



# SPEECH AND LANGUAGE RESOURCES

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 Middle and High School Weeks 1-4

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
<p><b>Articulation &amp; Speech Fluency</b></p> <p>Extra tip: If you can, record yourself during these activities. Listen to yourself afterwards and see if you hear any mistakes with your sounds or with your speech-fluency</p>	<p>Find 5-10 items in your house with your targeted speech sounds. Practice saying these words while focusing these sounds OR describe the objects (e.g. color, shape, size, function) while focusing on your targeted speech sounds</p>	<p>Try to use the words/objects you chose from week 1 in a sentence OR tell a short story using your 5-10 words/objects from week 1 while focusing on your targeted speech sounds. Remember to take a deep breath before starting each sentence if you are working on speech- fluency</p>	<p>Pick a paragraph from a continuous learning activity from the district, a magazine, or an article on the internet/social media. Try to read it aloud while focusing on your targeted 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>Have a conversation with someone in your household. Discuss your favorite things to do at home while focusing on using a slow rate of speech and overarticulating your targeted 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>

**Language**

Note: Select either Option 1 or Option 2 starting in week 1. Once you have selected your option, you will continue with the corresponding option number (1 OR 2) throughout weeks 1-4.

**Option 1:** Pick 3-5 words you don't know the meaning of from a continuous learning activity, a magazine article, a T.V. show, or a news report, etc... Use context clues to try to figure out what they mean. (Hint: To do this, you need to listen to/look at the words used around the words you choose in order to figure out the meaning). You can look up the words to figure out the meaning as well.

**Option 2:** Read information in a continuous learning activity, a magazine article OR watch your favorite T.V. show/ listen to a story on the news. Afterwards, try to come up with 3-5 "wh" questions (who, what, when, where, why) you have. Then, try to answer them based on what you heard/read.

**Option 1:** Take the words you chose in week 5 and try to draw a picture to represent what these words mean.

**Option 2:** Share the information you learned with someone in your household from the questions/answers you came up with in week 5.

**Option 1:** Take the words you chose in week 5 and try to explain what they mean to someone in your household OR call a friend/family member to explain what the words mean.

**Option 2:** Make a prediction or inference related to the material you learned in week 5.

**Option 1:** Take the words you chose in week 5 and come up with synonyms (same meaning) OR antonyms (opposite meaning) for those words.

**Option 2:** Write a short summary about the information you learned from your questions/answers in week 5.

<p><b>Social language/ pragmatics</b></p>	<p>Call/Facetime a friend or family member outside of the home and ask them how they are doing. Discuss what you have been doing while schools have been closed and what you are looking forward to doing most when you are able to leave the house on a regular basis!</p>	<p>Watch a T.V. show or movie with household members and talk about your favorite parts of the show/movie. Make sure you allow everyone to have a turn speaking in the conversation.</p>	<p>Talk with your household members about 3 things you are grateful for each day.</p>	<p>Have a conversation with household members about things that have been difficult over the last few weeks. Use good body language skills (eye contact, face the person talking, and nodding your head in response to what the person is saying, etc...) This has been a hard time for everyone, but we are going to make it through this together!</p>
<p><b>AAC</b></p>	<p>With a partner, go for a walk or look out the window. Comment about what you see. -target words: go, see, do</p>	<p>Listen to music, have a dance party, and/or play freeze dance. While listening to songs, tell others that you want "more" songs in that genre or that you want "something different." -target words: more, different, stop</p>	<p>With the help of a partner, look at pictures of your family and/or friends. Talk about the people in the picture and what they are doing. -target words: he, she, they, we</p>	<p>With the help of a partner, help prepare a snack or meal. Talk about the steps to make the recipe and the ingredients you are using. -target words: get, put, need, have</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/>