



# Speech & Language Lesson Week 1-4

Suggestions for working on speech-language at home:

- Include as a part of the weekly schedule: **Individual information about how often to repeat activities will be communicated by the service provider.**
- Use items/games/activities you have in your home: Make working with your students' fun by being creative with the items in your own home. Hide items and have students find them, use cards, dice, or games to make practice fun and engaging!
- Use positive reinforcement to motivate student learning: Praise students for their effort and celebrate their successes.

## Weekly Activities for Early childhood/Elementary

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
Articulation & Speech Fluency	<p><b>Option 1:</b> On your own, or with the help of a grown up, think of 5 words that begin with your speech sound. Say each word at least 10 times.</p> <p><b>Option 2:</b> Tell someone how to play your favorite game using your best speech sounds. If you're working on speechfluency, remember to relax your speech machine and take an "easy" start to words that you might get stuck on.</p>	<p><b>Option 1:</b> Go on a walk or look outside. Find at least 5 things that have your speech sound in them. Practice each word 5 times.</p> <p><b>Option 2:</b> Say the Pledge of Allegiance using your best speech sounds. Remember to take a deep breath before starting each sentence if you are working on speech- fluency.</p>	<p><b>Option 1:</b> On your own, or with the help of a grown up, think of 5 words that end with your speech sound. Say each word at least 10 times.</p> <p><b>Option 2:</b> Tell someone what you learned during your Continuous Learning activities using your best speech sounds. Remember to use a slow rate of speech and take breaths and pauses as needed. You can choose to highlight the sounds that you are focusing on if this helps you!</p>	<p><b>Option 1:</b> Count to 100 (or as high as you can) using your best speech sounds.</p> <p><b>Option 2:</b> Talk about a movie or favorite show using your best speech sounds. It helps to take breaths after each sentence and pause in conversation, especially when you find yourself talking too fast, making sound errors, or getting stuck on your words.</p>

<p>Language K-2nd</p>	<p><b>Topic: Wh Questions</b> Think of 3-5 community helpers. Who are they? What do they do? Where do they work? Why are they important or helpful? Describe everything you can think of.</p> <p><a href="#">additional WH question activities</a></p>	<p><b>Topic: Pronoun use</b> Look at pictures in a book or from SLP materials. <a href="#">pronoun practice</a> Describe the pictures using he/she/they, and his/hers/theirs</p>	<p><b>Topic: categorization</b> Think of 3-5 category members for the following groups: Vehicles, School Supplies, Things that are cold</p> <p>Practice some of the following activities <a href="#">category activities</a></p>	<p><b>Topic: describing</b> Look out your window. Describe to someone what you see and what the weather is like. Use at least three different describing words. Other activities: <a href="#">labeling/functions</a></p>
<p>Language 3-5</p>	<p><b>Topic: Opposites</b> Think of an antonym (opposite) for each word: narrow, rough, early, begin, shallow, more, female, float, sour, straight, whisper.</p> <p><a href="#">Additional opposites activities</a></p>	<p><b>Topic: rephrasing/paraphrasing, identifying details.</b> Read or listen to a story or chapter from a book. Retell what you read or heard. Be sure to include characters, setting, problem, events, and the solution. <a href="#">additional stories/resources with questions</a></p>	<p><b>Topic Idioms:</b> What does the phrase “sweet tooth” mean? When might someone say this? <a href="#">Additional Idiom resources:</a></p>	<p>Looking at some of your Continuous Learning materials that you read or listened to, what was the main idea?</p>
<p>Social language/ pragmatics</p>	<p><b>Greetings:</b> Talk about and practice greetings. Who can you greet today? Wave to a neighbor, say “hello” to a grandparent or relative on the phone or video call. What words can we use to greet others (hi, hello, good morning)? Notice when characters in movies or books greet each other. How do we feel when we are greeted? Use stuffed animals or character figures to act out greetings.</p>	<p><b>Whole Body Listening:</b> We hear with our ears, but we listen with our whole bodies. Use Mr. Potato Head, pictures of people, or people figures to talk about how to listen. Ears- listen Eyes- look at the speaker or what is being talked about Mouth, Hands, and Body- are quiet to help us attend and show we are listening. Heart-when we listen with our heart, we think about how the other person is feeling.</p>	<p><b>The Looking Game:</b> Explain that you are going to play a game. One person will “look” at an item in the room, and the other person has to guess what is being looked at. If your child is not able to figure out what you are looking at, show your child how they can “draw a line from your eyes to the object”. You can use your finger to draw the line in the air or use string or yarn to demonstrate. Then switch and have your child look at an item and you guess what it is.</p>	<p><b>Game Skills:</b> Practice taking turns while playing a game. Your child may enjoy simple board, card games or puzzles to practice this skill. Talk about why it is important to take turns. What would happen if you did not take turns? Practice using the words, “my turn” and “your turn”. You can also practice turn taking with gross motor activities such as sharing a swing, bouncing a ball, blowing bubbles, or adding ingredients in a recipe.</p>
<p>aac</p>	<p>Watch a YouTube video, TV show, or movie. Comment about whether you “like” or “don’t like” the movie. Bonus points if you can explain why. -target words: like, don’t/not</p>	<p>With a partner, play something fun--toy cars, bubbles, tickles, airplane, free-play outside, etc. While playing, use the words “my turn” and “your turn.” For variety, you can also say “I/you go” or “I/you do.” -target words: turn, I/my, you/your, go, do</p>	<p>Make an art project or activity. Talk about the colors you’re using and describe what you are making. -target words: make, colors (blue, green, yellow, etc.)</p>	

Fitzmaurice, K. (n.d.) Retrieved March 24, 2020, Summer Language Calendar Easley, K. (n.d.) Retrieved March 24, 2020, Language of the Week Summer Articulation Carryover (n.d.) Retrieved March 24, 2020 from [www.speakingofspeech.com](http://www.speakingofspeech.com) Groenewald, R. (2019, April 9). Fifteen Fun Phonemic Awareness Activities and Games For Kids. Retrieved March 26, 2020, from <https://www.fractuslearning.com/phonemic-awarenessgames-activities/>