

SET 2



# Chatterbox Champions

Talk • Learn • Grow

Games, rhymes, songs  
and activities for  
adults and children  
to share

Encourage:

- pre-reading skills
- vocabulary development
- good listening

For 3-5 years +



[www.chatterboxchampions.com](http://www.chatterboxchampions.com)



Artwork & design by [huttoncreativedesign.co.uk](http://huttoncreativedesign.co.uk)

# How to use

## Chatterbox Champions cards

Chatterbox Champions can be used in all sorts of different ways at home, nursery or school. Ideal for individuals, small groups and families they provide simple activities which help young children get ready to read.

Let your child choose a card to complete –  
you can do one a week or one every day, it's up to you!

Activities can be completed in any order.

Once you've done the activity together, let your child colour the matching letter on the Chatterbox Chart.  
(downloadable free at [www.chatterboxchampions.com](http://www.chatterboxchampions.com))

When all 26 letters are coloured, you can write a “well done” message or stick a gold star or reward sticker in the circle on the chart

Children love repetition and doing the activities regularly will help them to:

- recognise rhyme
- identify first letter sounds in words
- distinguish syllables in a word
- memorise simple lists and poems
- build vocabulary
- listen attentively
- follow instructions
- foster positive attitudes towards reading and books

“ We know that children develop literacy skills from a foundation of robust oral language and communication. Chatterbox Champions talking and listening games are the ideal way for parents to help their children develop these important skills in a way that is fun and educational at the same time! ”

**Kate MacKinnon** - Speech and Language Therapy Manager  
*Renfrewshire Health and Social Care Partnership*

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# Aa



is for Adventure

**Let your child take their teddy (or any favourite toy) on an “adventure” - it could be in the garden, when you go to the park or on the bus.**

Explain that Teddy wants to do as many different things as possible. What might he like to do?

Climb a tree? Make a den? Play football? Have a picnic? Go on a swing? Look through binoculars?

**Take some photos then look at them together when you get home and talk about what Teddy got up to.**



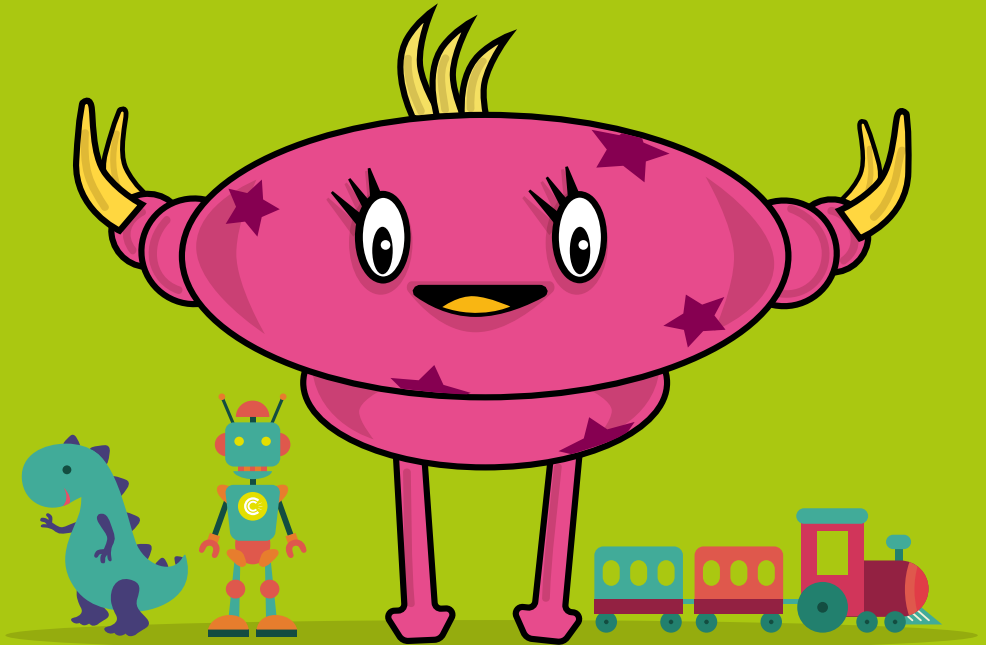
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# Bb



is for Bingo

**Make a grid for each of you by drawing lines on two sheets of paper to make 6 boxes.**

Place a small item/toy on each box.

**Write a simple description on 12 small pieces of card or paper eg red brick, blue car, green button.**

Shuffle them and place face down in a pile.

**Take turns at picking up a card (read out the description for your child).**

If it describes an item you have, remove it from the grid.

**The winner is the first person to remove all 6 items and call out “Bingo!”.**

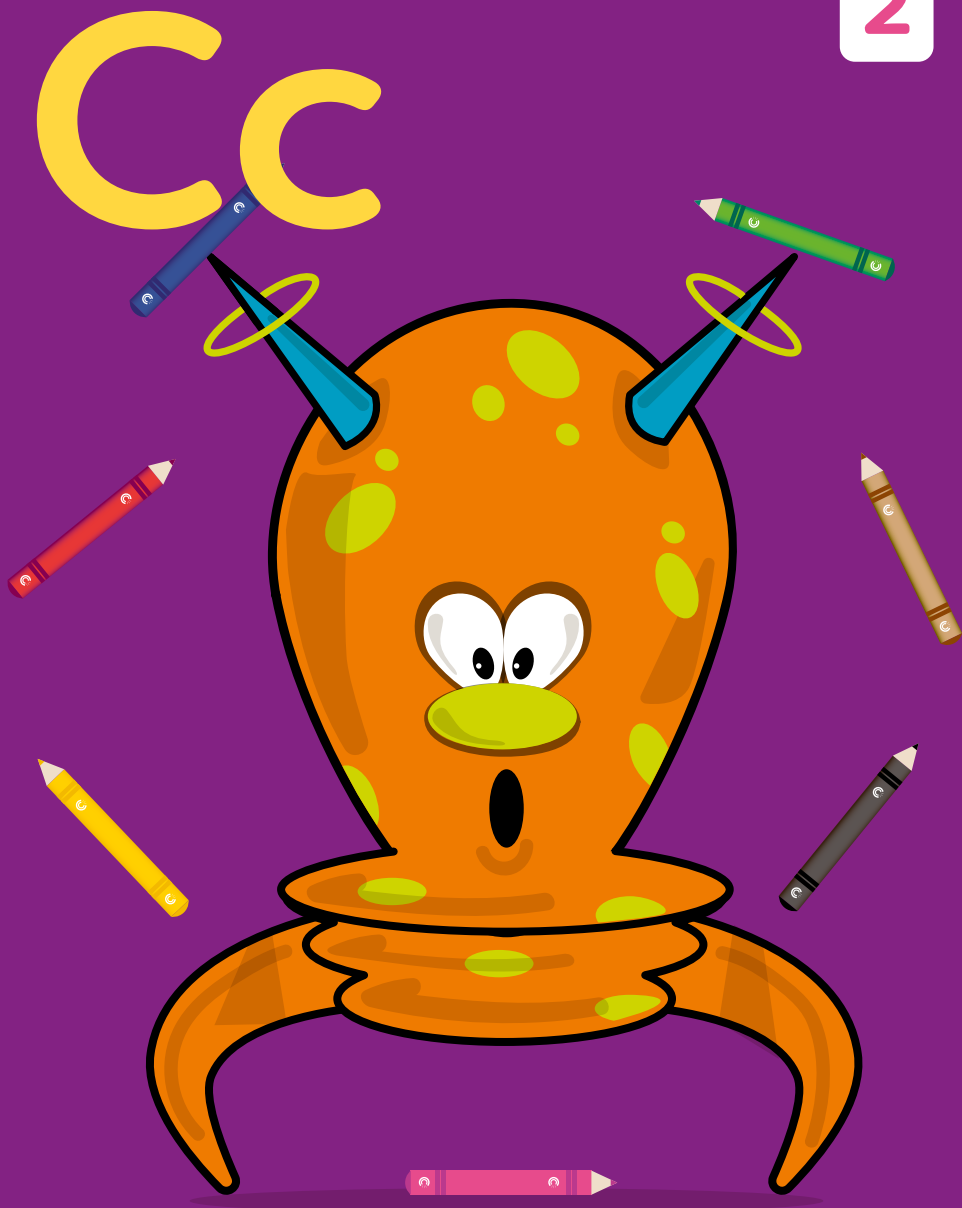


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is for Colours

**You will need a selection of red, pink, blue, green, yellow, black and brown crayons or coloured pencils (you can also use small toys or items of clothing in the appropriate colours).**

**Say to your child “I’m thinking of a colour that rhymes with ....” then add one of the words from the list below:**

head (red) wink (pink) bean (green)  
fellow (yellow) two (blue) sack (black)  
crown (brown)

**Can your child give you the correct coloured item?**

If they find this tricky say “I’m thinking of a colour that rhymes with wink.... that’s right, I’m thinking of pink!”.



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# Dd



is for Drinks

**Use names of people your child knows for this game. Explain that the person's name and the drink must start with the same sound (don't worry if it's a different letter).**

Some examples:

- Who do you know who might drink lemonade? (Lily/Laura/Liam)
- Who do you know who might drink coffee? (Callum, Karen, Kevin)
- Who do you know who might drink milk? (Mummy, Milla, Martin)

**Repeat your child's answer emphasising the first sound in each word: "Yes - Lily might drink lemonade!"**

If your child needs a little help you could say:  
"Might Sam drink a smoothie? Do Sam and smoothie start with the same sound?"

#### **Drinks Menu**

apple juice; blackberry juice; coffee; diet cola; espresso; fresh orange juice; grapefruit juice; hot chocolate; ice cream soda; juice; lemonade; milk shake; nectarine juice; orangeade; pineapple juice; raspberry cordial; soda water; tea; vegetable smoothie; water; yoghurt drink; zero sugar cola

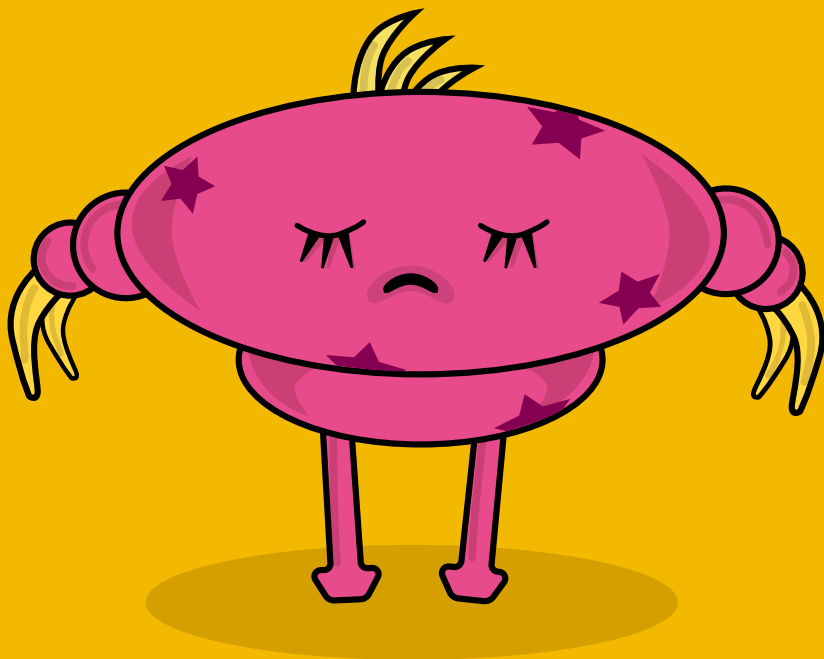


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# Ee



is for Emotions

## Can You Show Me On Your Face?

Ask your child:

**If you fell and cut your knee, how would you feel?**

Can you show me on your face that you are feeling **sad** (or whatever word your child has given)?

**If you got a nice new toy, how would you feel?**

Can you show me on your face that you are feeling **happy**?

**If you had to walk a long, long way, how would you feel?**

Can you show me on your face that you are feeling **tired**?

**Try giving some examples using “trickier” words then make faces together eg you could say:**

If someone crashed into my car, I would be **furious** - *both make a “furious” face.*

If I couldn't go for a walk because the rain came on, I would feel **disappointed** - *both make a “disappointed” face.*

**Other words to try:**

excited, afraid, nervous, confused, astonished, embarrassed, exhausted, miserable.

***Now take turns at making a face and guessing what feeling the person is showing.***



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# Ff



is for Feely Bag

**You'll need a drawstring bag or a pillow case for this game.**

Put a selection of items into the bag. Choose objects with different textures such as cotton wool, a teaspoon, a hair brush, a piece of ribbon, dried pasta, a scourer, an apple, a wooden spoon.

**Ask your child to give you something which is:**

- rough
- smooth
- soft
- scratchy
- hard
- cold
- small
- long

No peeking!

**Now see if your child can identify an object by touch only. Ask them to describe what it feels like before they take it out of the bag.**

*This game can also work well outdoors using items like pine cones, pebbles, leaves, twigs or feathers.*



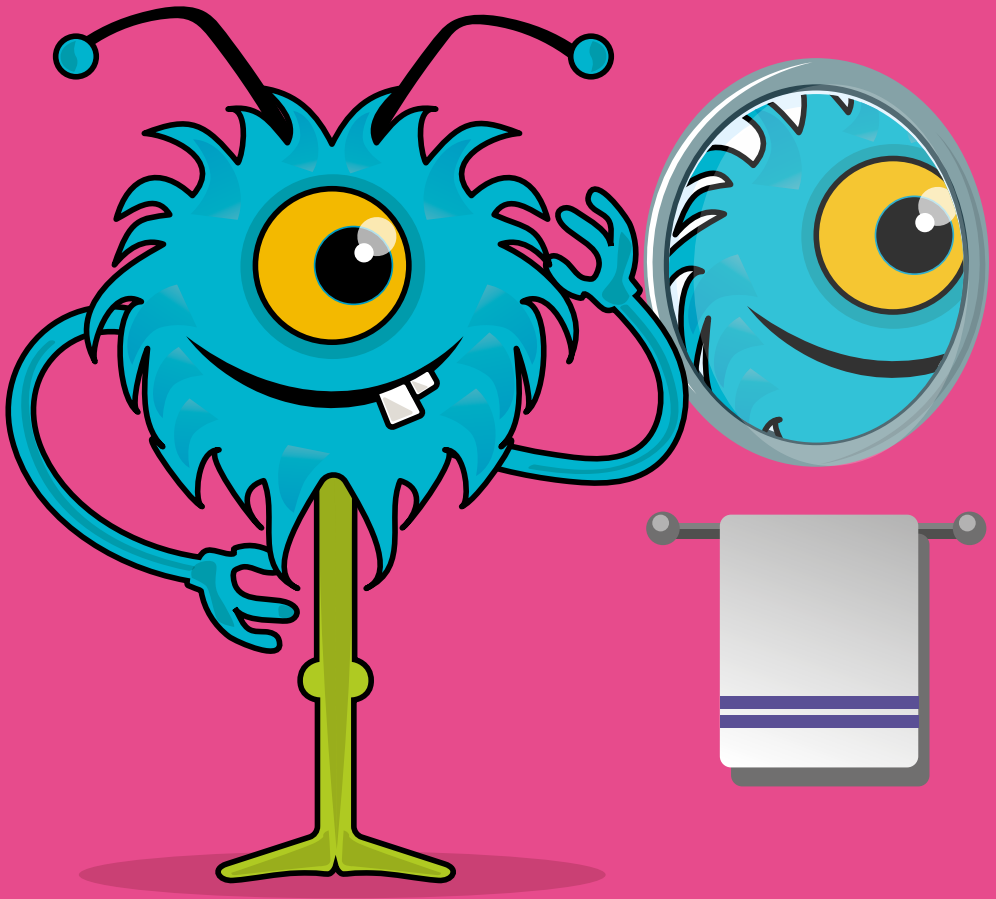
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# Gg



is for Guessing

**In this game your child has to guess what an item is from the description you give.**

If you were describing a mirror you might say:  
“This is smooth and shiny and you can see yourself when you look in it; most people have one in the bathroom”

**You can do this at home, in the car or when you are out and about.**

Begin with items your child can see then move on to things they can't.

**Some suggestions:**

Carrot - This is orange and crunchy; It is a vegetable.

Aeroplane - This is made of metal and flies in the sky; lots of people can fit inside it.

Balloon - This is stretchy and made of rubber; you have to blow it up; you might see one at a party.



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# Hh



is for Hungry

## **Hungry Joe—A Remembering Game**

1st person: “Joe the giant was very hungry and so he ate an apple”

**2nd person: “Joe the giant was very hungry and so he ate an apple and a steak pie”**

1st person: “Joe the giant was very hungry and so he ate an apple, a steak pie and a packet of crisps”

**How long can you make the list?  
Start again if someone can’t  
remember what comes next.**



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ii



is for Instructions

**Place a selection of small toys around the room then explain to your child that they have to give them to you one at a time. They must listen carefully to what you say.**

Give me the toy which is **beside** the TV.

Give me the toy which is **on top** of the sofa.

Give me the toy which is **behind** the chair.

Give me the toy which is **under** the table.

Give me the toy which is **between** the cushions.

Give me the toy which is **next to** the door.

**You could try setting a timer and see if your child can collect all the toys before it goes off.**

Now ask them to put the toys in different places in the room eg

- Put the car behind the curtain.



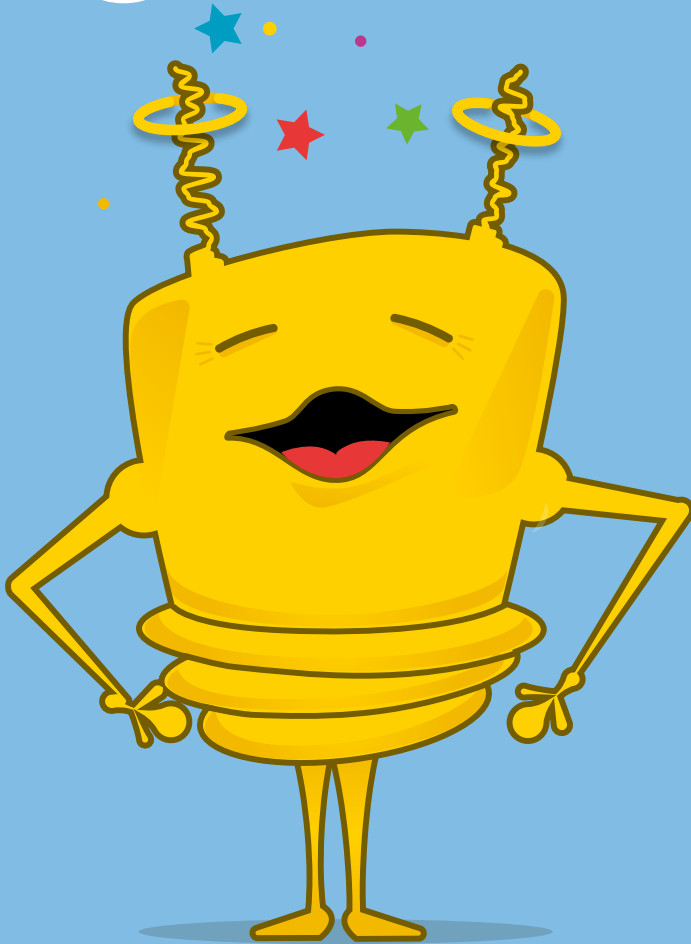
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# Jj



is for Jokes

**Some children love jokes and others just don't "get" them yet. Try these and see if your child finds them funny!**

**What do you get if you cross a sheep and a kangaroo?**

**A woolly jumper!**

**Why did the banana go to the doctor?**

**Because he wasn't peeling well!**

**What sort of dance does a snowman like?**

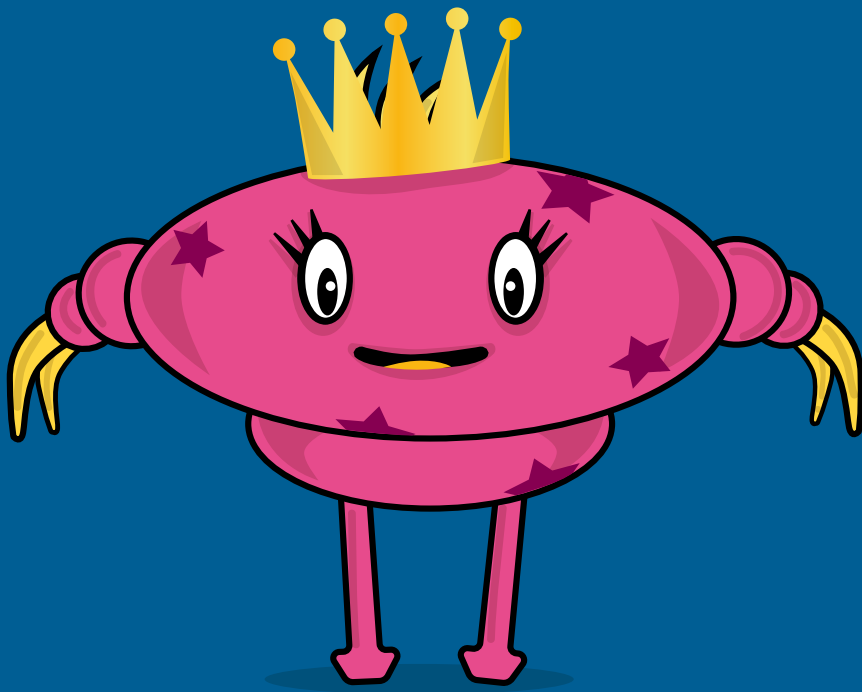
**A snow ball!**



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# Kk



is for King

**Help your child learn this nursery rhyme  
by asking them to say each line after you.**

Sing a song of sixpence a pocket full of rye  
Four and twenty blackbirds baked in a pie  
When the pie was opened  
the birds began to sing  
Now wasn't that a dainty  
dish to set before the king?

The king was in his counting house  
counting out his money  
The queen was in the parlour  
eating bread and honey  
The maid was in the garden  
hanging out the clothes  
When down came a blackbird  
and pecked off her nose!



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# LI

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2



is for Listening

**You will need something to make a noise such as a set of keys, some dried peas in a container, two spoons or a simple musical instrument like a shaker or tambourine.**

Explain that you are going to ask your child to sit in the middle of the room with their eyes shut – you can use a scarf as a blindfold if they are happy to do that.

**Make a noise with the item you have chosen. Your child has to point to where the noise is coming from without looking.**

Move around the room and see if they can identify where you are.

**Try making the sound very quietly so that your child must listen carefully to hear it.**



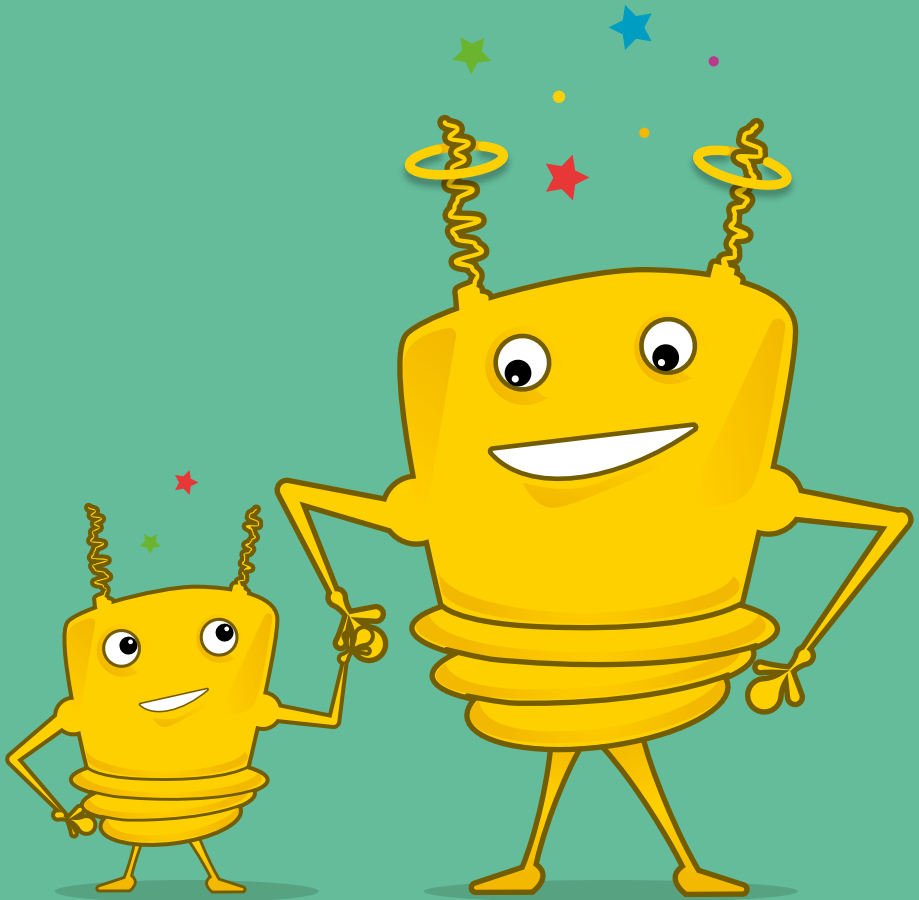
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# Mm



is for My Family

**Ask your child to choose the name of someone in their family.**

Have fun changing the first sound in that person's name eg Sandra could change to Landra, Bandra, Kandra—the sillier the better!

**Try it with different names.**



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# Nn



is for Numbers

**Help your child learn this rhyme off by heart or if that's too tricky just get them to repeat each line after you.**

One dog  
Two cats  
Three goats  
Four bats  
Five hens  
Six cows  
Seven geese  
Eight sows  
Nine sheep  
Ten lambs  
And hidden away where nobody sees  
Are one hundred and fifty bees!  
Buzzzzzzzzzzzzzzzzzzzz!



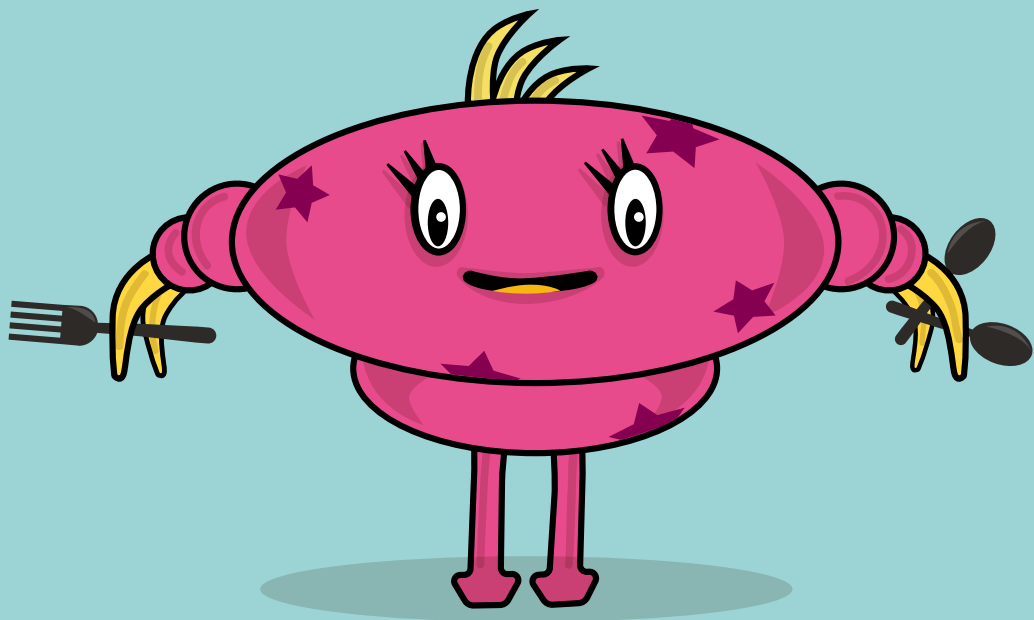
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Oo



is for Odd One Out

**You will need a selection of household items or toys such as:**

- two teaspoons and a fork
- two hats and one scarf
- two red building bricks and one yellow one

**Ask “Which one is the odd one out?”.**

Explain that this means that one is different from the other two.

**Encourage your child to say why the one they choose is different.**

If they find this easy try the following where the difference is more subtle:

- two slippers (not matching) and one shoe
- two books and one magazine
- two toy cars and one toy tractor
- two small items and one large one
- two soft items and one hard one



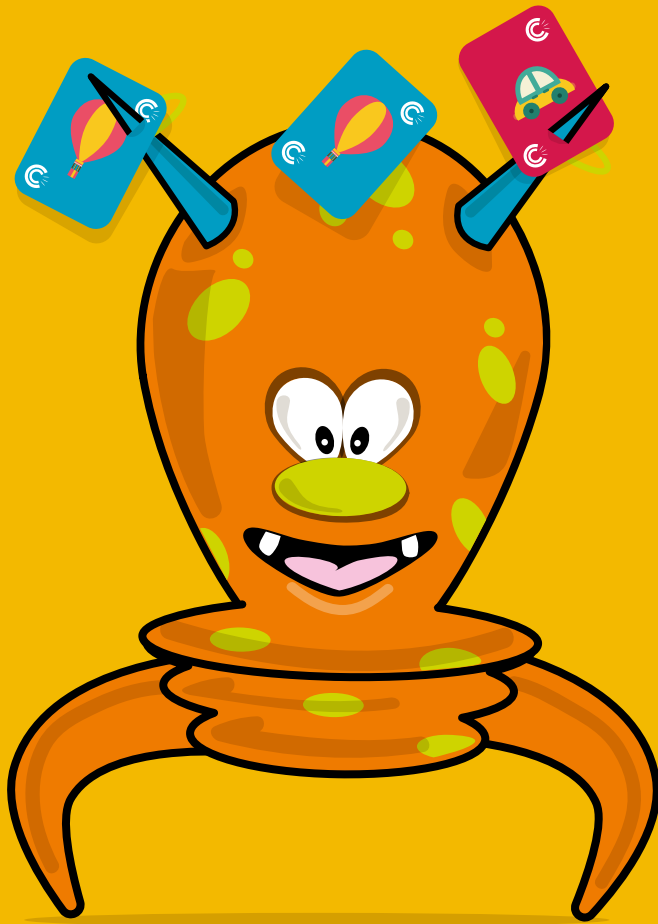
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# Pp



is for Pairs

## **Play a matching pairs game with your child.**

- Put all the cards face down then take turns to turn over 2 cards.
- If the cards match the player gets to keep them.
- The winner is the person with the most pairs at the end of the game.
- Encourage your child to describe what is on each card as they turn it over.

**If you don't have a matching pairs game at home you could download a set online.**



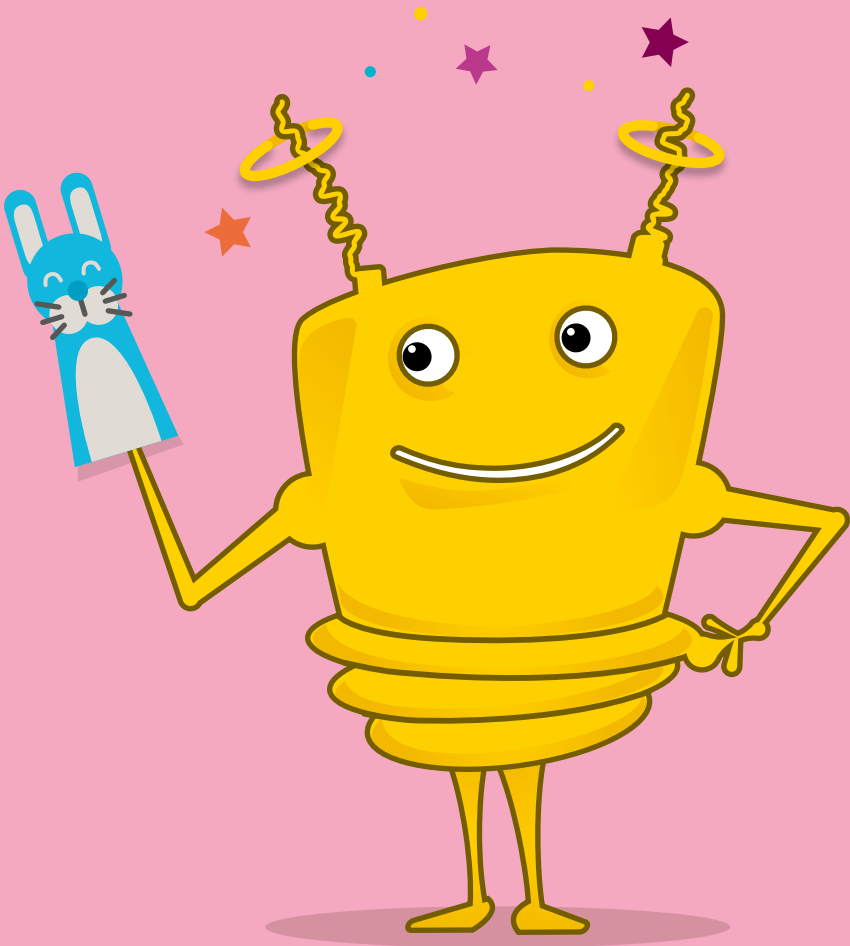
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# Qq



is for Questions

**Use a puppet (you can make a simple one with a sock) to ask your child some questions – their answers might surprise you!**

Try using the different types of question words – who/what/where/why/how/when.

**It's a good idea to add some comments of your own in between questions to expand on what your child says. If your child says, "I like to play with Sam" you might say, "Yes, you and Sam are really good friends – you built a fantastic castle together yesterday."**

**Here are some questions to get you started:**

- Who do you like to play with?
- What makes you laugh?
- Where is your favourite place to go?
- Why is it good to brush your teeth?
- How do you make toast?
- When do we have to use an umbrella?

**Can your child ask the puppet some questions now?**



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# Rr



is for Rhymes

**Read a rhyming book together - your local library will have lots you can borrow.**

Once you have read it a few times try missing out some of the rhyming words in the story and get your child to say the correct word.

**Read the book but put in a “wrong” word which rhymes but doesn’t make sense – your child will quickly correct you!**



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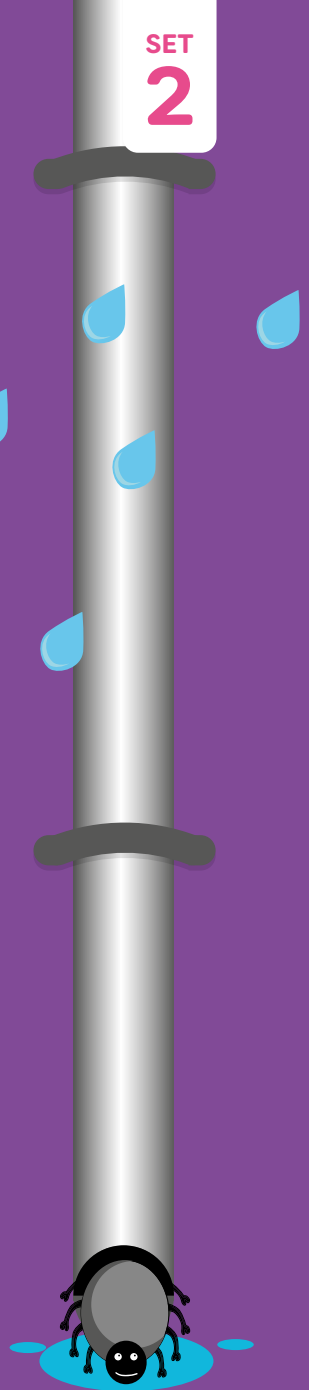
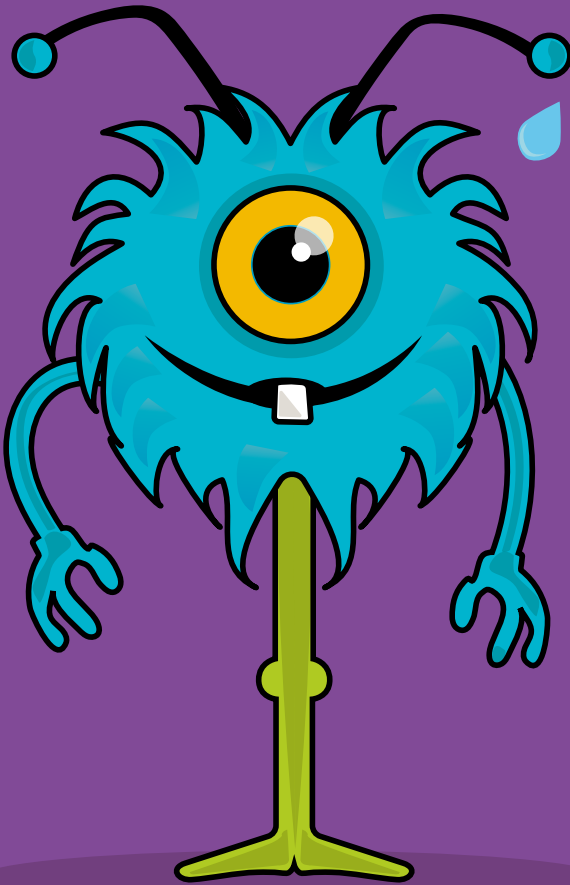
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# Ss

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is for Spider

**A favourite song to sing together!  
You will find lots of videos online if  
you are not sure of the tune or the  
actions.**

## **Incy Wincy Spider**

**Incy Wincy Spider,  
Climbed up the water spout**

*Use first finger and thumb on each hand to imitate the spider climbing up*

**Down came the rain,  
And washed poor Incy out**

*Wiggle fingers and move hands downwards*

**Out came the sun,  
And dried up all the rain**

*Spread hands up and out*

**And Incy Wincy Spider,  
Climbed up the spout again!**

*Repeat climbing movement*



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# Tt



is for Toys

**Put out 6 small toys.**

Ask your child to turn around and shut their eyes.

**Remove and hide one of the toys—can your child work out which one is missing?**

If your child finds this easy try increasing the number of toys.



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# Uu



is for Unusual

**Read a book to your child in an unusual place— in a tent, on the stairs or under a blanket with a torch!**



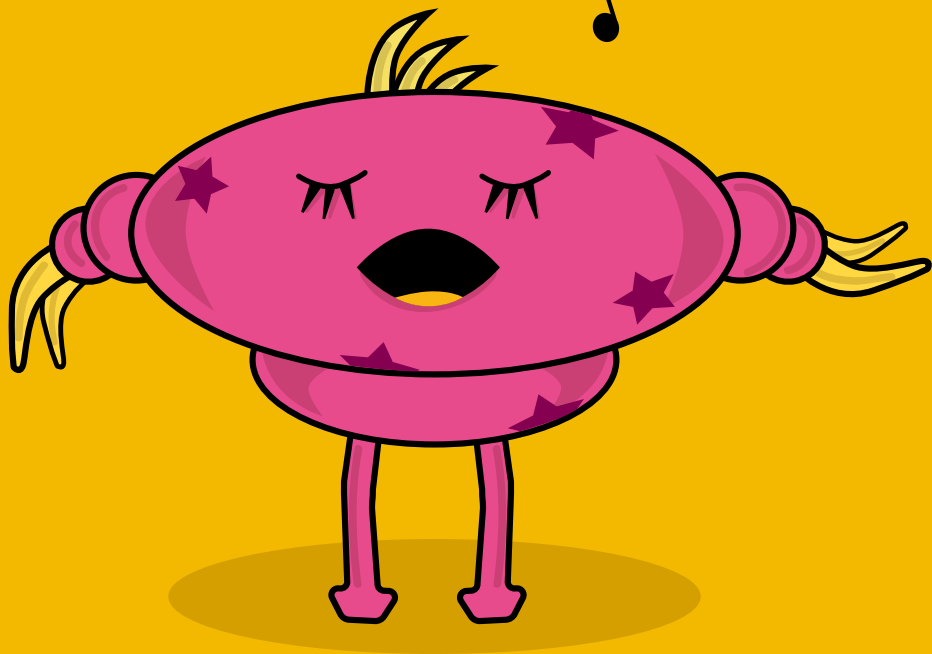
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Vv



is for Voice

**Choose a simple song or nursery rhyme which is familiar to your child – Twinkle, Twinkle Little Star works well.**

**Sing the song together then have a go at singing it in different ways:**

- **squeaky like a mouse**
- **loud like a giant**
- **with a sad voice**
- **growly like a monster**
- **in a whisper**



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Ww



is for Words

**Let your child choose a book and ask them to point to any word.**

Say the word to them and at the same time clap the number of syllables eg:

**cat = 1 clap**

**rainbow = 2 claps**

**butterfly = 3 claps**

Can they copy you?

**Repeat with different words.**

If they are confident, just say the word and see if they can say and “clap” it by themselves.

**Try other actions eg jump on the spot, tap your head or use a simple percussion instrument like a tambourine if you have one. Make sure they don't add in extra “beats”!**



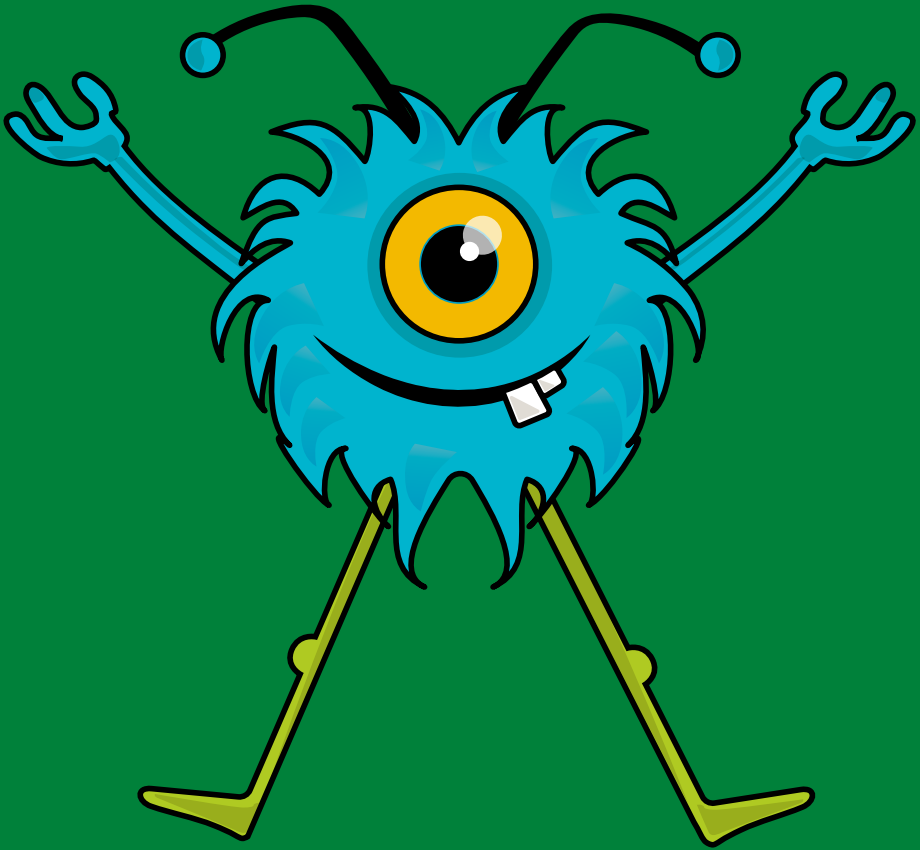
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Xx



is for eXercises

**You can call the “X” a cross or an “ex” for this game. Point out the link to “X” as they do each one. Describe to your child what they need to do for each activity – you can show them if you feel energetic!**

- Do jumping jacks (your arms and legs make a giant X)
- Do a scissors walk (cross one foot in front of the other) to walk sideways
- Cross your arms over your chest and try to do a sit-up!
- Cross your legs, bend over and stretch to touch the floor



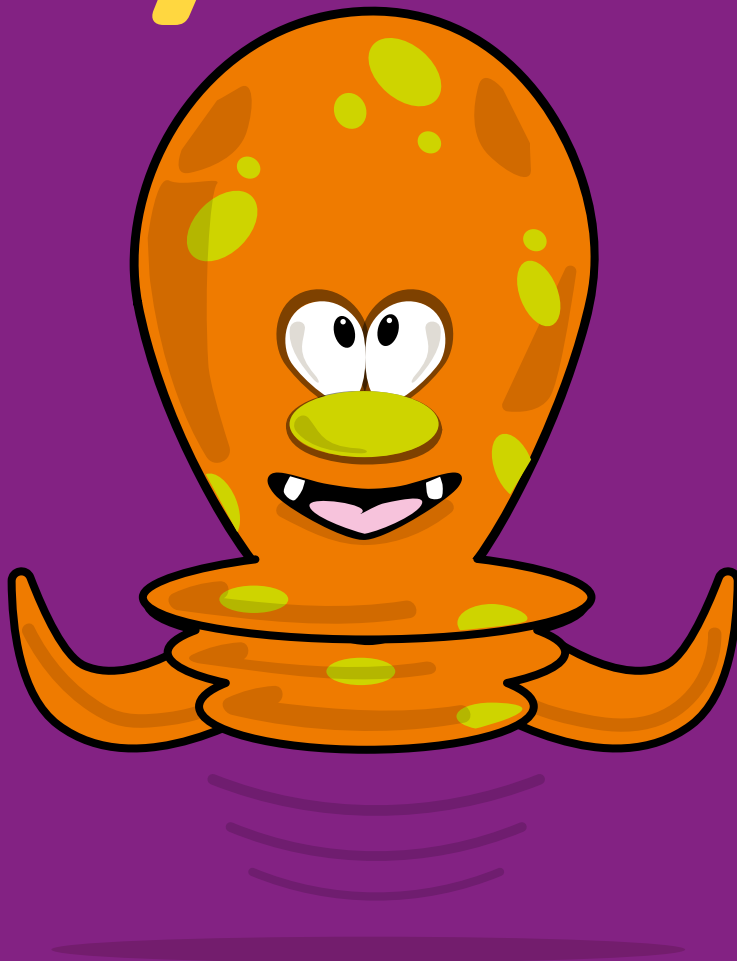
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Yy



is for Your Name

## **Katie Jump!**

This is a variation of “Simon Says” but in this game your child must only carry out the action if you say his or her name. If you say the action without the word, they must stand still.

**You can play this with 2 or more children but they must listen carefully and only do the action when they hear their own name.**

Suggested actions:

dance, jump, hop, turn, skip, run, crawl, wave, wiggle, balance, walk



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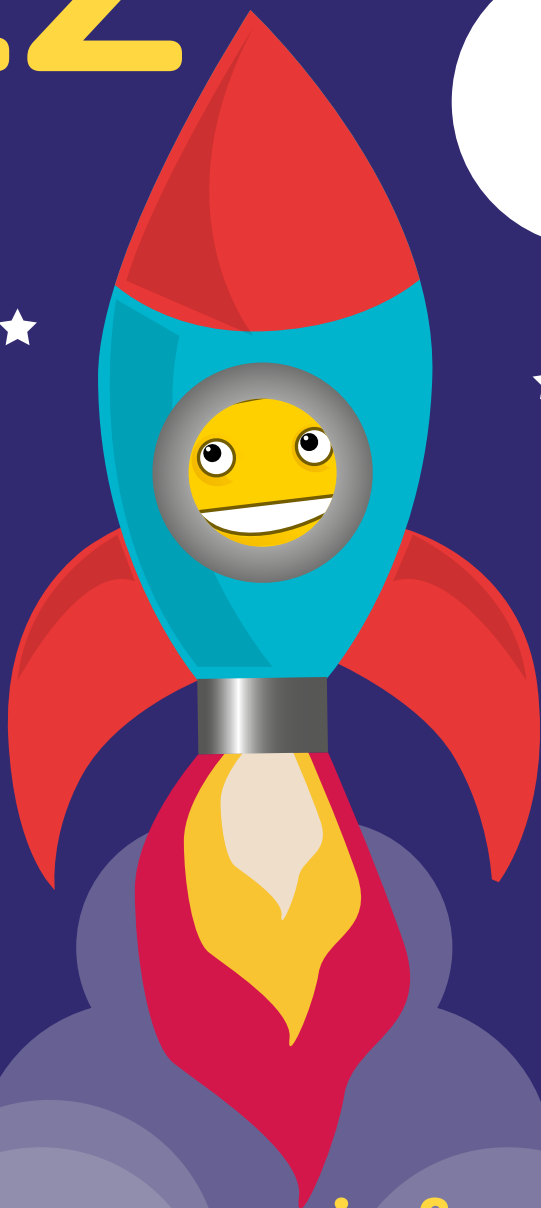
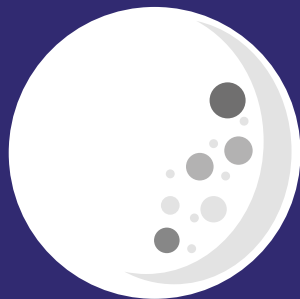
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# Zz



is for Zoom

**Try saying this little poem together.  
Can you and your child think of  
actions to match the words?**

Zoom, zoom zoom,  
We're going to the moon.  
Zoom, zoom, zoom,  
We'll be there very soon.  
So if you'd like to take a trip  
Just step inside my rocket ship.  
Zoom, zoom, zoom,  
We're going to the moon.  
Zoom, zoom, zoom,  
We'll be there very soon.

10 - 9 - 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1

**BLAST OFF!**



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