

## **Speech/Language Supplemental Activities: 3/16/20-3/20/20**

### March Language Calendar Activities

#### Day One

1. Language: General Communication Strategies
2. Articulation: Speech Sound Word Lists  
Ways to Encourage Speech Sound Production at Home

#### Day Two

1. Language: Answering Wh- Questions
2. Articulation: Speech Sound Production Cues  
Teaching Speech Sounds

#### Day Three

1. Language: Asking Wh- Questions  
Asking Wh- Questions
2. Articulation: Creative Articulation Practice Strategies

#### Day Four

1. Language: Following Directions/Auditory Memory Strategies  
Sequencing and Following Directions
2. Articulation: Ways to Increase Speech Intelligibility

#### Day Five

1. Language: Communication Boards
2. Articulation: Addressing Speech Sounds Through Reading

# Day

# 1

# School is not in session...

How can my child work on his/her speech & language skills?

## If your child is working on **speech sounds**...

(what we usually focus on in speech-language therapy is increasing awareness of the target sound in words, and getting a high number of correct productions)



First, check your child's IEP, or other paperwork to make sure you know which sounds or patterns your child is working on, and what position or level (ex: L in the beginning of words & short sentences, S at the end of words, or final consonants in words). Keep in mind that you will want to practice one sound or pattern at a time.

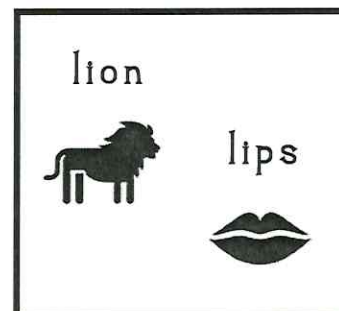


Make (or search online) for a list of words with your child's sound(s) in the right spot. Try to find a list of at least 10-20 words that are fairly common one- or two-syllable words, and write them down. You can have your child draw a picture next to each one - you will use this list to practice later! (You can also use index cards to create your own flashcards.)

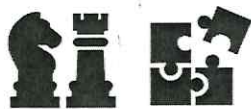
Helpful websites for lists:

<https://www.home-speech-home.com/speech-therapy-word-lists.html>

[http://mommyspeechtherapy.com/?page\\_id=55](http://mommyspeechtherapy.com/?page_id=55)



Spending 5 minutes a day (or every other day) practicing your child's sounds can be very effective! You can have your child say each word on your list 5 times each correctly, make up a simple or silly sentence for each word, or incorporate some of the following activities to make it more fun!



Pull out a board game (checkers, Sorry, etc.) or a puzzle, and have your child say a target word 5 times before taking a turn or adding a piece to the puzzle.

Find some dice, and take turns saying a target word the number of times that comes up on the dice. Each person then receives that many "points" - keep a tally and declare a winner at the end!



Read a book together, and listen for words with your child's target sounds. Practice the words on each page.

You may need to remind your child how to make the sound; say, "Look at my mouth! See how I do X to make this sound? Let's look in a mirror together. Now you try!"



# School is not in session...

How can my child work on his/her speech & language skills?

## If your child is working on **language skills**...

(Exact language skills targeted in your child's IEP will vary, but may include things like increasing overall understanding & use of vocabulary words, answering & asking WH questions, understanding how items go together in categories, understanding how two things are similar and different, using correct verb tenses, expanding the length of sentences, describing, and more.)



### PLAY

Many language skills can be targeted through playing together with an adult! Choose an activity such as Lego blocks, Play-doh, catch, dinosaurs, or action figures, and follow your child's lead. Have your characters interact & talk with each other, narrate aloud what you are doing or creating, or sort things into groups that are alike (ex: all the big dinosaurs, or all the red pieces).



**TIP:** Sometimes we might use "communication temptations" in therapy - where we might deliberately leave a tight lid on a container or put something out of reach on purpose - so the child will need to request help.



If you need online book options, try [getepic.com](http://getepic.com) (free 30 day trial) or [storylineonline.com](http://storylineonline.com) (free).

When interacting with each other, model full sentences and expand on what your child says (add 1-2 words).

Child: "Her can fly."

Adult: "Yes, she can fly fast!"

Child: "Here a cookie."

Adult: "That is a big cookie! Can you make a small cookie too?"

Child: "Here!"

Adult: "Thank you! I love chocolate cookies."

Child: "Uh oh! Tower all gone."

Adult: "Oh, the tower fell down! How can we fix it?"



### GAMES



Playing simple games such as Sneaky Snacky Squirrel, Memory, Hi Ho Cherry-o, Go Fish, & Uno can provide great opportunities to practice turn taking skills, following directions, asking and answering questions, using full sentences, understanding concepts such as more/less and next/first/last, and many more skills!

Reading books together is one of the best ways to build language skills!

### BOOKS



Choose a picture book to read together. Read the words, but also talk about the pictures; read books more than once!

- Point out details you notice, and try to guess together what might happen next (ex: "Look, she has a raincoat and rain boots. What kind of weather do you think it is outside? What season is it?").
- Connect details from the book to your life (ex: "Look, they are going to the petting zoo! Remember when we went? What were your favorite animals?").
- Talk about how the characters might be feeling (ex: "Oh, she lost her favorite toy! How would that make you feel?") in the different situations in the story.



# School is not in session...

How can my child work on his/her speech & language skills?

## If your child is working on **language skills**...

(Exact language skills targeted in your child's IEP may vary, but may include things like increasing overall understanding and use of vocabulary, utilizing context clues, understanding how items go together in categories, understanding how two things are similar/different, using correct verb tenses, describing, summarizing, multiple meaning words, understanding main idea, perspective taking, problem solving and more.)

### VIDEOS/MOVIES

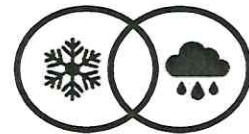
Watch short videos (such as Simon's Cat on YouTube) together. Have your child identify the different characters, and retell what happened, using whole sentences (which can target summarizing, main idea, past tense verbs, and sequencing). You can also do this for longer shows or movies!



### WEATHER

Talk about what the weather is like today, and think about keeping a chart for the week or month. For younger students, you might use more simple terms like rainy or sunny, and compare/contrast the different types of weather with a Venn diagram.

For older students, you can look together at the probability of precipitation (ex: "Is it more likely to be cloudy or sunny at 4:00 pm today?") and look up more complex weather terms (humidity and what it means, cloud types, etc.)



### BOOKS

Choose a book to read together; consider reading one chapter or section at a time. As you read, or after you finish a section, talk about things like:

- Who is the main character? How would you describe him/her (appearance, personality, etc.)? Do you have anything in common?
- What problems do the characters face? How did they (or how could you) solve them? How are they feeling?
- What is the setting? (where the story takes place)
- Were there any words you didn't recognize in this part? Let's go back and see if we can figure out what it means using the words around it (or the context).
- Did you notice any multiple meaning words? What do they mean? (Examples: trunk, club, fly, last, check, handle)
- What do you think will happen in the next chapter or section?



### GAMES

Many board and card games work on valuable language skills like turn taking, using complete sentences, describing, comparing/contrasting, perspective taking, & more. Games such as Scattergories, Apples to Apples, Bubble Talk, Guess Who, Clue, Uno, Catch Phrase, & Catan Junior are all good choices!





Dear SLP/Parent,

I hope you find this useful for your student(s) in case of an emergency or extended school closing for weather, illness, etc. Please note: this is not intended as a substitute for direct speech-language therapy; rather, this is intended to provide you with some suggestions on helping to maintain your student's progress with his/her overall communication skills when school is not able to be in session.

If you are in need of other speech-language ideas, please check out my blog ([www.slpnataliesnyders.com](http://www.slpnataliesnyders.com)) or other materials ([www.shopnataliesnyders.com](http://www.shopnataliesnyders.com))! Find an overall explanation of speech & language disorders in the school setting at [bit.ly/slphandouts](http://bit.ly/slphandouts).

Natalie

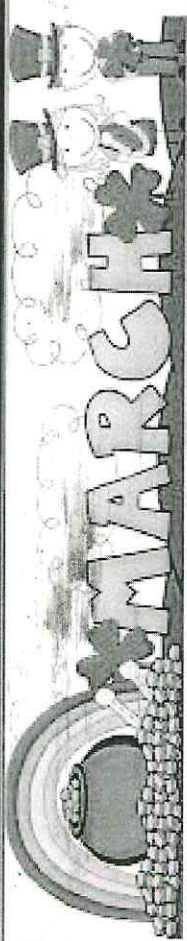
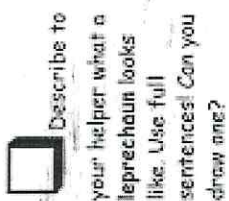
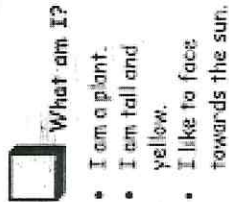
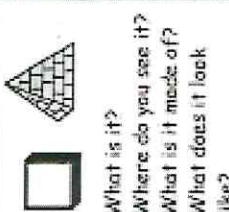
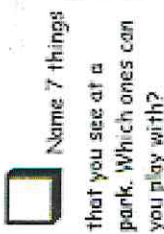
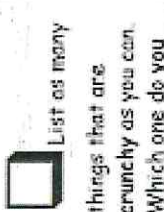
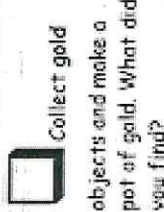
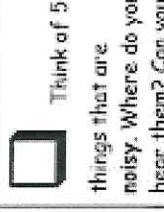
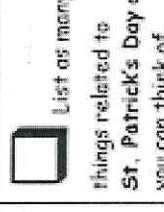
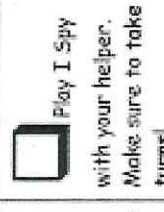
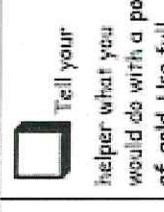



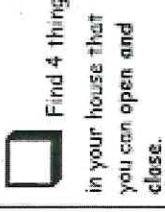
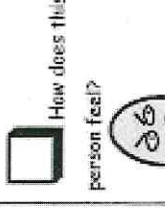



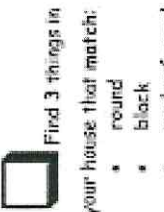






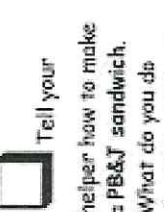

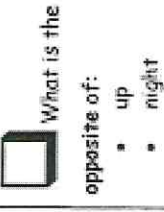
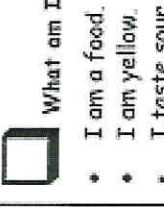
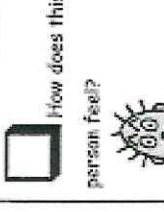

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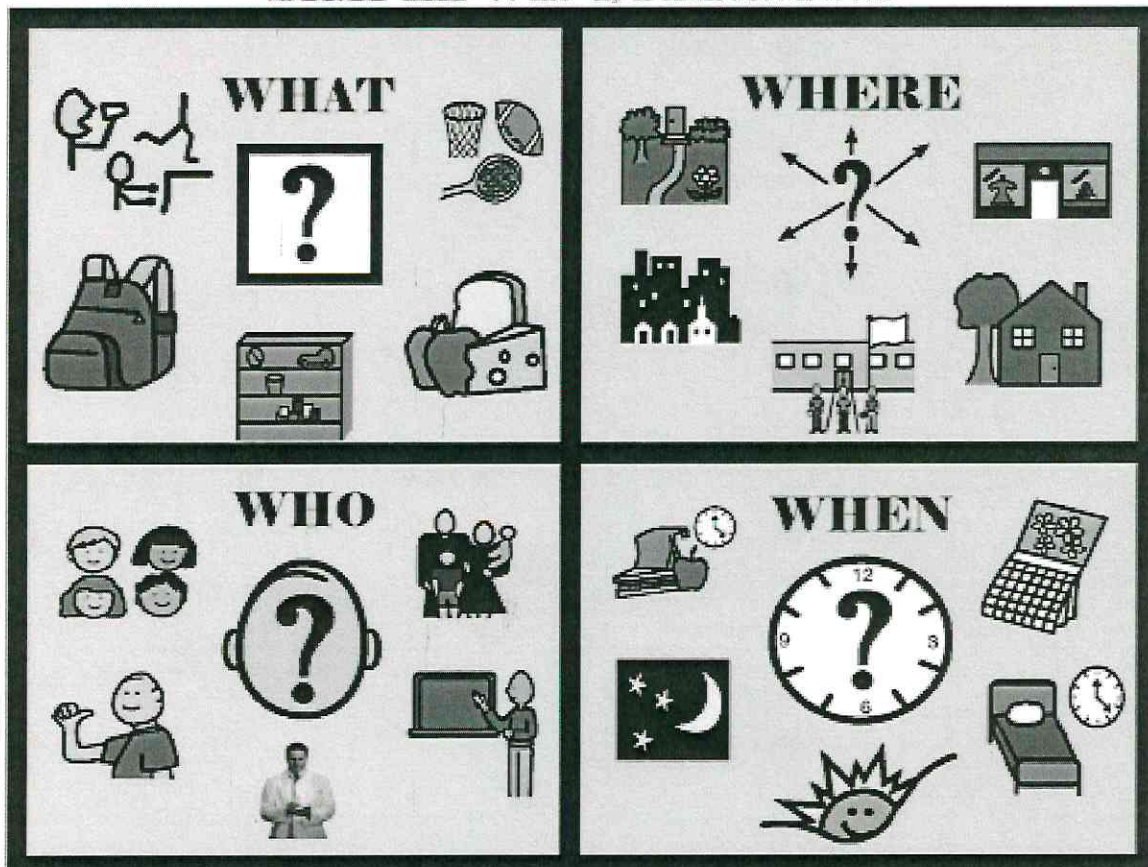


 <h1>MARCH</h1> <p><i>Instructions: Put up this calendar in a visible place (e.g., on the fridge). Every day this month, complete one of the listed activities. Draw a happy face in the box when you are done.</i></p>					 <p>Describe to your helper what a leprechaun looks like. Use full sentences! Can you draw one?</p>		 <p>What am I? • I am a plant. • I am tall and yellow. • I like to face towards the sun.</p>		 <p>What is it? Where do you see it? What is it made of? What does it look like?</p>	
 <p>Name 7 things that you see at a park. Which ones can you play with?</p>	 <p>List as many things that are crunchy as you can. Which one do you like to eat?</p>	 <p>Collect gold objects and make a pot of gold. What did you find?</p>	 <p>Think of 5 things that are noisy. Where do you hear them? Can you draw one of them?</p>	 <p>List as many things related to St. Patrick's Day as you can think of.</p>	 <p>Play I Spy with your helper. Make sure to take turns!</p>	 <p>Tell your helper what you would do with a pot of gold. Use full sentences!</p>				
 <p>What is it? Where do you see it? What does it do? What does it look like? It rhymes with ___</p>	 <p>Think of 5 people you know. What color hair do they have? Do they wear glasses?</p>	 <p>Think of another word for: • cold • thin • construct</p>	 <p>Find 4 things in your house that you can open and close.</p>	 <p>How does this person feel? When do you feel this way?</p>	 <p>Think of 5 things you see at a birthday party. Which ones did you have on your birthday? Can you draw them?</p>	 <p>Think of 5 action words and pretend to do the action.</p>				
 <p>List the colors of a rainbow. Then think of something with each color.</p>	 <p>Find 3 things in your house that match: • round • black • made of wood</p>	 <p>What is it? What do you do with it? What is it made of? What does it look like?</p>	 <p>How much does everyone in your family weigh? Who is the heaviest? Who is the lightest?</p>	 <p>Name 5 body parts that are below your chin. Point to each of them!</p>	 <p>Think of 4 animals you see in the jungle. What sounds do they make?</p>	 <p>Play a board game with your helper. Make sure to take turns.</p>				
 <p>Open the refrigerator and find 3 things that you can drink. Which one do you like best?</p>	 <p>Tell your helper how to make a PB&amp;J sandwich. What do you do first? Next? Last?</p>	 <p>Think of 5 things that have wheels. What category are they in? Say, "A ___ has wheels."</p>	 <p>What is the opposite of: • up • night • sweet</p>	 <p>What am I? • I am a food. • I am yellow. • I taste sour.</p>	 <p>How does this person feel? When do you feel this way?</p>	 <p>Name 5 things you can see on a playground. Which one do you like to play with?</p>				

# Day 2



# SIMPLE WH QUESTIONS



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

## Complex Sentences

## Basic Oval Connect

**Directions:** Connect two ovals to make complete sentences.

What is

those things?

What are

that thing?

---

Where is

he?

Where are

your dogs?

---

What are

your favorite  
color?

What is

chameleons?

---

What is

you?

Where are

my pencils?



## ARTICULATION SOUNDS, CUES AND GESTURES TO ASSIST WITH PHONEME DEVELOPMENT

Sound	Phonetic Placement Cue	Gesture
<b>K</b>	Push your tongue back	Touch your throat
<b>G</b>	Push your tongue back	Put a few fingers near your throat
<b>T</b>	Put your tongue right behind your top teeth	Put a finger over your upper lip and extend out
<b>D</b>	Put your tongue right behind your top teeth	Put a few fingers on your upper lip and extend out
<b>N</b>	Put your tongue up and send the sound through your nose	Touch the side of your nose
<b>M</b>	Close your lips and send the sound through your nose	Touch 3 fingers to the side of your nose
<b>P</b>	The popping sound. Close your lips then send your "haaaa" breath out	One finger to the lips extending outward during production
<b>B</b>	Close your lips and use your voice	3 fingers extending outward from lips
<b>S "The skinny snake sound"</b>	Put your tongue right behind your top teeth and send the sound through your teeth straight out	Pull an imaginary string from your teeth during production
<b>Z "The buzzing sound"</b>	Put your tongue right behind your top teeth and turn your voice on	Pull an imaginary string from your teeth during production
<b>F "The angry cat sound"</b>	Put your teeth over your bottom lip and flow your air out	Point to your teeth/lip during production
<b>V "The vacuum sound"</b>	Put your teeth over your bottom lip and turn your voice/vacuum on	Point to your teeth/lip during production
<b>SH "the fat snake or hush"</b>	Curl your tongue up by your top teeth, box your lips and let the air out	2 fingers(thumb/index) in a "u" shape extending from mouth
<b>CH</b>	Same as /sh/ but harder!	Fist to palm of hand
<b>J</b>	Curl your tongue up by your top teeth and box your lips	Fist pulling in a downward motion
<b>TH "tongue cooler"</b>	Put your tongue through your teeth and let air out	Point to tongue between teeth
<b>L</b>	Tongue up between teeth	Point to tongue between teeth
<b>R</b>	Bunch your tongue in the back of your mouth	Move fist in backwards motion beside cheek
<b>W</b>	Make a circle with your mouth	Put fingers in a circle and pop open
<b>Blends</b>	Model!	start at top of your arm and slither down then tap your wrist

\*Use during "Letter of the week" or if some students have trouble with sound production

## Ways to encourage speech sound production at home:

- Choose only **one target sound** at a time. You can pick a sound for a day or a sound for a week at a time – whatever you choose.
- Read Aloud – Remind your child to focus on one target sound while he reads a book aloud to you at home. If the book is long do shared reading. (You read one page, he reads the next.)
- Read Aloud – When you are reading a book aloud before bed or another time ask your child to tell you \_\_\_\_ number of words from text that he heard with his sound. Make sure he produces the word correctly when he tells it to you.
- Conversation time – Give him your undivided attention for \_\_\_\_ minutes of time. Let him know that every time you hear him say his target sound (determined by you and explained before activity) you will give him a coin, or 1 iPad min, or another incentive of family choice.
- Caught doing Good. Spontaneously reward him with incentive each time you hear a word pronounced correctly that has his target sound.



# Day 3

## Complex Sentences

## Basic Oval Connect

**Directions:** Connect two ovals to make complete sentences.

Where is

he sit?

Where does

my crayons?

Where are

your book?

What does

clarinets do?

What do

feathers?

What has

it say?



## Complex Sentences

## Basic Oval Connect

**Directions:** Connect two ovals to make complete sentences.

Where is

he sit?

Where does

my crayons?

Where are

your book?

What does

clarinets do?

What do

feathers?

What has

it say?

## Creative Articulation Practice at Home: Fun for the Whole Family!

by Keri Spielvogel, MCD, CCC-SLP

Looking for a new way to work on articulation skills at home? Or a new and different way to get your students interested in articulation therapy? Make it fun and exciting for your children by trying the following suggestion. It's an activity for all the children to enjoy!



### Fun Articulation Practice... "in a box!"

- 1) Make a "mystery box" using common household objects and your child's toys. Cut a slot in the top of a good-sized box. Make sure that your child's hands plus an object fit through the slot.
- 2) Help your child decorate the box the way he/she wants it to look. This makes the child feel like he/she is participating and provides a great language-building activity.
- 3) Talk to your child's SLP about what he/she is working on in therapy.

### Some specific questions to ask are:

- ➡ What sound/sounds is he/she working on in speech class?
  - ➡ What position/positions is he/she working on with each sound?  
(Basically, **initial** means a sound at the beginning; **medial** means a sound in the middle; and **final** means a sound at the end. For example, for the /k/ sound, "cup" is initial; "bacon" is medial; and "book" is final.)
  - ➡ What level is he/she working on? (There are different levels a child works on, each getting more difficult. The "easiest" level is **isolation**, or the "k" sound alone. Next, the "k" sound is in some position within a **syllable** (i.e., "ka," "aka," or "ak.") Next, the **word** level (i.e., cup, bacon, book), then, a phrase (i.e., "in the cup," "in the book"), then, a sentence (i.e., "I read a book," or "The juice is in the cup"). Finally, the sound is monitored in conversation for consistent production.)
- 4) Pick 10-15 objects, letter cards, or syllable cards with your child's target sound in them and, without your child seeing, "hide" them in the Mystery Box.
  - 5) Let your child choose an object/card and say/name it, use it in a phrase, sentence, or ask questions to elicit conversation.



- 6) Continue until your child sees all objects and completes each task.
- 7) For a special treat, put a "surprise" in the box your child can keep or eat!

Some ideas for five commonly misarticulated sounds are:

**S**

**Initial**

cereal  
celery  
cent  
seed  
seashell  
salt  
soap  
soup  
softball  
sock



**Medial**

bicycle (toy)  
dinosaur (toy)  
motorcycle (toy)  
pencil  
receipt  
baseball  
glasses  
icing  
bracelet  
whistle

**Final**

bus (toy)  
dress  
(shoe) lace  
box (smaller)  
horse (toy)  
(dental) floss  
lace  
purse  
ice (in a baggie)  
necklace

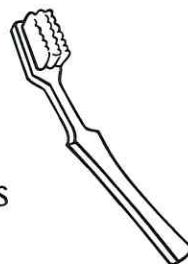
**SH**

**Initial**

shoe  
shapes (toy)  
ship (toy)  
shirt  
shells  
shampoo  
shoelace  
sugar  
shovel (toy)  
shark (toy)

**Medial**

horseshoe  
toothbrushes  
tissue  
marshmallows  
nutshells  
washcloth  
dishes (toy)  
invitation  
lotion  
flashlight



**Final**

hairbrush  
toothbrush  
fish (toy/picture)  
mouthwash  
nail polish  
dish  
leash  
paintbrush  
starfish  
licorice

**R**

**Initial**

rope  
rose  
ring  
rabbit (toy)  
robe  
rattle  
ribbon  
radio  
rocket (toy)  
raisins



**Medial**

airplane (toy)  
carrots  
earrings  
horse (toy)  
purse  
fork  
marbles  
markers  
shirt  
fire engine (toy)

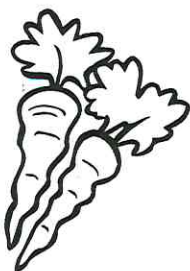
**Final**

(teddy) bear  
car (toy)  
pear  
jar  
flower  
feather  
dollar  
dinosaur (toy)  
paper  
letter



**K****Initial**

can  
key  
car (toy)  
comb  
candy  
kite  
carrots  
cow (toy)  
cat (toy)  
corn

**Medial**

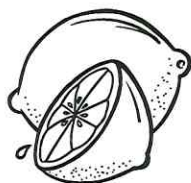
chicken (toy)  
bacon (toy)  
pumpkin (toy)  
rocket (toy)  
helicopter (toy)  
bicycle (toy)  
sneaker  
napkin  
chocolate  
monkey (toy)

**Final**

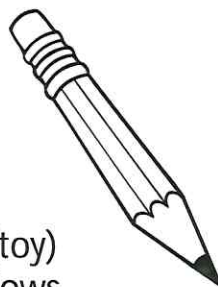
sock  
stick  
truck (toy)  
block  
snake (toy)  
book  
cake  
rake (toy)  
milk  
black (crayon)

**L****Initial**

lamp (toy)  
leaf  
lamb (toy)  
lime  
ladder (toy)  
lemon  
letter  
lipstick  
lotion  
lizard (toy)

**Medial**

balloon  
collar  
dollar  
jelly  
necklace  
pillow  
ruler  
elephant (toy)  
marshmallows  
helicopter (toy)

**Final**

bell  
doll  
ball  
bowl  
nail  
football  
pencil  
towel  
seashell  
mail

Use this activity with all your children and with every sound. With a little creativity, you can make articulation practice FUN!

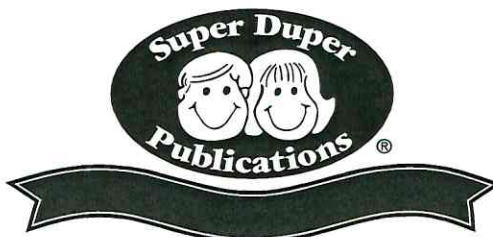
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 Name

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 Date

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# Day 4





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Number 331



## Helpful Strategies for Auditory Memory

by Susie S. Loraine, M.A., CCC-SLP and Clint M. Johnson, M.A., CCC-SLP

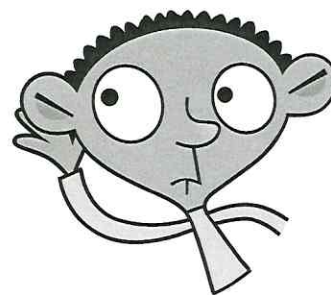
Memory impacts a person's ability to perform almost any activity. *Memory* is how "knowledge is encoded, stored, and later retrieved" (Kandell, Schwartz, and Jessell, 2000). Even mild memory deficits can impact a student's success. There are different kinds of memory, including long-term memory, short-term memory, working memory, auditory memory, and visual memory. *Auditory memory* is the ability to take in information that is presented orally (out loud), process it, retain it in one's mind, and then recall it (Bellis, 2003; Roeser & Downs, 2004; Stredler-Brown & Johnson, 2004). Auditory memory requires working memory.

*Working memory* is "the management, manipulation, and transformation of information drawn from short-term memory and long-term memory" (Dehn, 2008). Working memory is responsible for processing higher level linguistic information, and if the task is more complex, working memory spends more time processing (Daneman and Carpenter, 1980). Working memory capacity has significant relationships with reading decoding, language comprehension, spelling, following directions, vocabulary development, note taking, and GPA (Engle, Tuholski, Laughlin, and Conway, 1999).

### Auditory Memory Deficits

Auditory memory deficits include remembering multi-step directions, relating new information to prior knowledge, oral language comprehension, taking notes while listening, verbal fluid reasoning, written expression, and oral expression (Dehn, 2008). Individuals with deficits and weaknesses can benefit from direct teaching of strategies which can improve working memory performance. According to Dehn (2008), effective strategy teaching can include:

- Engaging in one-on-one brief, focused sessions over several weeks;
- Teaching one strategy at a time;
- Explaining purpose and rationale;
- Explaining and modeling the steps of the strategy;
- Providing plenty of practice and offering feedback;
- Teaching cues to help remember the strategy;
- Providing positive reinforcement and data tracking;
- Encouraging children to monitor and evaluate strategy use;
- Encouraging generalization across sessions.





## Types of Auditory Memory Strategies

Different types of auditory memory strategies include:

- **Verbal Rehearsal** – repeating words or numbers, either vocally or subvocally (e.g., Try saying the numbers over and over, like this: 2, 7, 5; 2, 7, 5; 2, 7, 5.);
- **Elaborative Rehearsal** – associating new information with prior knowledge, such as creating sentences of the to-be-remembered word or creating a story, or paraphrasing [reorganizing larger amounts of information into smaller, more personally meaningful units (Donahue & Pidek, 1993)];
- **Chunking** – pairing, clustering, grouping, or association of different items into larger units (e.g., Try putting the numbers together. So if you hear 2, 4, 8, 3—think 24, 83.);
- **Relational Strategies** – making the information being memorized more meaningful through mnemonics, imagery, or elaboration (e.g., Try to make a simple sentence using the words you hear. If you hear *dog*, *hat*, *bed*, make a silly sentence like, “The dog found a hat under the bed.”).



### Resources

- Bellis, T. J. (2003). *Assessment and management of central auditory processing disorders in the educational setting: From science to practice* (2nd ed.). Clifton Park, NY: Delmar Learning.
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- Stredler-Brown, A., & Johnson, C. D. (2004). *Functional auditory performance indicators: An integrated approach to auditory skill development* (3rd ed.). Retrieved from [http://www.cde.state.co.us/cdesped/download/pdf/FAP1\\_3-1-04g.pdf](http://www.cde.state.co.us/cdesped/download/pdf/FAP1_3-1-04g.pdf)

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### Helpful Products

The list of Super Duper® products below may be helpful when working with children who have special needs. Visit [www.superduperinc.com](http://www.superduperinc.com) and type in the item name or number in our search engine. Click the links below to see the product descriptions.

Webber® HearBuilder® Auditory Memory Software  
Program – Professional Edition  
[Item #HBPE-377](#)

Auditory Adventures®  
[Item #GB-654](#)

Auditory Memory for Quick Stories  
[Item #AMLQ-110](#)

Auditory Memory High-Interest Quick Stories™  
[Item #AMLQ-220](#)

\*Handy Handouts® are for classroom and personal use only. Any commercial use is strictly prohibited.

## Speech and Language Activities

### Set One: Following Directions

Use the "Following Directions" set to practice unfamiliar multi-step directions. Pick out actions from the deck of cards and Velcro them to the board on either the 3, 4, or 5-step sequence strip (for two steps, use the first and last spots on the 3-step strip). Then, ask your child to follow the directions. Make sure you use the words "first, next, and last" in your directions. You could say something like "first touch your nose, then clap your hands, last turn around". Make sure you start with just one direction at a time and only move to adding more steps when your child can do that well. It may take a while to build up to being able to do longer directions.

#### Game Ideas:

- Start small: Working on 3-step directions? First, just place one action on the strip. Once your child can do that one, leave that action and add a second step. This is a great way to build your way up to longer sequences with children that are still having trouble.
- Follow the Leader: Take turns being the leader. You or your child will pull 3, 4, or 5 cards from the pile and place them on the strip. Read the directions out loud and let the other person use the visual aid to act it out. Who can come up with the funniest sequences??
- Make up your own directions: Take pictures of your children doing silly things. Print and add Velcro for a personalized touch!
- If your child is doing really well with this, put the pictures on the strip but don't let him/her see the pictures. Say the directions out loud and see if your child can follow without looking. Then, show him/her at the end to check.

### Set Two: Sequencing Events

Use the "Sequencing Events" pack to practice sequencing the steps to common activities. Each sequence has five steps which are numbered on the back. Follow the blue numbers to find which cards to use for the three-step sequence. Follow the red numbers for four steps or the green for all five steps. You can also use this board for your own sequences. Take pictures of your children performing an action and cut out the steps. They'll love seeing themselves in the pictures!

#### Game Directions:

- Choose a sequence and lay the steps out in front of your child in a random order. Show your child how to put them in order and place them on the correct strip (based on how many cards there are). Once you get the sequence put together, read the sequence to your child (such as "first he \_\_\_\_, then he \_\_\_\_, last he \_\_\_\_."
- Now, take the pictures off and see if your child can put them back in the right order. If not, show him again the same way as before.
- Once your child can do that sequence, try some other ones. When he/she starts getting really good, add more steps.



## Speech and Language Activities Cont.

### Other Game Ideas:

#### Answering Questions:

Once you complete the sequence, ask your child questions about what happened. You can ask “what” questions such as “What did we do first?” or “when” questions such as “When did he jump?”

#### Increasing Utterance Length with Grammatical Markers:

**Pronouns:** Help your child use complete sentences with correct pronouns when talking about the steps. Examples: “First *you* turn on the water, next *you* get some soap...” or “*He* jumped and clapped his hands”.

**Possessive Pronouns:** Ask your child “What did your friend do? Did he touch *his* head” or “stomp *her* feet?” Talk about those possessive pronouns as you go along.

**Past tense:** After the sequence is completed, talk about what the person or character did. Examples: “Chris jumped” or “The bear fell asleep”. Make sure your child uses the past tense of the word.

#### Social Skills:

During this game, your child can practice turn-taking and good topic maintenance. He can also work on paying attention and listening by trying to complete the actions without the pictures and then checking to see if he was correct.

#### Vocabulary:

Use these card sets to practice naming body parts or labeling objects/actions in the pictures. With the sequencing events deck, show your child the steps and ask her to identify what that person is doing (example: washing hands, etc.)

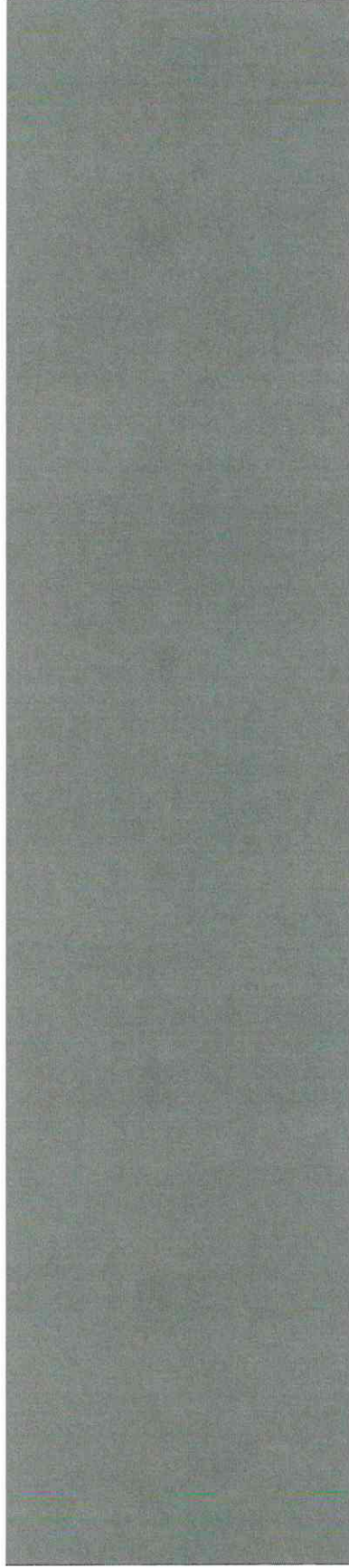
#### Other Uses:

This board can also be used for visual schedules and teaching skills such as the steps to an activity or how to use the restroom. Take pictures of your child doing all of the steps and then put them on the strip in the correct order. When your child finishes a step in the routine, he can take that picture off.

**First**

**Next**

**Last**

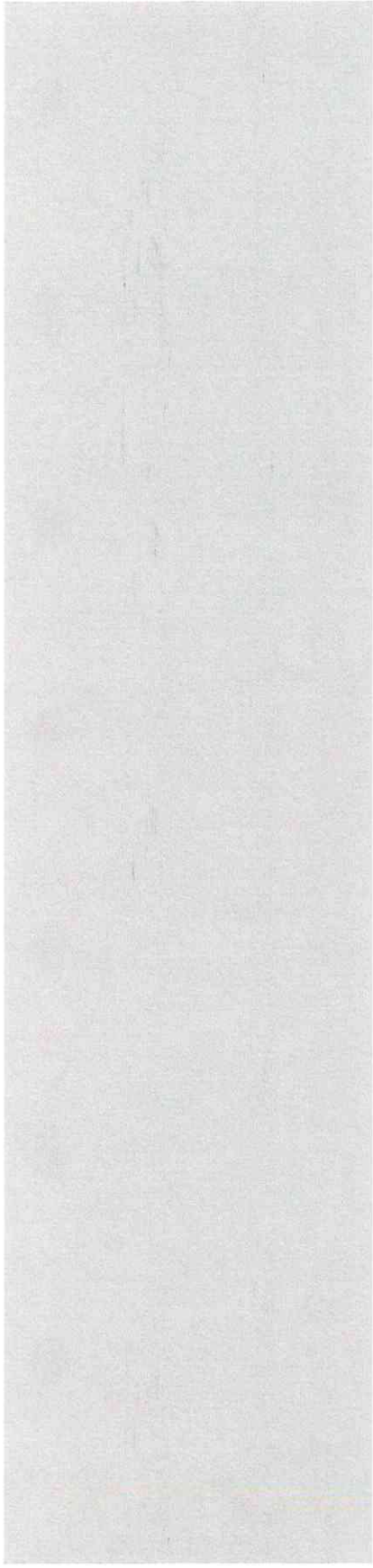


**1**

**2**

**3**

First Next Then Last



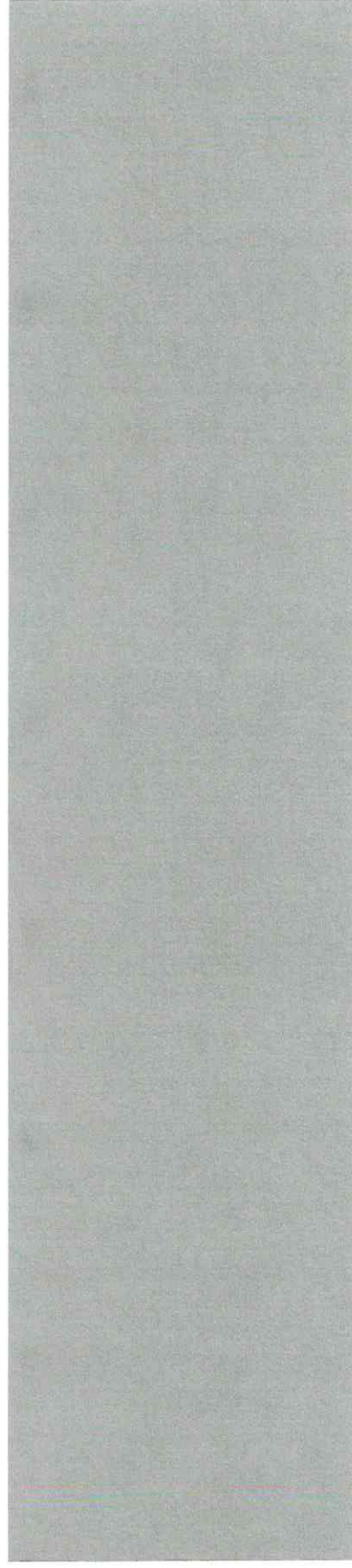
1

2

3

4

First Next Then Last



1

2

3

4

5







Sequencing Cards

X/3

3/4

4/5

Blocks

Sequencing Cards

2/3

2/4

3/5

Blocks

Sequencing Cards

X/3

X/4

2/5

Blocks

Sequencing Cards

1/3

1/4

1/5

Blocks

Sequencing Cards

2/3

3/4

3/5

Cereal

Sequencing Cards

1/3

2/4

2/5

Cereal

Sequencing Cards

X/3

1/4

1/5

Cereal

Sequencing Cards

3/3

4/4

5/5

Blocks

Sequencing Cards

X/3

2/4

2/5

Paint

Sequencing Cards

1/3

1/4

1/5

Paint

Sequencing Cards

3/3

4/4

5/5

Cereal

Sequencing Cards

X/3

X/4

4/5

Cereal

Sequencing Cards

X/3

1/4

1/5

Sandwich

Sequencing Cards

3/3

4/4

5/5

Paint

Sequencing Cards

X/3

X/4

4/5

Paint

Sequencing Cards

2/3

3/4

3/5

Paint

Sequencing Cards

3/3

4/4

5/5

Sandwich

Sequencing Cards

X/3

X/4

4/5

Sandwich

Sequencing Cards

2/3

3/4

3/5

Sandwich

Sequencing Cards

1/3

2/4

2/5

Sandwich





Sequencing Cards

3/3

3/4

4/5

Shoes

Sequencing Cards

2/3

2/4

3/5

Shoes

Sequencing Cards

1/3

1/4

2/5

Shoes

Sequencing Cards

X/3

X/4

1/5

Shoes

Sequencing Cards

2/3

3/4

3/5

Washing

Sequencing Cards

1/3

2/4

2/5

Washing

Sequencing Cards

X/3

1/4

1/5

Washing

Sequencing Cards

X/3

4/4

5/5

Shoes

Sequencing Cards

2/3

X

X

Drop

Sequencing Cards

1/3

X

X

Drop

Sequencing Cards

X/3

X/4

5/5

Washing

Sequencing Cards

3/3

4/4

4/5

Washing

Sequencing Cards

3/3

X

X

Cut

Sequencing Cards

2/3

X

X

Cut

Sequencing Cards

1/3

X

X

Cut

Sequencing Cards

3/3

X

X

Drop

Sequencing Cards

3/3

X

X

Fall

Sequencing Cards

2/3

X

X

Fall

Sequencing Cards

1/3

X

X

Fall



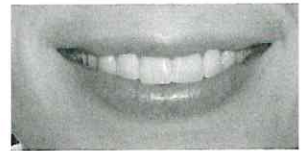
silly face



clap hands



touch hair



touch teeth



touch eyes



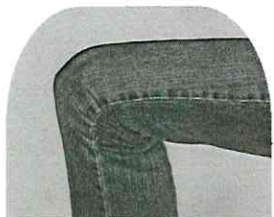
touch ears



touch nose



touch mouth



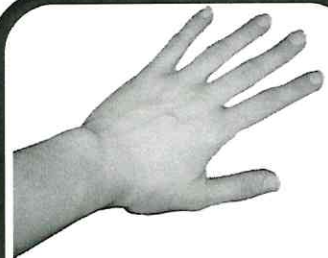
touch knee



touch arm



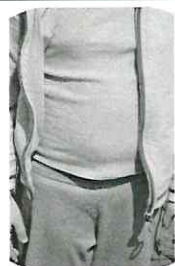
jump



touch hand



touch foot



touch stomach



touch finger



touch thumb



stick out tongue



stomp feet



hands up high



hands down low



## Ways to Improve Speech Intelligibility

1. Focus on one skill at a time. Rate, lip movement, and self confidence are separate problems. Target one at a time.
2. Encourage self confidence. Model and expect good posture and eye contact. Talk with your child about the importance of looking at talking partners. Praise your child for looking at you when conversing whether your child is the speaker or the listener.
3. Schedule 1:1 talking times. Set aside special 1:1 brief talking times. Let your child know that during these times you will work on things that will make him easier to understand. At these times introduce new skills that you want your child to focus on.
4. Modeled Speaking. Model what you want to hear. If you want slower speech you must also remember to speak slowly. If you want more lip movement exaggerate your own lip movements. Demonstrate good examples and non-examples. (ex. Talk about “lazy lips” and “lively lips” and demonstrate)
5. Develop cues. Teach your child a private signal to use when he speaks too quickly or without enough lip movement.
6. Practice story dialog or retell. Have your child speak like the book character. If this is difficult then model and have the child repeat what you say the way you say it.
7. Practice saying things by mouthing words without voicing. Just work on single words with this skill. Picture cards may be helpful cues.
8. Praise, praise, praise when your child is easy to understand. Be specific. (ex. You sound great when you speak slowly. Wow you really moved your lips and I understood every word!)



# Day 5

I want to eat



I want to drink



I need help



I feel \_\_\_\_\_



I don't understand



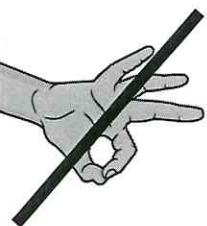
I don't know



I don't like it



It's not okay!



I want to vomit



Don't touch me!



I feel pain here



I like that



## Encourage Speech Sounds Through Reading

by Keri Brown, M.C.D., CCC-SLP



What's a great way to encourage a child to pronounce sounds correctly? It's simple! Expose him/her to early developing speech sounds before he/she can even talk by reading books loaded with these sounds.

Have you ever talked to a child who substituted /w/ for /r/ (i.e., saying "wed" for "red")? If so, you may have responded, "What's 'wed'?" For this you received a funny look and the reply, "Not wed. Wed!"

Speech therapists commonly use a strategy with children with articulation and phonological disorders called "auditory bombardment." This technique repeatedly exposes the child to the correct production of mispronounced sounds. This increases the child's ability to hear incorrect sounds in his/her own speech. Reading sound-filled books to your child when he/she is a baby increases sound production and the opportunity to hear early developing sounds pronounced correctly.

Early developing sounds include p, b, t, d, k, g, and m. Often children will naturally omit these sounds from the ends of words or in the middle of multi-syllabic words. This is a common pattern in articulatory development. Just provide a good speech model by over-emphasizing the target sound. Below is a list of books packed full of early developing sounds to read to your child. The number of times a sound occurs is listed under each book.

*Alexander and the Terrible, Horrible,  
No Good, Very Bad Day,*  
by Judith Viorst

p - 25	b - 29
m - 22	k - 50
g - 8	t - 59
d - 40	

*Cat in the Hat,* by Dr. Seuss

p - 19	b - 15
m - 20	k - 32
g - 7	t - 50
d - 25	

*Dr. De Soto,* by William Steig

p - 40	b - 26
m - 38	k - 23
g - 17	t - 98
d - 80	

*The Tale of Peter Rabbit,* by Beatrix Potter

p - 22	b - 29
m - 30	k - 40
g - 16	t - 59
d - 42	



*Fish is Fish*, by Leo Lionni

*White Snow, Bright Snow*, by Alvin Tresselt

p - 17  
m - 22  
g - 13  
d - 37

b - 11  
k - 23  
t - 44

p - 42  
m - 34  
g - 14  
d - 66

b - 33  
k - 47  
t - 105

There are many ways to give your child a head start to great speech and language skills. Reading books filled with early developing sounds is a wonderful way to learn while spending quality time with your child.

### References

Borsch, Jennifer. *Artic and Lit: Materials for Carryover Using Children's Literature*. ECL Publications, 1994.

### Children's Books

Lionni, Leo. *Fish is Fish*. New York: Pantheon Books, 1970.

Potter, Beatrix. *The Tale of Peter Rabbit*. New York: Scholastic, 1985.

Seuss, Dr. *The Cat in the Hat*. New York: Random House, 1968.

Steig, William. *Dr. De Soto*. New York: Farrar, Straus, and Giroux, 1982.

Tresselt, Alvin. *White Snow, Bright Snow*. New York: Mulberry Books, 1988.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. New York: Atheneum, 1975.

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Name

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Date

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