



Speech & Language Lesson

EARLY CHILDHOOD/ELEMENTARY WEEKS 5-8

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.

	WEEK 5	WEEK 6	WEEK 7	WEEK 8
ARTICULATION & SPEECH FLUENCY	<p>Option 1: 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>Option 2: 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>Option 1: Look in your refrigerator or pantry. Find at least 5 things that have your speech sound in them. Practice each word 5 times.</p> <p>Option 2: Record yourself talking about your favorite book or activity. Send it to a family member or friend when you're done! Remember to take a deep breath before starting each sentence if you are working on speech-fluency.</p>	<p>Option 1: On your own, or with the help of a grown up, think of 4 words that end with your speech sound. Say each word at least 15 times.</p> <p>Option 2: Using your Continuous Learning materials, highlight or find at least 5 words that have your speech sound in them. Practice each word 10 times. 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>Option 1: Say the days of the week and/or the months of the year using your best speech sounds.</p> <p>Option 2: Pick a paragraph from 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>

	WEEK 5	WEEK 6	WEEK 7	WEEK 8
LANGUAGE EC-2ND	Topic: Categories and WH questions: Think of three places you can travel to. What do you do there? What might you see there? Who would you see? What state (where) is this place located?	Topic: Sentence production and verb tense: Use these words in sentences: ran, threw, went, held, waved, carried, blew.	Topic: WH questions/listening comprehension: Listen to a story with a grown-up or friend. Answer these questions after you listen: Who was in the story? What was the problem in the story? What did they do to fix the problem?	Topic: Categories & describing: Think of 3 different zoo animals, insects, sea animals. Tell someone what each looks like, what it does, and where it lives
LANGUAGE 3-5TH	Topic: Synonyms: Think of a synonym (means the same) for each word: huge, infant, cash, beautiful, marvelous, gigantic, destroy, hilarious, annoy.	Topic: Similarities/Differences: Describe how these items are similar and different. Bonus if you write your answers! lamp & flashlight Mountain & volcano Library & bookstore Bees & butterflies Earthquakes & tornadoes	Topic: Figurative Language: What does the phrase mean: “in hot water” “Over your head” “Under the weather” “Throw in the towel” “Piece of cake”	Topic: Comprehension/ WH questions: Read or listen to a story or chapter from a book. What did the character(s) do? Were there any clues that they might do something? What were the clues?
SOCIAL LANGUAGE/ PRAGMATICS	Playing charades: Help children understand and use non-verbal language skills- Explain to your child that you are going to “act out” a simple, familiar task and ask your child to “guess” what you are doing. Some great examples to start with are brushing teeth, swimming, dancing, driving, and stirring. If your child has difficulty thinking up actions by themselves, brainstorm a list together and then play the game.	Thinking about others: Plan a pretend birthday for a member of your family or pet. Work together to think about what the other “person” would like and how that might be the same or different from what you would like. What kind of cake, food, gifts, games, or music would you choose for your “person”? For fun, you could make a visual representation of the party using pictures from a magazine or junk mail, or electronically by clipping pictures to a word document.	Conversation Train: You can use any set of small objects, index cards, sticky notes for a conversation train. Brainstorm several topics that would be of interest to you and your child. As you start the conversation topic, put one object or card down to start the “train”. Each time one of you adds to the conversation topic, add one object to make the train longer. See how many “cars” you can get on your train.	Thought Bubbles: Gather some pictures of people from junk mail, magazines, or advertisements. Draw a “thought bubble” above their head and ask your child what the person in the picture might be thinking. You can write the words in the bubble. You can keep it simple with just one picture of a person and one thought or you could use multiple pictures to create a scene or short story.

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 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/>