

# **Vocabulary/General Summer Activities**

# Summer



# Summer Articulation & Vocabulary Word Lists

These word lists are a good resource for articulation and/or vocabulary building activities.

## **/r/ and /r/ blends**

### **Initial**

rain  
rainbow

### **Medial**

butterflies  
starfish  
motorboat  
water-skiing  
watermelon  
fireworks

### **Final**

summer  
hot weather  
thunder  
caterpillar  
sunflower  
September  
car  
lawn chair

### **Blends**

ice cream  
sunscreen  
grill  
strawberry  
grape  
crab  
Fourth of July  
shorts  
short-sleeved shirt  
sunburn  
thunderstorm  
lifeguard  
diving board

## **/s/ and /s/ blends**

### **Initial**

summer  
sun  
sandals  
sand  
September  
sun hat  
sunburn  
sea gulls  
sunflower  
seashell

### **Medial**

ice cream cone  
popsicle  
sunflower seeds  
sunglasses  
bicycle

### **Final**

flip flops  
shorts  
grapes

### **Blends**

swimming pool  
swimming  
swimming suit  
splash  
starfish  
sleeveless shirt  
strawberry  
water-skiing  
short-sleeved shirt  
sunscreen  
thunderstorm  
August  
outside  
seashell  
sandcastle  
fireworks

## **/z/**

### **Initial**

zoo  
zookeeper  
zebra

### **Final**

butterflies  
bees  
long days  
shells  
sea gulls  
sunflower seeds  
seeds

## **/l/ and /l/ blends**

### **Initial**

long days  
lifeguard  
lightning  
lawn chair

### **Medial**

caterpillar  
sailboat  
watermelon  
July  
Fourth of July

### **Final**

beach ball  
pool  
grill  
sea gull  
sandcastle  
seashell

### **Blends**

butterfly  
sunglasses  
flip flops  
short-sleeved shirt  
sleeveless shirt  
sun block  
clam  
splash  
shells  
sandals  
popsicle  
bicycle

## **/k/ and /k/ blends**

### **Initial**

camping  
canoe  
car

### **Medial**

picnic  
vacation  
sandcastle

## **Blends**

crab  
clam  
ice cream  
sunscreen  
water skiing  
fireworks  
popsicle  
bicycle

## **/g/ and /g/ blends**

### **Medial**

lifeguard  
sea gull  
August

### **Final**

flag

### **Blends**

sunglasses  
grill  
grapes

## **/th/**

### **Initial**

thermometer  
thunder  
thunderstorm  
theme park  
thermos

### **Medial**

warm weather  
summer clothing  
bathing suit  
Fourth of July  
Father's Day

# Summer Articulation & Vocabulary Word Lists (Cont.)

## **/sh/**

### **Initial**

shells  
shorts  
short-sleeved  
shirt

### **Medial**

vacation  
fishing pole  
suntan lotion  
splashing  
seashell

### **Final**

starfish  
fish

## **/ch/**

### **Initial**

chocolate ice cream  
chores  
chocolate cake  
cherry pie  
chocolate  
chip

### **Medial**

beach ball  
lawn chair  
chocolate chip cookies

### **Final**

beach

## **/m/ and /n/ blends**

### **Initial**

motorboat

### **Medial**

swimming pool  
swimming suit  
watermelon  
humid

## **Final**

swim  
ice cream  
thunderstorm  
clam

### **Blends**

September  
camping  
warm

## **/p/ and /b/ blends**

### **Initial**

picnic  
pool

### **Medial**

popsicle  
flip flops  
camping  
caterpillar

### **Blends**

splashing  
September  
grapes

## **/b/ and /d/ blends**

### **Initial**

bee  
butterfly  
beach  
beach ball  
bicycle

### **Medial**

beach ball  
sailboat  
motorboat  
skateboard  
sunburn  
strawberry

### **Final**

crab

## **Blends**

sun block

## **/f/ and /v/ blends**

### **Initial**

fish  
fishing  
fishing pole  
Fourth of July  
fireworks  
Father's Day  
family

### **Medial**

starfish

### **Blends**

flip flops  
butterfly  
flag

## **/v/ and /d/ blends**

### **Initial**

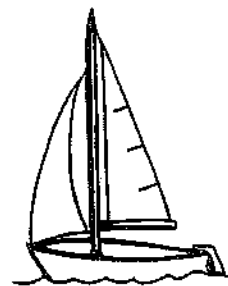
vacation

### **Medial**

diving board

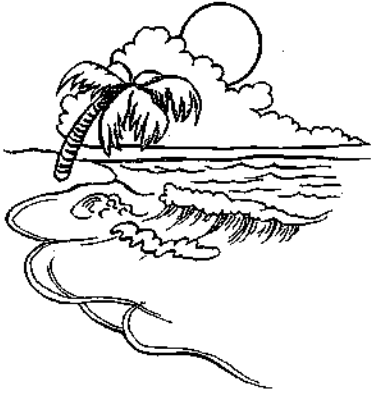
### **Blends**

waves

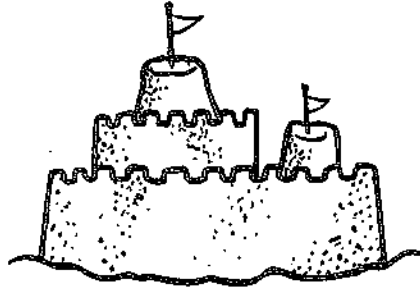


# Vocabulary Pictures

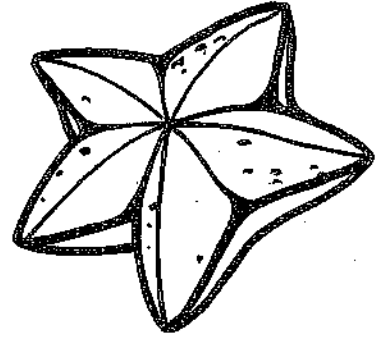
Instructions: \_\_\_\_\_



beach



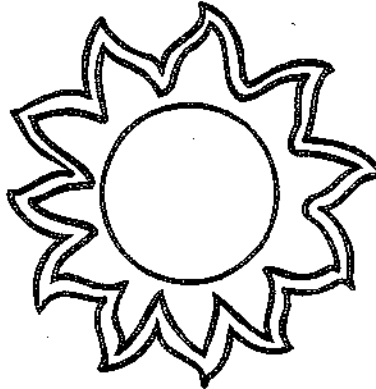
sandcastle



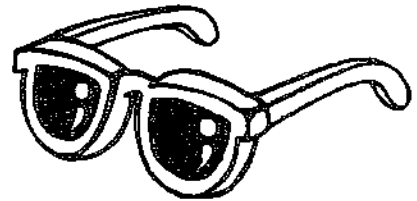
starfish



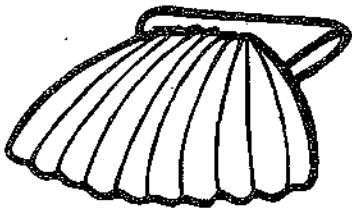
sunscreen



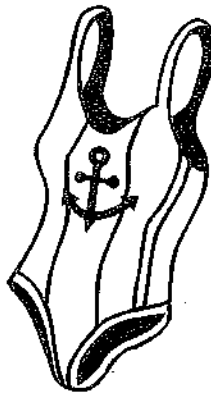
sun



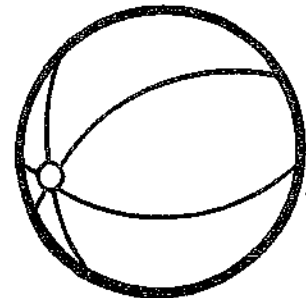
sunglasses



seashell



swimsuit



beach ball

Name \_\_\_\_\_

Date \_\_\_\_\_

Speech-Language Pathologist

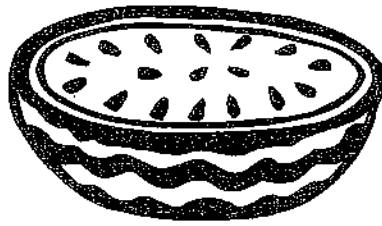
Helper's Signature \_\_\_\_\_

# Vocabulary Pictures

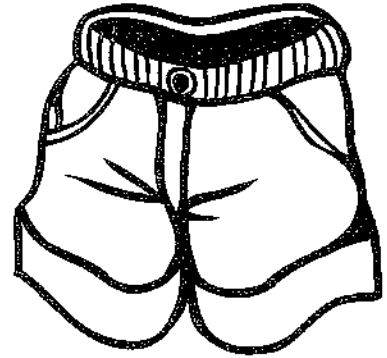
Instructions: \_\_\_\_\_



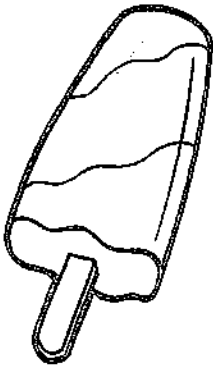
ice cream cone



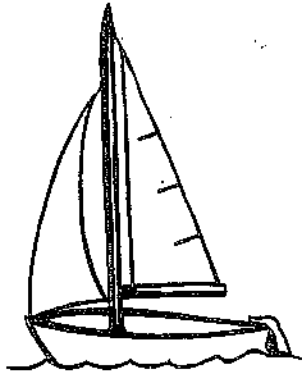
watermelon



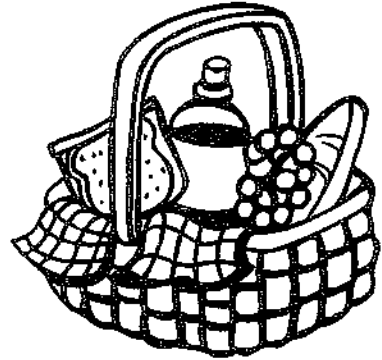
shorts



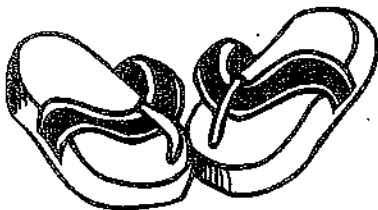
popsicle



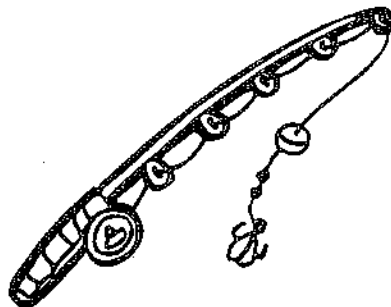
sailboat



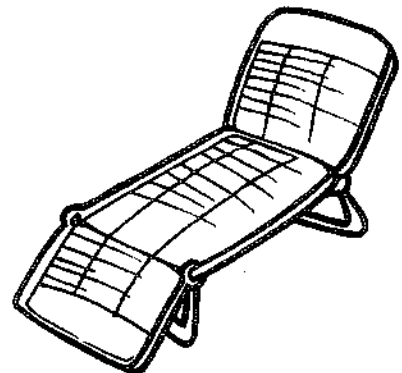
picnic



sandals



fishing pole



lawn chair

Name \_\_\_\_\_

Date \_\_\_\_\_

Speech-Language Pathologist \_\_\_\_\_

Helper's Signature \_\_\_\_\_

# Vocabulary Pictures

Instructions: \_\_\_\_\_



fireworks



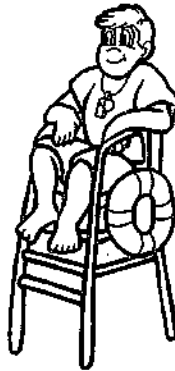
flag



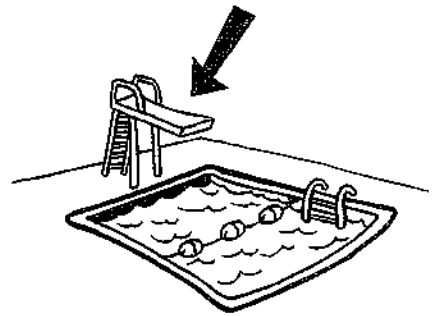
Father's Day card



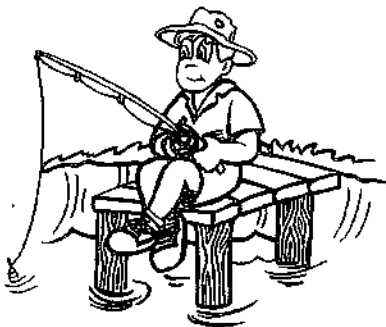
swimming pool



lifeguard



diving board



fishing



camping



family traveling in car

Name \_\_\_\_\_

Date \_\_\_\_\_

Speech-Language Pathologist

Helper's Signature \_\_\_\_\_

# Sunflower House

by Eve Bunting

This is a story about a family who plants a circle of sunflowers so that when they are grown, it's a sunflower house. When summer is over, the sunflowers wilt. Then the children realize they can gather the seeds so they can have sunflowers next summer.

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**Language Expansion:** The following questions can be used to address students' recall of this book or to expand upon concepts addressed in this book.

## Definition

1. What are weeds?
2. What is a sunflower?
3. What is a stem?
4. What is a petal?
5. What is summer?

## Category

1. Name three kinds of flowers.
2. Name three parts of a sunflower.
3. Name three things the children did in the sunflower house.
4. Name three kinds of birds.
5. Name the four seasons.

## Vocabulary

Make a sentence using the following words.

1. weeds
2. mammoth flower
3. stem
4. petal
5. summer

## Function

1. What is a seed used for?
2. How are the strings and stick used?
3. What is a stem used for?
4. How did they use the sunflower?
5. What are sunflower seeds used for?

## Description

1. Tell me three things about the summer.
2. Tell me three things about a seed.
3. Tell me three things about a sunflower.
4. Tell me three things about the sunflower house.
5. Tell me three things about warm weather.

## Rhyming

Name a rhyming word for each word below.

1. string
2. seed
3. grow
4. child
5. flowers

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## Sequencing

As your students sequence the events in this story, use this list as a guide.

1. The little boy plants his sunflower seeds in a circle.
2. The little boy waters the seeds, and the sunflowers grow in a circle.
3. The circle of sunflowers makes a sunflower house for the kids to play in.
4. When fall arrives, the sunflowers begin to wilt.
5. The children collect the seeds so they can have sunflowers next summer.



# ***How I Spent My Summer Vacation***

by Marc Teague

Wallace Bleff's teacher has the students in the class tell about their summer vacations. Wallace tells of his exciting adventures out west. He boarded the train to visit Aunt Fern, but was captured by cowboys. The book continues with the happenings of Wallace's exciting vacation.

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**Language Expansion:** The following questions can be used to address students' recall of this book or to expand upon concepts addressed in this book.

## **Definition**

1. What is summer?
2. What is a vacation?
3. What is your imagination?
4. What is a cowboy?
5. What is a stampede?

## **Category**

1. Name three things to do in the summer.
2. Name three things to travel in.
3. Name three places to go on vacation.
4. Name three things a cowboy wears.
5. Name three things a cowboy does.

## **Vocabulary**

Make a sentence using the following words.

1. vacation
2. imagination
3. plains
4. cowboy
5. stampede

## **Function**

1. What is a vacation for?
2. What is a train used for?
3. What is a rope used for?
4. What is a band for?
5. What did Wallace Bleff use the tablecloth for?

## **Description**

1. Tell me three things about the summer.
2. Tell me three things about a vacation.
3. Tell me three things about a train.
4. Tell me three things about a cowboy.
5. Name the four seasons.

## **Rhyming**

Name a rhyming word for each word below.

1. train
2. teacher
3. west
4. rope
5. band

---

## **Sequencing**

As your students sequence the events in this story, use this list as a guide.

1. Wallace heads west for summer vacation.
2. Wallace imagines that he is caught by cowboys who take him to cow camp.
3. The cowboys and Wallace go to Aunt Fern's for a barbecue.
4. At the barbecue, the cattle begin charging towards Wallace.
5. Wallace uses the tablecloth like a matador, and the cattle are frightened and stampede away. What a vacation!

# **The Relatives Came**

by Cynthia Rylant

This amusing book is about relatives coming to town for summer vacation. It chronicles what goes on during the weeks that the relatives visit. They help tend the garden, fix broken things and eat up all of the food. Then, the relatives leave and do not return until the following the summer.

---

**Language Expansion:** The following questions can be used to address students' recall of this book or to expand upon concepts addressed in this book.

## **Definition**

1. What is summer?
2. What are relatives?
3. What is traveling?
4. What is a vacation?
5. What is a garden?

## **Function**

1. What is a vacation for?
2. What is a car used for?
3. What is an ice chest used for?
4. What is a garden used for?
5. What are instruments used for?

## **Category**

1. Name three things you can do in the summer.
2. Name three things that you can travel in.
3. Name three of your relatives.
4. Name three things the relatives in the book did.
5. Name the four seasons.

## **Description**

1. Tell me three things about the summer.
2. Tell me three things about a vacation.
3. Tell me three things about a car.
4. Tell me three things about a garden.
5. Tell me three things about relatives.

## **Vocabulary**

Make a sentence using the following words.

1. relatives
2. vacation
3. travel
4. garden
5. summer

## **Rhyming**

Name a rhyming word for each word below.

1. ice
2. car
3. chest
4. came
5. eat

---

## **Sequencing**

As your students sequence the events in this story, use this list as a guide.

1. The relatives came to visit family in Virginia for their summer vacation.
2. The relatives laughed, hugged, ate, slept and had fun.
3. The relatives stayed for weeks and weeks.
4. The relatives loaded up their car.
5. The relatives left and looked forward to coming back the next summer.

# Summer Articulation and Language Games

(The following games can be used with the articulation and vocabulary word list or the literature language questions.)

## Ice Cream Sundae Game

Photocopy the following ice cream sundae pattern (page 72). Color the parts, cut them apart and laminate them. (Hint: Color each scoop of ice cream a different color to represent different ice cream flavors.) Make a sample ice cream sundae so that the students can see what parts they need to make the ice cream sundae. Give each child a bowl piece and put the remaining pieces into a bag. After a student makes a sentence with a summer word containing his/her sound or answers a summer language question, the student may reach into the bag and pull out one sundae piece. (If the child does not have the piece drawn, he/she may keep it for the sundae. If the child does have the piece drawn, he/she must put it back and wait for the next turn.) Whoever completes the ice cream sundae first is the winner.

### Team Approach

In order to win the game, each team member must complete an entire ice cream sundae by the end of class.

## Popsicle Matching Game

Photocopy the popsicle pattern (page 73). Color two popsicles for each color. Glue popsicles to construction paper, cut out and laminate. Lay all the cards face down on the table in a pile. After a student makes a sentence with a summer word containing his/her sound or answers a summer language question, the student may choose one popsicle card. The object of the game is to see how many matching colored popsicles each student can collect by the end of class.

### Language Extension

Talk about how popsicles feel and taste. Brainstorm lists of other items that feel cold or taste sweet. Talk about what happens when a popsicle gets warm. What are some other things that melt when they get warm?

## Picnic Game

Make a copy of the picnic pattern (page 74) for each student. Color the pieces, cut them apart and laminate them. Put a blanket on the floor, give each child a paper plate (or picture of a plate) and tell them that you are going on a pretend picnic. Each student must get a sandwich, an apple, potato chips, a drink, and a cookie from the basket (or bag) to put on the plate by the end of class. After a student makes a sentence with a summer word containing his/her sound or answers a summer language question, the student may reach into the bag and pull out one piece. (If the child does not have the piece drawn, he/she may keep it for his/her plate. If the child does have the piece drawn, he/she must put it back and wait for the next turn.) Whoever completes the picnic plate first is the winner.

### Team Approach

In order to win the game, each team member must fill an entire plate by the end of the class.

## Barrier Game

Color and laminate Barrier Game scenes (pages 75 and 76). Copy, color, cut out and laminate barrier game objects (page 77). Separate the students using a tall box or therapy mirror. Give one team a completed scene. Give the other team the empty scene and objects (page 75). The team with the completed scene must describe to the other team where each object should be placed. The team placing objects is allowed to ask three questions to ensure proper placement. The object is for the team with the empty scene and objects to re-create the completed scene of the other team. The game is ideal for students working on language and listening skills or for those students who are at the sentence-through-conversation level of articulation therapy.

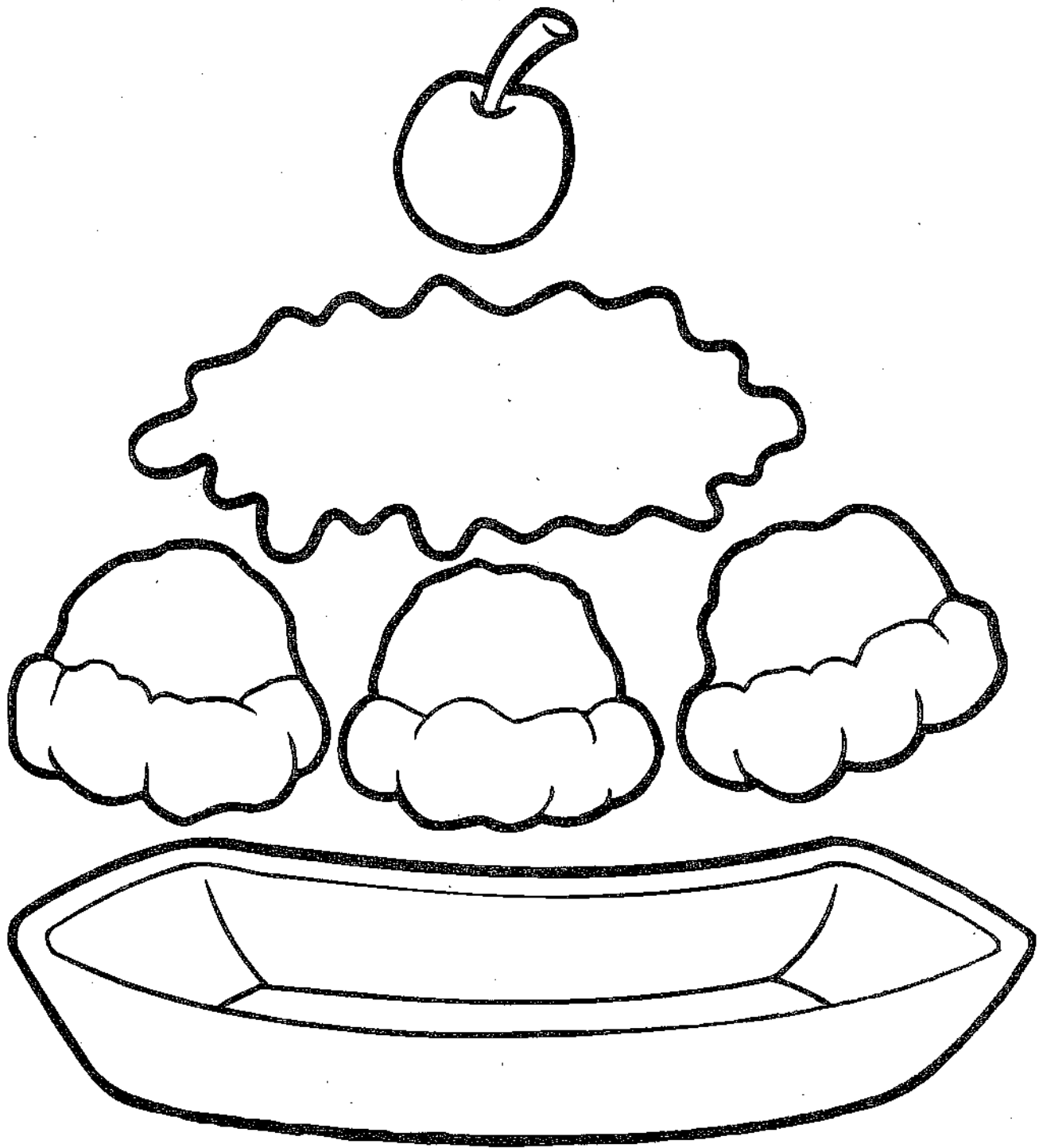
## Going Camping Game

Make one copy of the trail game board for each student (page 78). Color and laminate each game board. Photocopy on light-colored construction paper, cut out and laminate the direction cards (page 79). The object of the game is to get the campers to their campsite. After a student makes a sentence with a summer word containing his/her sound or answers a summer language question, the student may choose a direction card. The direction card will tell the student to move forward a select amount of steps on the trail, backwards a select amount of steps on the trail or to remain in place. The student who gets to the campsite first is the winner of the game.

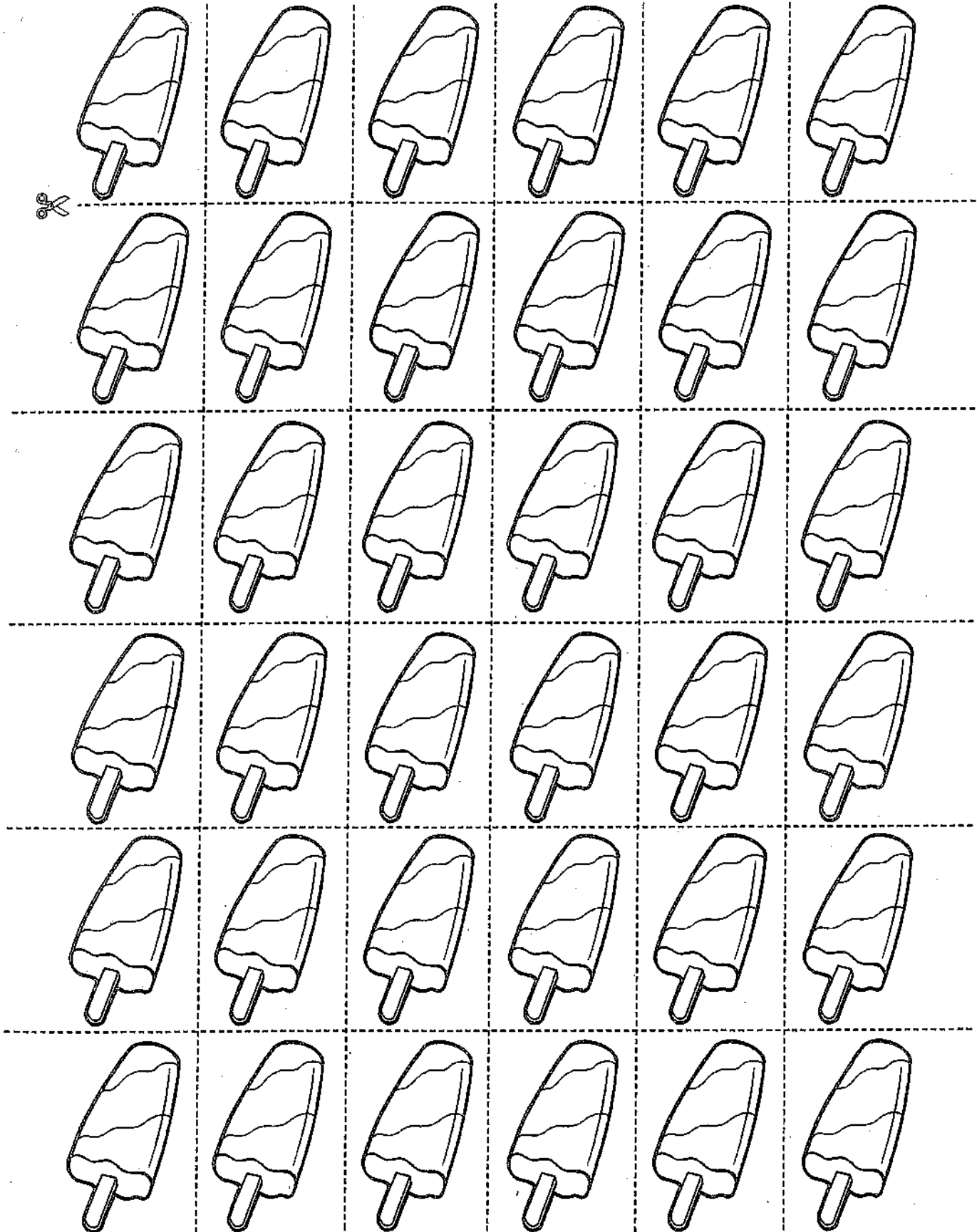
### Language Extension

After completing the game, ask the students to brainstorm the things they might see on a trail through the forest. Then, discuss what you might take on a camping trip and why you might take the items.

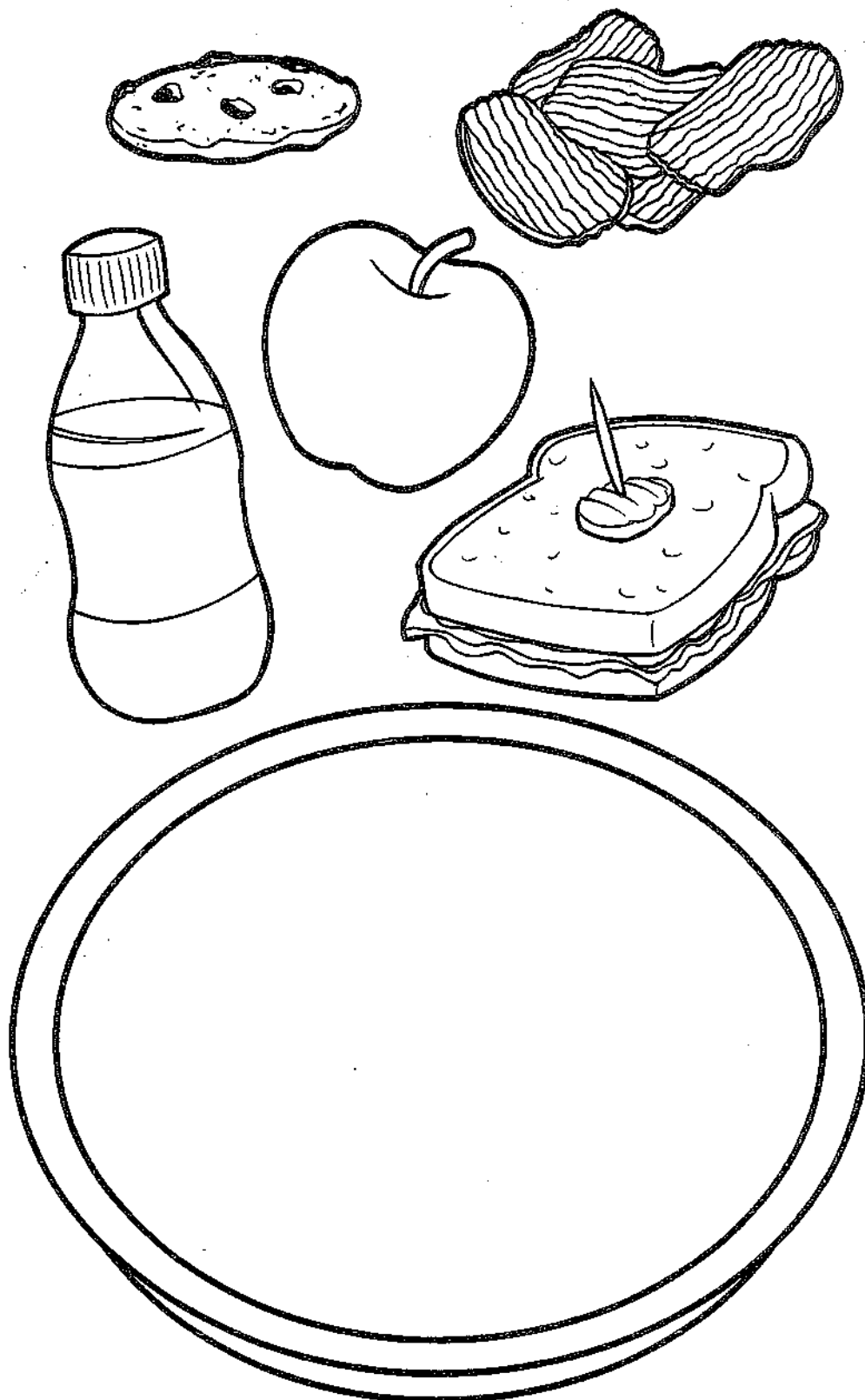
# Ice Cream Sundae Game



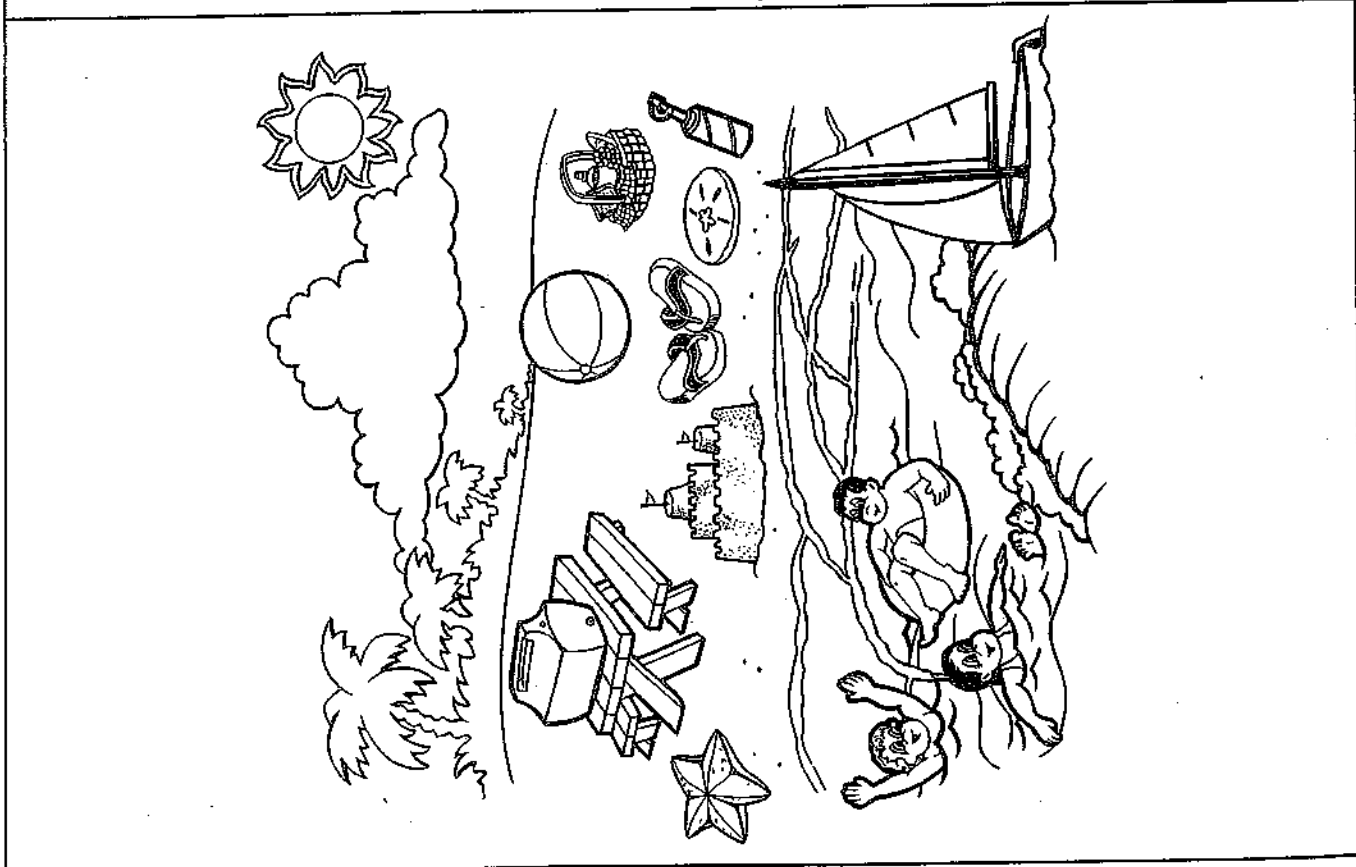
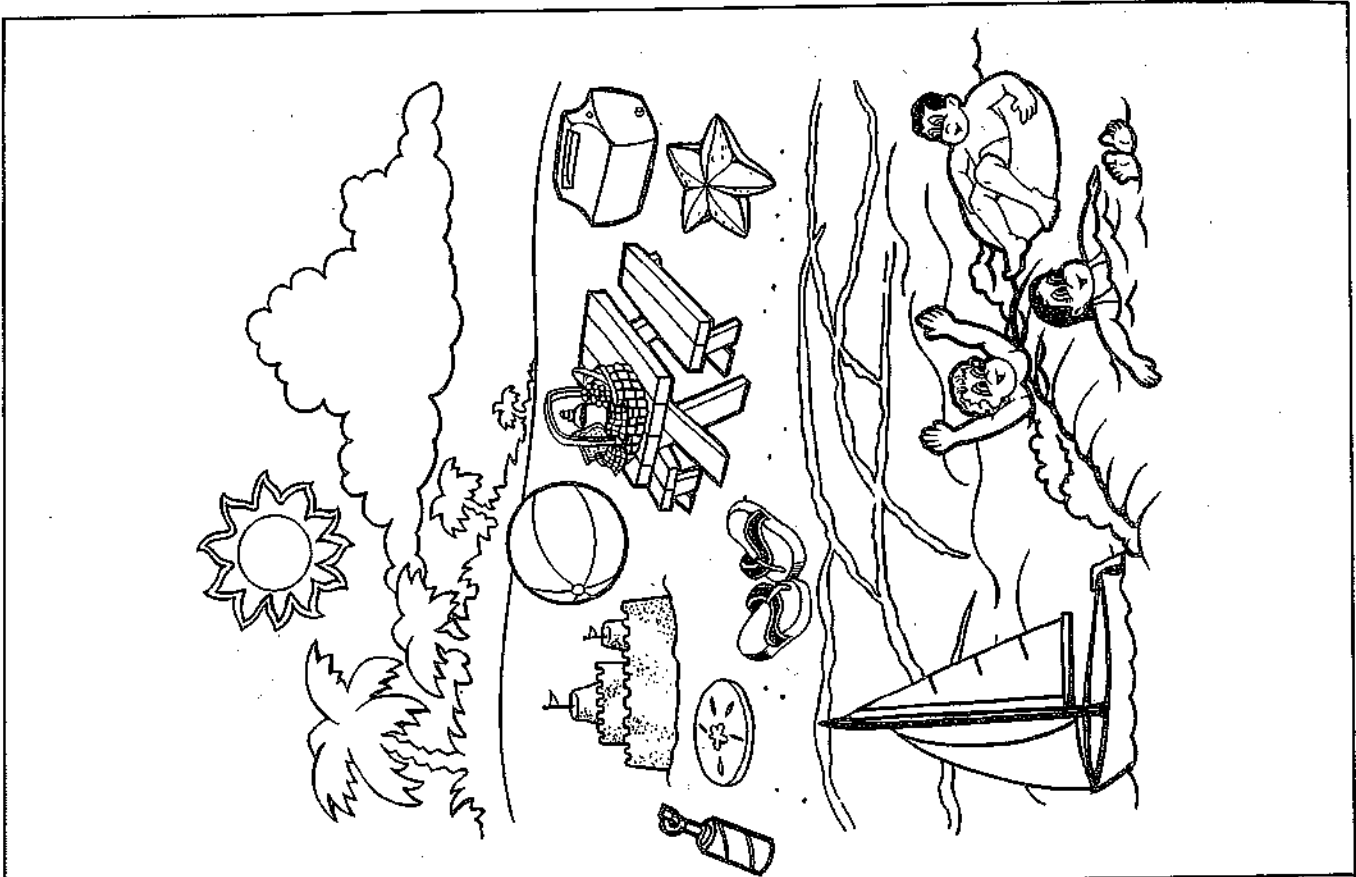
## Popsicle Game



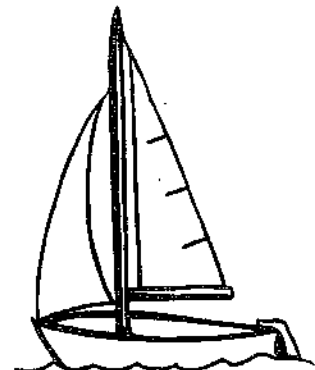
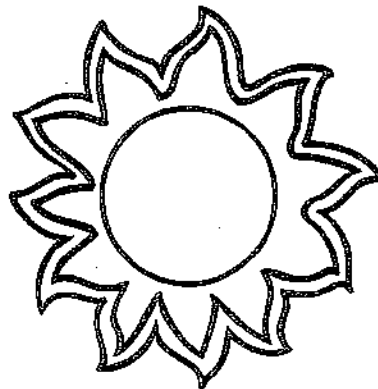
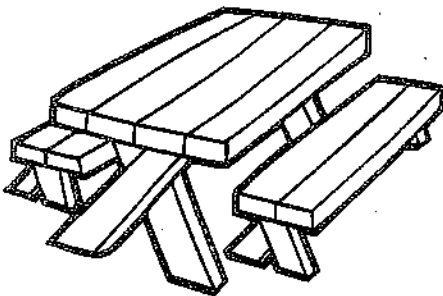
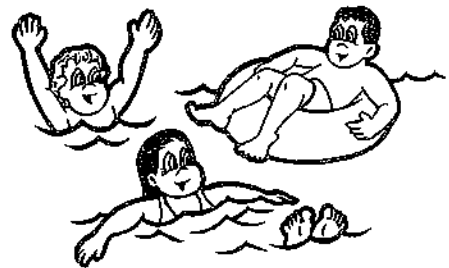
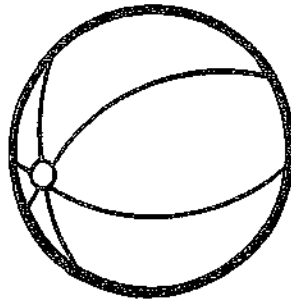
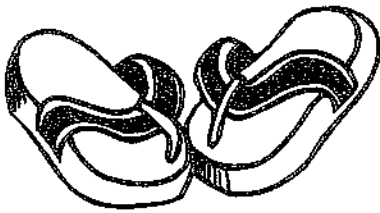
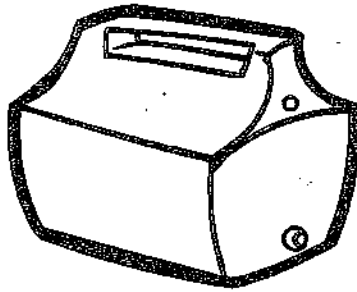
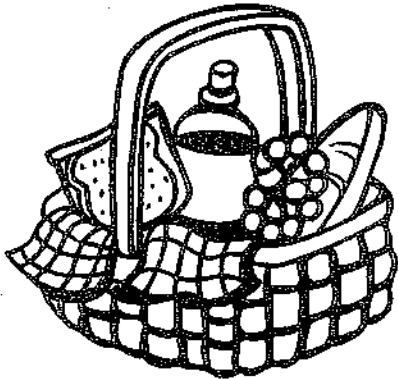
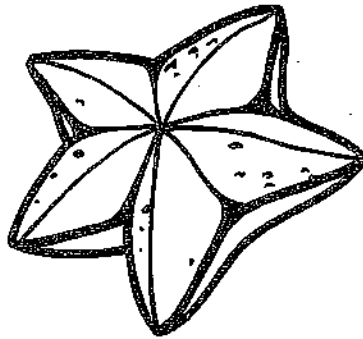
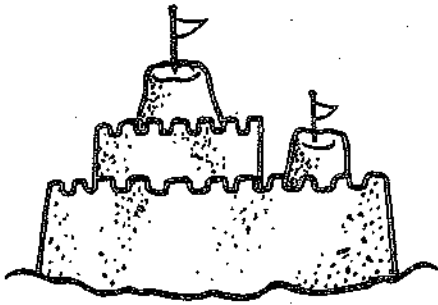
# Picnic Game



# Barrier Game

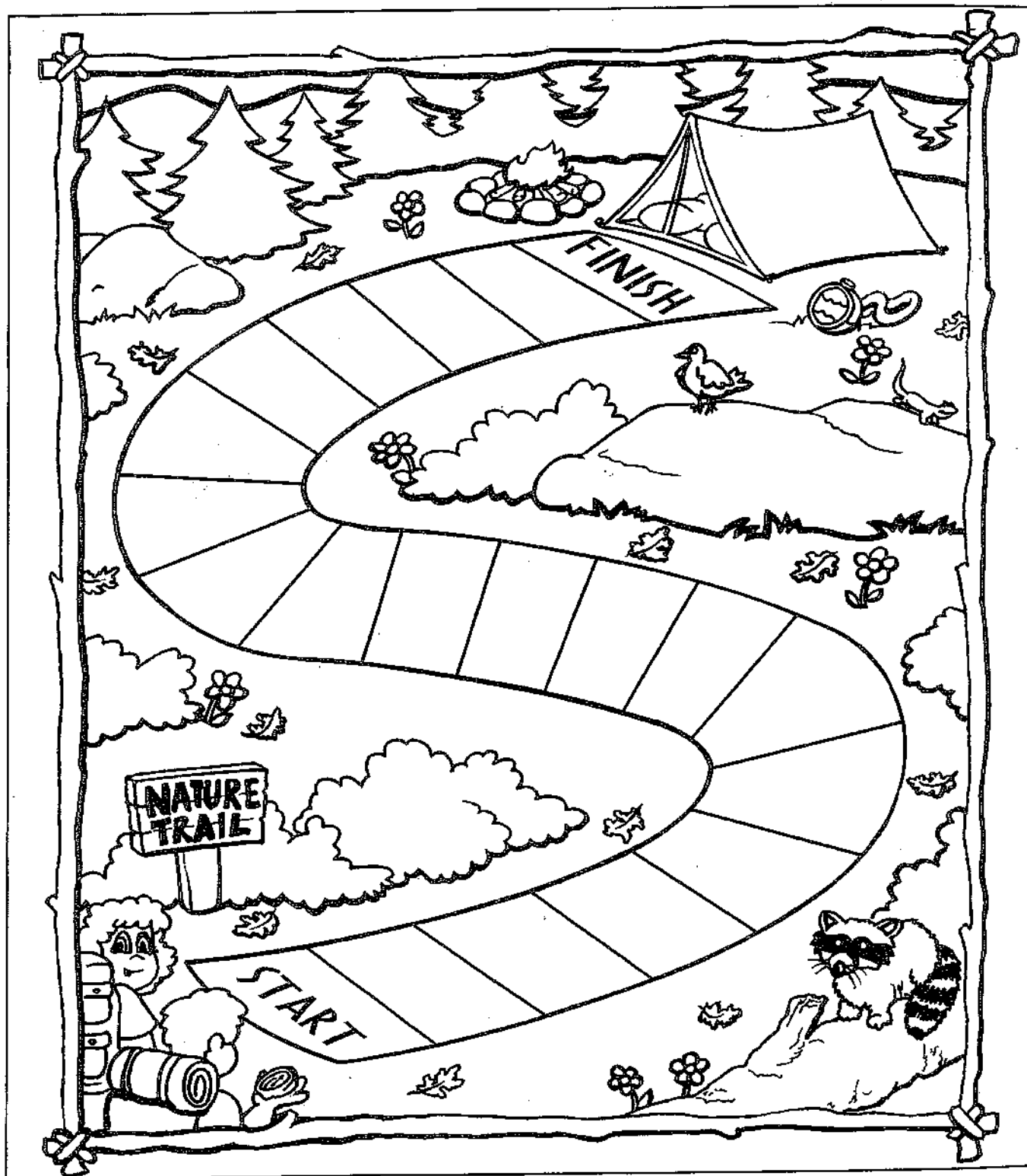


## Barrier Game





# Going Camping Game



Name \_\_\_\_\_

Date \_\_\_\_\_

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Helper's Signature \_\_\_\_\_

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## Going Camping Game



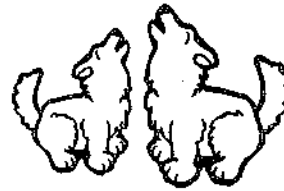
**Wearing good shoes.  
Go forward 3 steps.**



**You read your map. Go  
forward 1 step.**



**Ran into a bear. Go  
backward 3 steps.**



**You hear coyotes howl.  
Go backward 1 step.**



**Packed your backpack  
well. Go forward 2  
steps.**



**You can't find your  
compass. Stay where  
you are.**



**Trail is slippery from  
the rain. Go backward  
2 steps.**



**You are on the right  
trail. Go forward 1  
step.**

# Cool Speech

Write words with the \_\_\_\_\_ sound in each ice cream cone. Then, make a sentence with each word out loud using your good speech.



Name \_\_\_\_\_

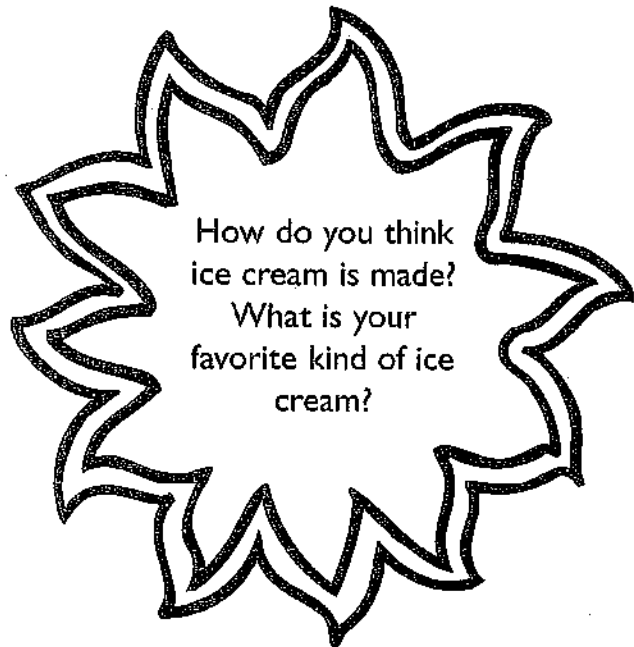
Date \_\_\_\_\_

Speech-Language Pathologist  
80

Helper's Signature \_\_\_\_\_

# Sunny Days

Answer each summer question out loud using your good \_\_\_\_\_ sound.  
Keep up the good speech.



Name \_\_\_\_\_

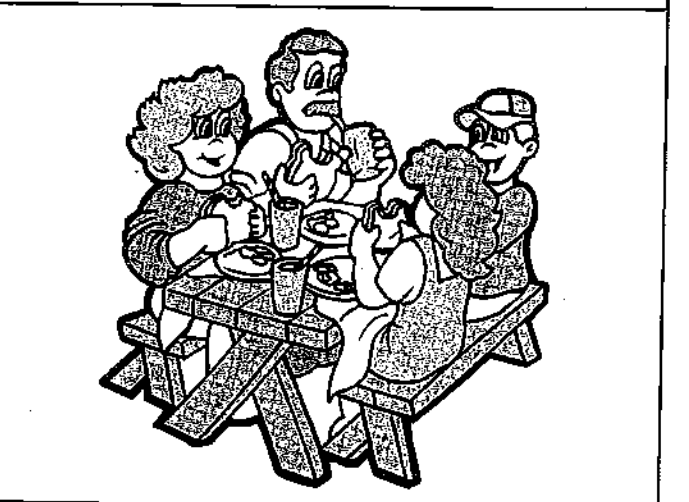
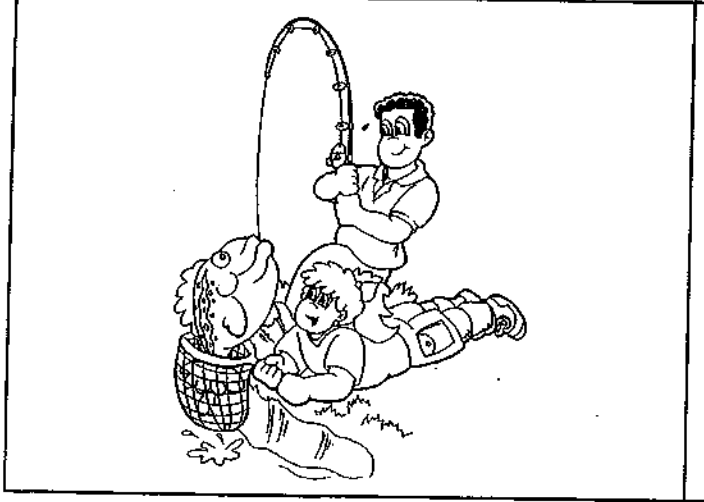
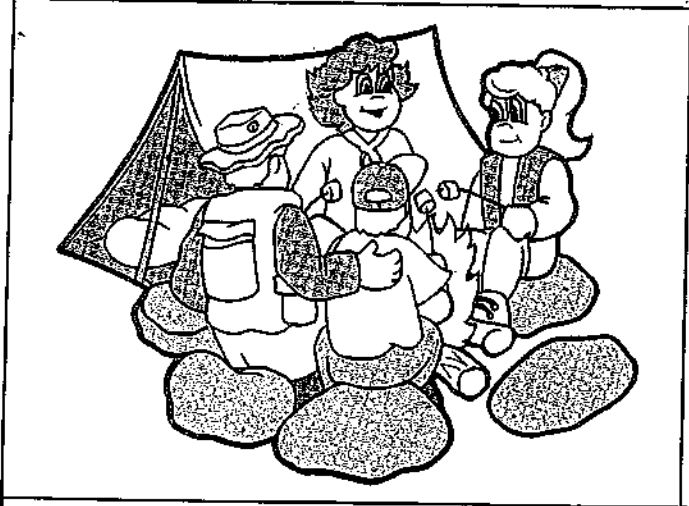
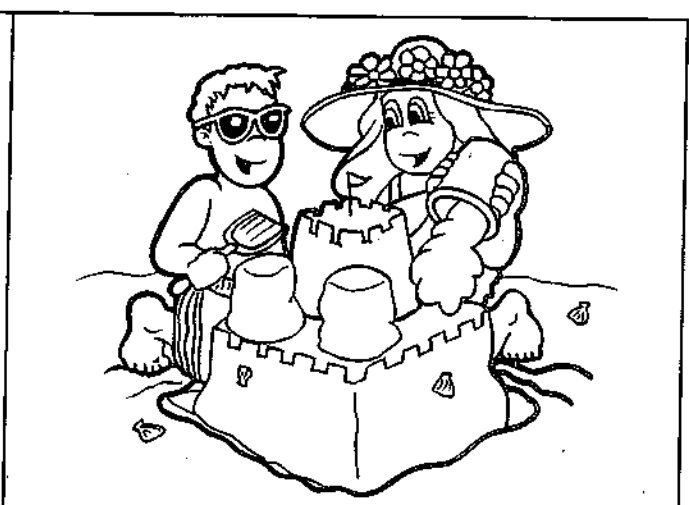
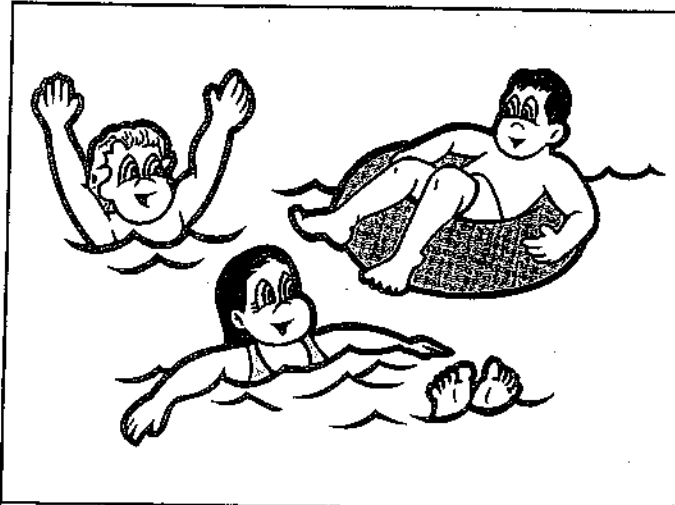
Date \_\_\_\_\_

Speech-Language Pathologist \_\_\_\_\_

Helper's Signature \_\_\_\_\_

# Summer Fun

Tell what is happening in each summer picture below. Which picture do you think shows the most fun? Why? Tell three things that you like about summer.



Name \_\_\_\_\_

Date \_\_\_\_\_

Speech-Language Pathologist

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Helper's Signature \_\_\_\_\_