

## Breakfast Bloom Box Materials

- Sensory Bin
  - Yellow pompoms
  - White pompoms
  - Empty white eggs
- Tongs
- Wooden Coffee Maker
  - 2 Mugs
  - Sugar packet
  - Milk
  - Spoon
  - 3 single serve cups
  - Ice cube
  - Order sheet
- Griddle
  - Over easy egg
  - 2 Bacon
  - Egg
  - 2 tomatoes
  - Steak
  - Spatula
  - Fork
  - Spoon
  - Knife
- Plate
- Cup
- Waffle maker
  - 4 pieces of waffle
  - 4 syrups
  - 4 strawberries
  - 4 chocolate chips
  - 4 butter pads
- Toaster
  - 2 pieces of toast
  - 4 butter pads
  - Butter dish
  - Knife
  - Order card
- Pancake Game
  - Pan
  - Flipper
  - 6 Pancakes
- Donuts
  - 5 donuts
  - 5 frostings
- Color Shape Egg Match Game
  - 6 eggs



## Activity: Egg Scramble

### Developmental Areas Targeted:

- Language
- Sensory
- Fine Motor

### Materials Needed:

- Sensory Bin
- White pompoms
- Yellow pompoms
- Empty egg shells
- Tongs

**Child Led Play:** Show your child how to use the dig out an empty egg shell. Use the tongs to fill the eggs with the yellow and white pompoms.

### Language Enrichment:

- The New Talker: Use the words “ball” and “in” as your child picks up the pompoms and places them into the eggs. Use them on their own as well as in a two word phrase, such as “in ball.” Using words alone and then moving them into two word phrases will assist your child in hearing how they can produce longer phrases with words they are already familiar with.
- The Next Stepper: Encourage your child to “put one of each” into the egg. The qualitative concept “each” is an important concept for your child to understand when following and giving directions.

### Home Activity:

- The New Talker: When your child produces one word, repeat it and add one word to it. In example, if your child says “more,” respond by saying “more juice.”
- The Next Stepper: Lay out multiple options for your child when getting dressed in the morning. Encourage them to “pick one of each.” Picking one of each group of clothing items offered is a great way to carry over this new concept!



## Activity: Toast Pop Up

### Developmental Areas Targeted:

- Language
- Fine Motor
- Cognitive

### Materials Needed:

- Wooden Toaster
  - 2 pieces of toast
  - Butter
  - Knife
  - Order card

**Child Led Play:** Show your child how to put the toast in the toaster and push the lever to make the toast pop out. Encourage pretend play by cooking and buttering the toast. Use the card to discuss how your child likes their toast prepared.

### Language Enrichment:

- The New Talker: Use the basic concept words “up” and “down” as you place the toast into the toaster and pop it out. Pairing these basic concepts with the funny action of popping toast out of the toaster is a great way to encourage your child to produce these words! Make sure to use the words repetitively!
- The Next Stepper: Use opposites throughout this activity. “up” and “down,” “in” and “out,” and “dark” and “light” can easily be introduced throughout this activity. Use phrases like, “It’s in, not out” to help your child make the opposite pairs clear for your child. Hearing you use these pairs repeatedly will assist your child with understanding the opposite pairs.

### Home Activity:

- The New Talker: Use the words “up” and “down” each time your child is lifted up or put down. Use the words repeatedly to make it fun and engaging. “Up up up” is much more likely to be understood and repeated than “Come up by me.”
- The Next Stepper: Use the opposite pairs “hot” and “cold” and “wet” and “dry” when in the bath. Since this is a daily part of your child’s routine, by reintroducing it every day, your child will pick up on these pairs quickly.



## Activity: Pancake Pile-Up

### Developmental Areas Targeted:

- Language
- Fine Motor
- Cognitive

### Materials Needed:

- Pancake Game
- 6 pancakes
- Pan
- Spatula

**Child Led Play:** Place the pan on one side of the room, and the pancakes on the other. Give your child the spatula and encourage them to carry the pancakes from one side of the room to the other using the spatula. If your child is interested in numbers, point out how to carry the pancakes in the correct order.

### Language Enrichment:

- The New Talker: Use the words “go go go” as your child carries pancakes across the room. When your child drops a pancake, say “uh oh.” Do this each opportunity you have. Pause for 5 to 7 seconds following each “go go go” and “uh oh” to allow your child a chance to imitate.
- The Next Stepper: Have your child count the pancakes each time they get to the other side of the room. “One pancake” followed by a break while your child fetches another before producing “Two pancakes” will teach your child to count without using rote counting. Encourage your child to count them, and then produce the phrase of “Three pancakes.” This is a skill that encourages increased number awareness beyond the basic counting of “one, two three..”

### Home Activity:

- Watching cars go by is a great way to target “go go go.” Children are typically interested in cars and trucks, so pairing a fun phrase with this area of interest will increase their likeliness of producing the words!
- Assist your child in counting fingers and toes. Following each count, ask them “How many was that?” If they say an incorrect number, tell them the answer, and ask again. In example “How many fingers was that?” Your child says “One.” You respond with “Five fingers. How many?” This is a skill called errorless learning and will increase your child’s confidence while working on number awareness.



## Activity: Wild Waffles

### Developmental Areas Targeted:

- Language
- Social
- Fine Motor

### Materials Needed:

- Waffle Maker
- Four Waffle Pieces
- 4 syrups
- 4 strawberries
- 4 chocolate chips

**Child Led Play:** Help your child sort the syrups, strawberries, and chocolate chips into piles. Encourage your child to use pretend play to make a waffle and top it.

### Language Enrichment:

- The New Talker: As your child places pieces on their waffles, produce the word “more” following each placement of piece. Cover the pieces with the plate and pause, giving your child a chance to imitate you. Do not withhold the pieces until they produce the word “more.” After 5 to 7 seconds, lift the plate and repeat the routine.
- The Next Stepper: Comment how the pieces are the “same” and “different.” Use short and direct sentences when commenting. “They both have strawberries. They are the same.” “This one has syrup and this one does not.” After modeling each concept a few times, allow for your child to do the commenting.

### Home Activity:

- The New Talker: Give your child a few pieces of snack or cereal. When their bowl is empty and they indicate they want more, first model the word “more” and allow a pause for them to attempt. If they do not imitate, do not withhold. Instead give them more as you say the words “more more more.” Withholding often increases frustration and decreases the chances to attempting production. Instead increase the number of models in a short period of time.
- The Next Stepper: Point out what is the “same” and what is “different” when at the table. “We both have green beans. That is the same” is a great way to carry over these concepts!



## Activity: Hot Coffee!

### Developmental Areas Targeted:

- Language
- Fine Motor
- Cognitive
- Social
- **Materials Needed:**
  - Coffee Maker
    - White mug
    - Red mug
    - Coffee order card
    - Ice cube
    - Sugar
    - 3 single serve cups
    - Wooden spoon
    - Red spoon
    - Milk

**Child Led Play:** Encourage pretend play of making coffee! Use the order card to decide what you and your child want before making each cup of coffee.

### Language Enrichment:

- **The New Talker:** After each cup of coffee made, produce the word “hot” and blow on the cup. Pairing a word with a play movement, such as blowing following each production of “hot,” will assist your child with word production.
- **The Next Stepper:** Give your child your coffee order. As your child makes your coffee order, observe what they are making. If they do not follow your order, do not tell them they are wrong. Instead, repeat your order for them and allow them to make the correction. Following directions and using self-correction will assist them both socially and academically.

### Home Activity:

- **The New Talker:** When your child is given a warm food, produce the word “hot” dramatically and blow on the food. This will quickly become routine and encourage imitation.
- **The Next Stepper:** Give your child simple 2 and 3-step directions. If they are unable to complete all the steps successfully, repeat all part of the directions to them to assist them in completing the tasks.



## Activity: Pancakes and Eggs

### Developmental Areas Targeted:

- Language
- Cognitive
- Fine Motor
- Sensory

### Materials Needed:

- Sensory Bin
  - White pompoms
  - Yellow pompoms
- Tongs
- Pancake Game
  - Pancakes
  - Pan

**Child Led Play:** Lay out the pancakes in order of the numbers on them. Encourage your child to use the tongs to pull out the pompoms from the sensory bin and place the correct number on the pancakes.

### Language Enrichment:

- The New Talker: Do not focus on your child identifying and pulling out the correct number of pompoms. Instead, show them where to put the pompoms they are pulling out. After they have the correct number of pompoms on the pancake, count the pompoms in a sing songy voice. If your child attempts to imitate your counting or just your intonation, praise their attempts!
- The Next Stepper: Use the phrases “not enough” or “not that many” as your child places the number of pompoms on the pancakes. Using negatives is a concept that assists your child in both receptive and expressive language.

### Home Activity:

- The New Talker: Count blocks, cars, balls, and other toys as your child plays. Use that same sing songy voice as you count. Your child enjoys the sound of pleasant intonation changes, which will increase interest and the chances of imitation.
- The Next Stepper: Tell your child what they are not doing, wearing, or eating. “You are not eating your orange” or “You are not wearing shorts” will increase awareness of negation.



## Activity: Coffee Café

### Developmental Areas Targeted:

- Language
- Fine Motor
- Social
- Cognitive

### Materials Needed:

- Coffee Maker
- White mug
- Red mug
- Coffee order card
- Ice cube
- Sugar
- 3 single serve cups
- Wooden spoon
- Red spoon
- Milk

**Child Led Play:** Give your child your coffee order. Encourage your child to give you choices such as “Red or white cup?” Move through the entire order with your child as they make your coffee.

### Language Enrichment:

- The New Talker: Show your child a field of two options, such as two different white or red mugs, red or wooden spoon, sugar or milk, hot or with ice. Have your child point or name their choice. If they point, make sure to produce the word they would have say if they were able.
- The Next Stepper: Have your child offer you choices, such as the red or white mug, the red or wooden spoon, milk or sugar, hot or cold, light or dark. Having your child offer choices will build their awareness of categories and how items that are slightly different still belong together.

### Home Activity:

- The New Talker: Give your child simple options as they go through their day. Allowing them to make even the most basic choices will decrease frustration and increase confidence in communication.
- The Next Stepper: Encourage your child to offer you choices during book time. Identifying that they have two different books, but they are both still books will increase awareness of categories.





## Activity: Cook and Serve

### Developmental Areas Targeted:

- Language
- Social
- Fine Motor
- Cognitive

### Materials Needed:

- 6 pancakes (from game)
- Skillet
  - Bacon
  - Egg
  - Tomatoes
  - Steak

**Child Led Play:** Encourage your child to place the food on the skillet, flip it, and serve it up!

### Language Enrichment:

- The New Talker: Each time your child puts something on or takes something off the griddle use the words “on” and “off” repeatedly. These are not only early developing concepts for your child, but words that start with a vowel and end with a consonant are great for speech development.
- The Next Stepper: Show your child where the smallest food goes and the biggest food goes. Ask them questions using the words “bigger” and “smaller.” Placing items in order from smallest to biggest and understanding these concepts is a great developmental step!

### Home Activity:

- The New Talker: Use the words “on” and “off” as you put on and take off your child’s coat. Consistency is the best way to learn new words and concepts!
- The Next Stepper: Encourage your child to pick out a few books. Read them in order from smallest to biggest. As you move into each next book, use the words “smaller” and “bigger” to describe the size.



## Activity: Egg Match

### Developmental Areas Targeted:

- Language
- Fine Motor
- Cognitive

### Materials Needed:

- Egg Color Shape Match Game

**Child Led Play:** Open the eggs and place them face down. Encourage them to pick eggs to make matches. If multiples are playing, encourage turn taking. To make this easier for your little one, consider putting the tops of the eggs in one area and the bottoms of the eggs in another.

### Language Enrichment:

- The New Talker: Each time your child draws a pair of eggs, dramatically shake your head while saying “no” or clap while saying “yay.” Pairing movement that is easier to imitate with words encourages your child to attempt imitation. Even if the imitation is only the action, praise your child.
- The Next Stepper: When your child finds a match model a two-part description, such as “It is blue and a circle.” Encourage them to provide two-part descriptions as well.

### Home Activity:

- The New Talker: Name items in your child’s book and encourage them to point. When they find the item clap and say “yay.” Making a big deal out of something will make your child think this is a fun can and will likely imitate!
- The Next Stepper: Provide your child with two-part descriptions of their meals and snacks. Telling them something is “hot and crunchy” is a great way to target two part descriptions while also making them more comfortable with their food!



## Activity: Dandy Donuts

### Developmental Areas Targeted:

- Language
- Fine Motor
- Sensory
- Social

### Materials Needed:

- Donuts and frostings
- Sensory bin
- Yellow and White pompoms
- Tongs

**Child Led Play:** Separate the donuts from their frostings. Place the donuts and the frostings in the sensory bin with the pompoms. Show your child how to use the tongs or their hands to pick out the donuts and the frosting and create donuts.

### Language Enrichment:

- The New Talker: Use the play sound “nom nom nom” each time your child creates a donut. Although play sounds aren’t real words, they can be used for basic communication! Children are often more likely to imitate play sounds than they are real words.
- The Next Stepper: Use the phrase “Put it on top” repetitively as your child builds the donuts. Have your child do it a second time and say nothing. Observe if your child uses this phrase. If not encourage them to say it! “On top” is a positional phrase that assists children in both giving and following directions!

### Home Activity:

- The New Talker: Using the play sound “nom nom nom” during all snacks and meals is a great way to encourage carry over of this fun play sound!
- The Next Stepper: As you put dishes and kitchen items into your cupboard, comment as you put items on the top shelf by saying “It goes on top.” The more a child hears a concept, the more likely they are to understand and use it!



## Activity: Where's the Waffle?

### Developmental Areas Targeted:

- Language
- Fine Motor
- Cognitive

### Materials Needed:

- Waffle Maker
  - Waffle pieces
  - Strawberries
  - Chocolate Chips
  - Syrup
- Sensory Bin
  - White and yellow pompoms
- Tongs

**Child Led Play:** Place the waffles pieces along with the strawberries, chocolate chips, and syrup in the sensory bin with the pompoms. Encourage your child to dig the pieces out needed to make waffles.

### Language Enrichment:

- The New Talker: Each time your child places a waffle piece in the waffle maker use the words “open” and “close” as they make the waffle. Praise any attempt at the production of the new words!
- The Next Stepper: Ask your child where pieces are. Use short “Where” questions, such as “Where is a waffle piece?” to assist them with basic “wh” understanding. “Where” is one of the easiest “wh” questions for your child to understand.

### Home Activity:

- The New Talker: Use the words “open” and “close” each time you go through a door. Constant exposure to these words will assist your child in picking them up quickly!
- The Next Stepper: Ask your child basic “Where” questions as you get ready for bed. “Where is your toothbrush?” will help them understand a basic “where” questions while working through their nightly routine.



## Oops, I lost or broke this....

- Sensory Bin
  - 24 Yellow pompoms – \$1.50 for every 10 missing
  - 24 White pompoms - \$1.50 for every 10 missing
  - 24 Empty white eggs - \$1.50 for every 10 missing
- Tongs
- Wooden Coffee Maker - \$8
  - 2 Mugs - \$.75 a piece
  - Sugar packet - \$.50
  - Milk - \$.75
  - Spoon - \$.25
  - 3 single serve cups - \$.50 a piece
  - Ice cube - \$.25
  - Order sheet - \$.50
- Griddle - \$8
  - Over easy egg - \$.25
  - 2 Bacon - \$.25 a piece
  - Egg - \$.25
  - 2 tomatoes - \$.25 a piece
  - Steak - \$.25
  - Spatula - \$.25
  - Fork - \$.25
  - Spoon - \$.25
  - Knife - \$.25
  - Plate - \$.25
  - Cup - \$.25
- 5 Donuts - \$1 per donut
  - Frostings - \$.50 a piece
- Waffle maker - \$8
  - 4 pieces of waffle - \$.50 a piece
  - 4 syrups \$.25 a piece
  - 4 strawberries - \$.25 a piece
  - 4 chocolate chips - \$.25 a piece
  - 4 butter pads - \$.25 a piece
- Toaster - \$6
  - 2 pieces of toast - \$.75 a piece
  - 4 butter pads - \$.25 a piece
  - Butter dish - \$.50
  - Knife - \$.25
  - Order card - \$.50
- Pancake Game
  - Pan - \$3
  - Flipper - \$.75
  - 6 Pancakes - \$3 per pancake
- Color Shape Egg Match Game
  - 6 eggs - \$2 per egg





## The Rules

1. This is your kids show. Let them play with the toys!
2. When attempting to get your little one to participate in an activity, make sure to only take out the tools needed. Leave the extra distractions in the box, it will make life easier.
3. If you lose something, you get charged. See the "Oops, I lost (or broke) this" sheet for price details.
4. Don't ask questions unless is encouraged in the activity. Comment. Your child is learning language. Not taking a test. "This is a circle" is going to teach them, "What is this?" while pointing to a circle will likely frustrate them!
5. Don't force it. Some kids are going to love some of the activities and hate others. Be flexible!
6. If something is tricky for your kiddo, that is okay. Email me. I will give you other ideas to work on these skills!
7. Attempt to comment rather than make commands. Telling your child how to play with something will likely cause a frustrated little one. Watch their play and follow their lead!
8. There is no wrong way to play with a Bloom Box. Each toy has been strategically chosen to encourage development all on its own!

