<table>
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<th>Reasoning</th>
<th>Resources needed</th>
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<td><strong>Build a Jigsaw Together.</strong>&lt;br&gt;While you build the puzzle, talk about what you are looking for and doing. ‘What’s this? Oh, it’s a part of his leg, what will fit with it I wonder….’ etc. This activity is great for building cooperation and collaboration as well as encouraging conversation and reasoning abilities – explaining, predicting, drawing logical conclusions and making links.</td>
<td><img src="image" alt="Jigsaw Puzzle" /></td>
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<td><strong>Play a Barrier Game.</strong>&lt;br&gt;This game can be played 1:1 or in a small group. Give each player the same set of toy objects (figures, toy vehicles etc.) Place a screen between each child. To make a barrier, you can use an opened out book or a box. Anything that will be a barrier to stop them seeing each other’s work. Take turns to give an instruction, e.g. ‘The girl is beside the red car’, or ‘The duck is behind the red car’.&lt;br&gt;At the end, everyone’s scene should look the same if the instructions have been well explained and understood.&lt;br&gt;If this is difficult for the child, it is good to play it 1:1 in the first instance.</td>
<td><img src="image" alt="Barrier Game" /></td>
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<td><strong>Encourage the child to Ask and Answer Questions.</strong>&lt;br&gt;Read a story that the child has picked. Ask questions based upon it as you go along, making use of the pictures. This will enhance the child’s comprehension skills.&lt;br&gt;e.g. ‘Who is hiding in the garage?’&lt;br&gt;‘Why is she doing that, I wonder?’&lt;br&gt;Encourage the child to ask their own questions, ‘Who?’, ‘What?’, ‘When?’, ‘Where?’, ‘Why? ’&lt;br&gt;Tell your child that they are going to earn a point for every question they ask!</td>
<td><img src="image" alt="Storytime" /></td>
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**Summarising a Story or Creating a New Ending.**
First read a story, e.g. Three Little Pigs, adding voices for the characters and moving around. Allow plenty of time for the child to join in the summary or take the lead, but be prepared to tell the story yourself if they don’t do this easily.

Another fun activity is to change the direction of the story, e.g. “Then the wolf realised he was being mean and helped the pigs rebuild their houses!” and create a new ending.

It is very good to develop the child’s ability to summarise the story.

One great way to do that, is for you to tell them at the start of the story that ‘I will play at being the child after I have read the story. If I put my head down and listen carefully, and I would you to pretend to be my teacher, telling me the story in your own words. The pictures will help.’
This encourages them to draw on their memory of the story and summarise it with confidence.

**Play I Spy.**
You can play this the original way, ‘I spy something beginning with p’;

or by giving a clue based on the item’s use, e.g.

‘I spy something for cleaning the floor,’

It is always important that your child feels that they are achieving so keep it easy to start off with.

Once again, this is a great shared activity which builds social understanding and turn taking skills.

**Feely Bag.**
Use a paper bag or a pillowcase to hold a number of toy animals. The child must feel and guess which animal they are touching. This helps them to link that information to their knowledge about animals’ shapes.
Riddles.

Encourage the child to analyse the information you give and practise solving problems.

‘Think of an animal. I have four legs. I am black and white. I can be seen in Northern Ireland. I give milk. My babies are called calves. What am I?’

‘Think of a flower. I can be seen in most gardens. I have small white petals with yellow in the middle. You can make chains out of me. What am I?’

Sorting Things Out.

Get a collection of socks belonging to different family members. Ask the child to sort them out and explain why they have sorted them out in that way.

‘These are Daddy’s because they are big and Daddy wears black socks,’

‘These are Suzy’s because they are pink and sparkly’.

Talk about Favourite Things.

Take it in turns to talk about your favourite things and why you like them more than any other.

‘Let’s talk about ice-cream’.

‘My favourite ice-cream is chocolate flavoured, because….’

‘Let’s talk about tractors.’

‘My favourite colour of tractor is red, because….’

Encourage the child to explain why they prefer it.
**Play a Matching Game.**

Using a pack of cards encourage the child to recognise two cards which match, or are exactly or almost the same.

‘Yes, they almost match because they have the same number. But they don’t exactly match because they are a different colour’.

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**Play Odd One Out.**

Get a variety of toy objects, for example, animals, vehicles, figures.

The aim of the game is to find the thing which doesn’t match all the others. This helps the child make connections between the articles and explain how The Odd One Out doesn’t relate to the other items in the bunch. Take turns for better fun.

The child lays out items and includes an Odd One Out, e.g. a horse, a dog, a sheep and a lorry.

Your goal is to identify that the lorry is the Odd One Out, since it is not an animal and all the others are.

Or use real household items like crockery, fruit and vegetables.