . .

In this activity, you will be strengthening your child’s language abilities and reading comprehension by focusing on sequencing, following directions, understanding prepositions/spatial concepts, and descriptive words. This is also a great way to incorporate literacy into language activities and show children that reading is fun!



MATERIALS NEEDED:

- “Snowmen at Night” by Carolyn Buehner
- Whiteboard or posterboard with markers
- Cut outs of the different components of the snowman (sticks, buttons, pebbles, carrot nose, hat, scarf)
- Pieces of tape to stick the snowman pieces on the outline

PREPARATION:

- 1- Draw an outline of a snowman on the poster board or white board and hang it on the wall so it is within the child’s line of sight/reach.
- 2- Cut out the snowman parts

VOCABULARY: (SEQUENCING WORDS, SPATIAL CONCEPTS, DESCRIPTIVE WORDS)

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|-----------|------------|
| • First | • Behind |
| • Next | • Tiny |
| • Last | • Small |
| • Then | • Big |
| • Above | • Large |
| • Under | • Colorful |
| • Below | • Striped |
| • Next to | • Tall |

ACTIVITY

- 1- Read the story “Snowmen at Night” by Carolyn Buehner. While reading, discuss with the child the different characteristics of the snowmen in the story and the steps to take when building a snowman to prepare the child for the extension activity.
- 2- After reading the story, lay the different pieces of a snowman on the table or floor.
- 3- Use a white board or poster board to create a blank snowman and hang it on the wall within the child’s reach.
- 4- Provide auditory directions for the child to follow when building the snowman. Use sequencing words such as first, next, then, and last.
- 5- You can mix things up and give “silly” or unexpected directions using different prepositions/spatial concepts (i.e., put the red button **above** the hat, put the carrot nose **on** the snowman’s belly, put the hat **under** the scarf)

HELPFUL TIPS:

- Modify the directions as needed depending on the child’s development. For example, you can give 2-3 directions with multiple descriptive elements (size, color, shape, etc.) or simple, one-step directions based on the child’s language level.
- Make sure the child listens to all the components of the direction before they complete it. Repeat the directions as necessary.
- Focus on one language target to focus on during the activity to make things easier whether that is sequencing, following simple directions, understanding prepositions or descriptive words.
- This activity could also be expanded and completed outside with real snow if location permits. Complete the same steps listed above, with the appropriate materials (hat, scarf, nose, buttons, pebbles/rocks, sticks).

Special thanks to graduate students in the Listening and Spoken Language Deaf Education graduate training program at Utah State University. These pages can be reproduced for educational purposes.





