

# Activities to Promote Speech and Language Skills

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Lori Ward, M.S., CCC-SLP

Speech-Language Pathologist

# Language Units Should Target

- Receptive Language Skills
- Expressive Language Skills
- Integrative Thinking Skills
- Speech Production
- Fluency
- Voice
- Social Skills

# Receptive Language

- Vocabulary
- Understanding Language Concepts
- Processing messages of increasing length and complexity
- Critical Thinking

# Expressive Language Skills

- Vocabulary (nouns, verbs, adjectives, adverbs)
- Answering concrete questions (Who, What, When, Where)

# Integrative Thinking Skills

- Simple analogies

The grasshopper is green and the snake is\_\_\_\_\_

- Inferencing (Sarah is wearing gloves and a coat. What is it like outside?)
- Sorting objects by more than one attribute (SIZE and COLOR) or in more than one way (OUTSIDE ITEMS) by using the same set of objects.

# Speech Production/Awareness

- Sound formation
- Phonemic awareness

Count syllables

Rhyming

Beginning Sounds

Ending Sounds

# Social Skills, Fluency, and Voice

- Using appropriate social skills will enhance fluency and voice skills

Appropriate loudness level

Good eye contact

Appropriate speaking rate (not rushing through message)

Not talking while others are talking to decrease competition...

Appropriate models provided by teachers

# Unit Activities Should Be Multi-Sensory

- Visual
- Auditory
- Tactile
- Kinesthetic
- Multi-Leveled to address all children – example:
  - Vocabulary most children know
  - Vocabulary some children know
  - Vocabulary few children know

Language Activities Should Be

Fun!

# A Very Limited List of Activities

- Dramatic Play with appropriate items provided
- Book introductions
- File Folder Games to match: color, shape, size, function, place, feel . . .
- Art Activities (Don't forget 3D Art with Clay)
- Bought Games to enhance unit (Hungry Hungry Hippo for Zoo Unit, Buckaroo for Old West Unit, Hi Ho Cherrios for Farm Unit...)
- Sing Songs (Farmer in the Dell, Old MacDonald...)

# Make a Unit

- Themes are easy:
  - Transportation-Favorite Books
  - Household-Favorite Games
  - Farm -Body Parts
  - Zoo-Target Skills
  - Insects Same and Different
  - Teddy Bear- The Pond
  - Clothes- My Senses
  - Community Helpers- Nursery Rhymes

# Steps

- Decide on Unit
- Identify Target Vocabulary
- Identify Target Goals OR Target Activity

## THEN

- Identify Corresponding Activity/Goal
- Don't forget to take jot notes on observations

# Help Me Make a Unit

## The Little Mouse, The Red Ripe Strawberry, and THE BIG HUNGRY BEAR

### DAY 1

Activity 1: Large group activity.

Picture read the book – explore and discuss the pictures. Ask thinking questions – I wonder what...

Read the book without pause for an explanation.

# What skills did this activity address?

- Social skills
- Visual observation
- Critical thinking
- Receptive vocabulary

# Day 1: Activity 2

- Small Group Activity or Individual Activity
- File Folder Games

Possibilities:

Match strawberries based on color/size

Sort different items: Food vs Animals

Match Animals to Favored Foods

# Skills Addressed

- Matching
- Categorizing
- Associated Items

# Day 2: Activity 1

- Large Group Activity:
- Reread The Little Mouse, The Red Ripe Strawberry, and THE BIG HUNGRY BEAR  
but pause to discuss word meanings.
- Words most children know: mouse, bear, strawberry, **smell**, hungry, cut, eat, big
- Words some children know: **pick**, red, forest, **sniff**, **hidden**, quick, share
- Words few children know: ripe, mile, **tromp**, **guarding**, **disguised**, **half**, **whole**

## Day 2: Activity 2/3

- Smell, Sniff, Smell, Sniff: Large or small group activity to smell and identify items
- Hide and Seek: Hide a mouse and/or a bear. Children seek and state WHERE they found it.

# Day 3

- Re read story
- Ask thoughtful questions

Who is talking to the mouse?

What would happen if the bear found the mouse?

What would you do if you were the mouse?

What would you do if you were the bear?

# Day 3: Activity 2

Art Activity:

Clay Mouse – discuss shapes and body parts

Paper Plate Mask for a DISGUISE – teach word meaning and work on following directions and understanding parts of wholes.

# Retell the Story

- Have the group retell the story with your assistance and visual cues of the book.

# Day 4

- Build a Bear or Build a Mouse
- Child gets to PICK animal, color, parts, expressions, heart. Keep choices limited:
- Do you want to make a bear or a mouse?
- Do you want a red bear/mouse or a blue bear mouse?
- Do you want \_\_\_\_ eyes/nose/mouth or \_\_\_\_ eyes nose mouth?
- Do you want it to wear a hat or a coat?

# Describe Time

- After bear/mouse is made and appropriately marked for identification, put a set of 3 or 4 contrasting animals in a group. Describe the animal and have the owner get it and take it to his/her cubby to go home.
- You can also have students describe the next animal

Skill Focus: comprehension of expanded sentences/ double modification and expressive description.

# Now it is your turn!

- Each table try to divide into 2 groups
- Choose a Unit:

Dinosaur

Beach Time

Transportation

Forest Animals

Pets

Cartoon of Your Choice

Other

# List Vocabulary

- Vocabulary Most Know:
- Vocabulary Some Know:
- Vocabulary Few Know:
  - Try to use NOUNS, VERBS, *and* ADJECTIVES

# Activities or Skills

- List 2 activities

OR

- List 2 skills to target

# Corresponding

- List the corresponding Activities or Skills

# Possible Skills/Goals to Target

- Object use\*Expanded Sentence
- Spatial Concepts      \*Time (Night/Day)
- Pronouns\*Analogies
- Part/whole Relationships
- Adjectives\*Classification
- 2-3 step commands\*Inferencing
- Quantity Concepts\*Negatives

# Targets 2

- Answering WH Questions
- -ing
- Increasing sentence length and complexity
- Quantity\*Listing items in categories
- Function\*Rapid Naming
- Analogies
- Name objects described
- Naming categories