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)

1) 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.

2) 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家用speech-home.com/speech-therapy-word-lists.html
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!

- 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!”

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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 (Free 30 day trial) or storylineonline.com (Free).

**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!

**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.)

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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!

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TH - Final Position

Instructions:

[Diagram showing a boy eating broth at a table covered with a tablecloth, with annotations for teeth, mouth, broth, and tablecloth, and a dog named Seth looking at the boy.]
Silly Functions

Instructions: Read each silly sentence. Then, correct each one by changing the function (the words in bold) or the objects.

1. You **change channels** with a camera.

2. You **sit** on a ball.

3. You **read** a kite.

4. You **write** with soap.

5. You clean your **teeth** with shampoo.

6. You **spread peanut butter and jelly** with a pencil.

7. You **cut the grass** with a saw.

8. You **put leaves in a pile** with a shovel.

9. You **pour milk into** a hat.

10. You **talk to someone** on a remote.
Go Togethers Game Board Fun

Instructions: Cut out the game markers below. Flip a coin to determine the number of spaces to move. Heads moves one space. Tails moves two spaces. Take turns moving around the board, naming the pictures and telling what might go with it. Whoever reaches the “Finish” first wins!
Name the Food Group

Instructions: Cut out the markers at the side of the page. Flip a coin to move around the board. Heads moves one space. Tails moves two spaces. As you move around the board, name each item and tell which food group it belongs to. Whoever reaches “Finish” first, is the winner.