

# Speech and Language Strategies and Tips for Parents During Extended Learning

For Preschool and Elementary Age Students



# Pre-School Strategies to Support Emergent Speech in Young Children with Limited Verbal Speech:

- Limit the number of test-like questions...life is not a quiz! Instead of asking, “How many are there?” or “What color is it?” just tell your child, “You have 3 crackers” or “You found the blue ball.”
- Focus on teaching your child powerful words that will help him or her communicate basic wants, needs and feelings. Don’t worry too much about letters, numbers, shapes and colors.
- When talking to teach a child HOW to talk, use less language (i.e., fewer words) so the child can focus on each sound and syllable that you are saying.
  - For example: When looking at a book about farm animals, instead of saying “Do you see the cow? Where are his eyes? Do you see his tail? It’s a brown cow. He says moo.” Try just saying, “Mooooooo” or “Cooooow” (elongating the vowel to make the speech production sound more interesting and salient to the child).

---Cari Ebert, MS, CCC-SLP



# Preschool

## Strategies to support emergent speech in minimally verbally young children:

- Interact face to face with your child when talking or reading books. Your child needs to SEE how you move your lips, tongue and jaw when you talk.
- Read books and sings songs with repetitive text. When it's time for the last word of the repetitive phrase, pause for 3 seconds and allow your child to fill in the word. "Brown bear, brown bear what do you \_\_\_\_\_?" or "5 little monkeys jumping on the \_\_\_\_\_."
- When your child doesn't verbally respond as hoped, then become his or her voice and say the desired word(s). But PLEASE avoid instructing your child to say words. Increased pressure to speak can actually decrease verbal attempts.
- Select 5 speech targets for the family to focus on each week at home. Speech targets may include 5 sound effects (see Cari's Silly Sounds cards for specific ideas), 5 words, or 5 functional phrases, depending on the child's current level of functioning.



# Elementary (Grades K-6)

## GENERAL LANGUAGE ENRICHMENT/FUNCTIONAL COMMUNICATION

- Read with your child and discuss/describe characters, actions, and feelings. Ask questions throughout the story (e.g., Who is talking? What is she buying? Where is she going? How does he feel?)
- Label items and describe your actions to your child as you complete daily tasks (e.g., I need to scoop the pancake batter with a ladle).
- Talk about the category or group that an item belongs to and see how many items your child can name from that category
- Play with your child and use descriptive language (e.g., adjectives, prepositions) for toys and actions. For example, "My blue car is driving over the roof! It might land on top of the tree! It might land on top of the tree!"



# Elementary (Grades K-6)

## GENERAL LANGUAGE ENRICHMENT/FUNCTIONAL COMMUNICATION

- Play board games and card games (e.g., Monopoly, Guess Who, Go Fish). These can help develop a child's social skills (e.g., turn taking, asking/answering questions). Discuss appropriate behavior when winning or losing.
- Ask your child questions and have discussions (e.g., What do you think about...? How did you do that?)
- Use complete sentences and model appropriate language when making comments/answering questions. Correct your child's utterances as necessary and have him/her repeat after you (e.g., Can you say it this way?). Praise your child for his/her correct language use.
- Expand on your child's utterances (e.g., Child: "It's a cat." Adult: "Yes, it's a fuzzy cat with a long tail").



# K-6 Articulation

Articulation:

The formation of clear and distinct sounds in speech.

\*\*Articulation cards can be made by cutting out pictures with your child's sound from books and magazines and gluing them to 3x5 index cards



# Elementary (Grades K-6)

## GENERAL ARTICULATION ACTIVITIES:

### 40 WAYS TO PRACTICE SPEECH SOUNDS AT HOME

1. Read a book with a parent. Count your speech sound(s).
2. Sing a song using your best speech.
3. Watch a movie and make a list of words with your speech sound(s).
4. Make a list of items in your living room with your speech sound(s).
5. Look in the newspaper for words that have your speech sound(s).
6. Tell someone a joke and use your best speech.
7. Call a friend and tell them how to produce your speech sound(s).



# Elementary (Grades K-6)

## GENERAL ARTICULATION ACTIVITIES:

### 40 WAYS TO PRACTICE SPEECH SOUNDS AT HOME

8. Make a list of items in your kitchen with your speech sound(s).
9. Name famous people with your speech sound(s) in their name.
10. Look out the window- what items do you see with your speech sound(s).
11. Make a list of items in your bedroom with your speech sound(s).
12. Look in the dictionary and make a list of 20 words with your speech sound(s).
13. Recite a nursery rhyme using your best speech.
14. Make a list of cities with your speech sound(s).



# Elementary (Grades K-6)

## GENERAL ARTICULATION ACTIVITIES:

### 40 WAYS TO PRACTICE SPEECH SOUNDS AT HOME

15. Pick a word with your speech sound. Say it 10 times while hopping on one foot.
16. Name relatives with your speech sound(s) in their name.
17. Write 10 silly sentences with your speech sound(s).
18. Make a list of book titles with your speech sound(s).
19. Read a magazine with a parent. Count your speech sound(s).
20. Watch a TV show and make a list of words with your speech sound(s).
21. Make a list of items in your bathroom with your speech sound(s).



# Elementary (Grades K-6)

## GENERAL ARTICULATION ACTIVITIES:

### 40 WAYS TO PRACTICE SPEECH SOUNDS AT HOME

22. Play a board game. How many words have your speech sound(s) in the instructions?
23. Pretend you are planning a trip for your family. Make a list of items you need with your speech sound(s).
24. Take a walk outside- what items do you see with your speech sound(s).
25. Make a list of movies with your speech sound(s).
26. Name friends with your speech sound(s) in their name.
27. Call a relative and tell them how to produce your speech sound(s).



# Elementary (Grades K-6)

## GENERAL ARTICULATION ACTIVITIES: 40 WAYS TO PRACTICE SPEECH SOUNDS AT HOME

- 28. Make a list of items in your closet with your speech sound(s).
- 29. Ask a parent for an old magazine. Cut out words/pictures with your speech sound(s).
- 30. Make a list of items in your refrigerator with your speech sound(s).
- 31. Play with Play-doh. Make objects that have your speech sound(s).
- 32. Listen to your favorite song. Make a list of words with your speech sound(s).
- 33. Make a list of foods with your speech sound(s).
- 34. Draw a picture of 5 items with your speech sound(s).



# Elementary (Grades K-6)

## GENERAL ARTICULATION ACTIVITIES:

### 40 WAYS TO PRACTICE SPEECH SOUNDS AT HOME

35. Write a silly story with your speech sound(s)

36. Make a list of animals with your speech sound(s)

37. Pick a word with your speech sound. How many times can you say that word in 60 second?

38. Make a list of toys with your speech sound(s)

39. Pretend you are planning a party for a friend. Make a list of items you need with your speech sound(s).

40. Make a list of book characters with your speech sound(s) in their names.



# Elementary (Grades K-6)

## GENERAL ARTICULATION ACTIVITIES

**HIDE AND SEEK** - Parent hides articulation cards around one room of the house and as the child finds them, he/she names them using their best sound.

**MYSTERY PICK** - Parent chooses a winning card, places the card back in the deck, shuffles and fans out the cards. Child takes turns selecting cards and saying the word on the card until they pick the "winner".

**BEAN BAG TOSS** - Scatter the articulation cards on the floor. Select a winning card. Have the child stand a few feet away and try to toss a bean bag into a card. The child must say the word on the card that that bag lands on until they find the "winning" card.

**FISHING FOR WORDS OR NUMBERS** - This can be done two ways. Either use a fishing pole (a dowel rod works great) with a magnet attached via string to pick the articulation cards with paper clips attached or use the pole to pick up fish with numbers on them. The number indicates how many words they have to say.



# Elementary (Grades K-6)

## GENERAL ARTICULATION ACTIVITIES

**GUESS WHAT!** - Cover an articulation card with a blank index card. Use the blank card to slowly unveil the picture on the articulation card. The child must guess (and correctly produce the word) before the picture is totally unveiled.

**PICK 2** - The child has to pick two cards from the deck at random and use both words in one sentence that makes sense and with correct articulation. Make this game more challenging by using three words.

**ARTICU-BOWL** - Attach cards to bowling pins (empty soda bottles work great) and have the child bowl over the pins. As s/he picks up the pins, s/he must correctly say each word attached to the pins.

**MEMORY LINE-UP** - Place 3, 4, or 5 cards in a row, have the child say the words, then close his/her eyes while you switch the order. S/he must put them back in order and say them again.



# Elementary k-6

## GENERAL ARTICULATION ACTIVITIES

**WHAT'S MISSING?** - Place 3-7 (depending on the level of difficulty) cards on a table. Give the child a minute or two to name all of the pictures and commit them to memory. Have the child close his/her eyes while you take one away. When the child opens their eyes, they have to guess which card is missing and name it using good articulation.

**TWISTER ARTIC** - Toss several articulation cards into the air. Leave them where they land but be sure all cards are face up. Instruct the child to put as many body parts (elbows, hands, fingers, nose, etc.) on as many cards as s/he can. S/he must name each card that s/he touches.

**BALLOON BOUNCE** - Bounce a balloon and try to keep it in the air. Each time the child hits the balloon, they must say a word with their sound correctly.

**BOARD GAMES** - Any board game can be used. Have the child roll the die/dice. The number s/he rolls is both the number of spaces s/he moves and the number of words s/he has to say before moving.



# Elementary (Grades K-6)

## GENERAL ARTICULATION ACTIVITIES

**SOUND COLLAGE** - Using magazines, have the child cut out several pictures that have his/her sound. If appropriate, talk about whether the sound is at the beginning, middle or end of the word. As the child says the word, s/he glues the picture to a large piece of construction paper to make a collage.

**TREASURE HUNT** - Go on a treasure hunt around your house to look for things that have your child's target sound. Practice saying each word as you find things.

**CAR FUN** - While in the car, look for things that have your child's target sound. Have a contest to see who can find the most. If you find something, have your child use the word in a sentence and vice versa.

**I SPY** - One person chooses a visible object with the child's target sound (i.e. a "clock" if the target sound is /k/). That person gives the clue, "I spy with my little eye something that's \_\_\_\_" (gives a word to describe the clock). The other person asks questions to try and figure out what the object is.



# Quick Ideas for At-Home Practice

© The Type B SLP

Set a timer for 6 minutes. How many words can you think of that contain your speech sound?	Draw a picture that contains your speech sound. Tell a silly story about it!	Find 3 things in your house that start with or contain your speech sound.
Pretend you're going on a trip. What are 3 things you will bring that start with or contain your speech sound?	Teach someone else in your house how to make your speech sound. Can they name 3 words with that sound?	Draw your favorite animal. Pretend to feed him 3 things that contain your speech sound. Yum!
Do you own shaving cream? Ask an adult to spray some on a baking sheet. Draw 3 words in the shaving cream that contain your speech sound!	Pick one of your speech words with your speech sound in it. Can you say it 10 times slow? Can you say it 10 times fast? Use your best speech!	Pretend you have your own YouTube channel! Put on a 5 minute show but be sure to use your best speech!
Pick a fun chore to help with today. Explain to someone how to complete this chore, but use your very best speech!	Using a phone or tablet (or you could even pretend!), take a picture of yourself making your speech sound.	Tell someone at home about your favorite show. Why do you like it so much? Use your best speech as you tell them about it!
Can you use the phone? Get permission to call a family member to teach them exactly how to make your speech sound!	Look out the window. Can you find 5 things outside that contain your speech sound?	Books are so fun! Pick your favorite book and find 10 words that contain your speech sound!

© The Type B SLP

Articulation cards can be made by cutting out pictures with your child's sound from books and magazines and gluing them to 3x5 index cards.



# Free Apps for iPod, iPad and Android

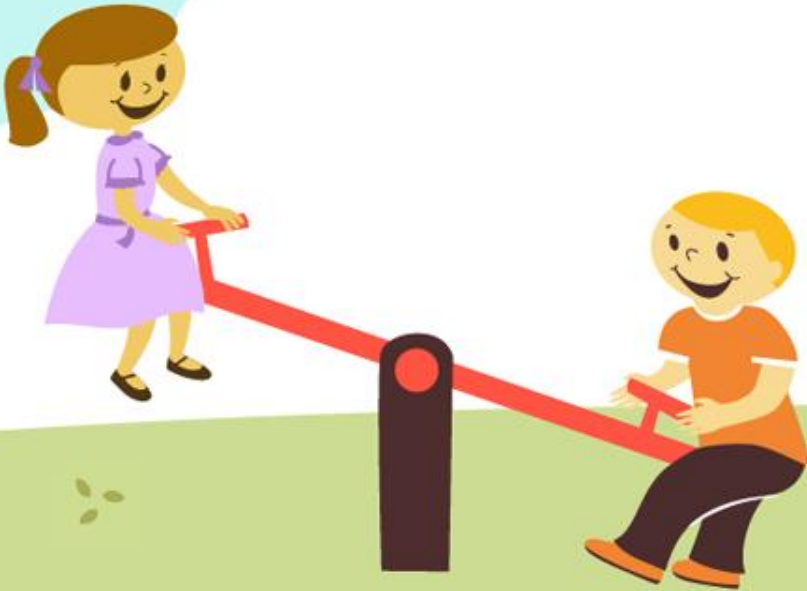
## Articulation and Phonology

### For Articulation and Phonology:

- Quick Artic (for iPod and iPad)
- Articulation Practice /s/ (for Android only)

### For Anatomy/Oral Motor:

- Small Talk Phonemes (for iPod and iPad)
- Small Talk Oral Motor Exercises (for iPod and iPad)
- Small Talk Letters, Numbers, & Colors (for iPod and iPad)
- Small Talk Consonant Blends (for iPod and iPad)
- Bubble Magic (iPod and iPad)

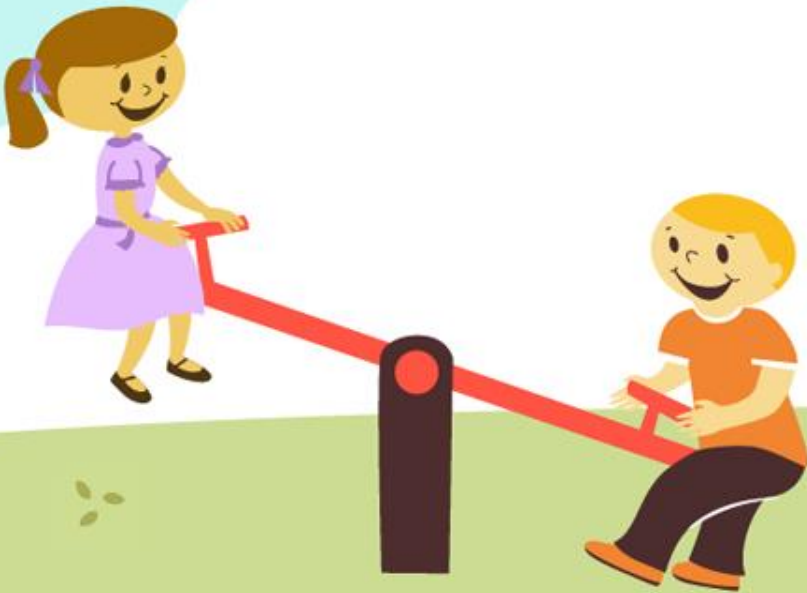


# Free Apps for iPod, iPad and Android

## Articulation and Phonology

Tongue Twisters/Phrases/Sentences/Jokes/Riddles/Books:

- Best Corny Jokes (for iPod and iPad)
- Tongue Twisters! (for iPod only)
- Tongue Twisters (for iPod and iPad)
- TongueFunEn (for iPod and iPad)
- Tongue Twisters (for iPod, iPad, and Android)
- Tongue Twisters+ (for iPod and iPad)
- A-Z Tongue Twisters (for iPod and iPad)
- Tongue Twisters (Android only)
- 9,999,999 Crazy Fortune Cookies (for iPod and iPad)
- Highlights Buzz Blast Duo (for iPad)
- A Year of Riddles (for iPod, iPad, and Android)
- A-Z Brain Teass! (for iPod and iPad)
- Cat Jokes! (for iPod and iPad)



# Free Apps for iPod, iPad and Android

## Articulation and Phonology

### IPA Alphabet/Pronunciation Apps

- Sounds Right (iPad only)
- Talking Ben the Dog (iPod, iPad, and Android)
- Talking Gina the Giraffe (iPod, iPad, and Android)
- Talking Bacteria (John, John & John (for iPod and iPad)
- Talking Roby Celik the Robot (iPod, iPad, and Android)
- Talking Me! (iPod and iPad)
- Bla Bla Bla (iPod and iPad)
- Talking Tom Cat (iPod, iPad, and Android)
- Talking Tom Cat 2 (iPod, iPad, and Android)

- Talking Tom and Ben News (iPod, iPad, and Android)
- Talking Carl World Tour (iPod and iPad)
- iPuppet - Voice Activated Dummy (iPod and iPad)
- The Official Lorax App (iPod, iPad, and Android)
- GEICO BroStache (iPod, iPad, and Android)
- Talking Teddy Bear (iPod, iPad, and Android)
- Talking Gingerbread Man (iPod, iPad, and Android)
- Talking Cowboy (iPod, iPad, and Android)
- Talking Pirates (iPod, iPad, and Android)
- Talking Merry (iPod and iPad)
- Talking Tubby (iPod and iPad)
- Talking Princesses (iPod, iPad, and Android)
- Talking Babies ((iPod and iPad)
- Talking Pinocchio (iPod, iPad, and Android)
- Talking Rapper (iPod, iPad, Android, and Nook)



# Elementary (Grades K-6) SEMANTICS

Definition of Semantics: The meaning of a word, phrase, sentence, or text.

- Stories read aloud on Story Online: <https://www.storylineonline.net/>

These Children's Stories are read aloud, provide a visual script and show illustrations from the book. It also provides a summary of the story with a suggested grade level.



YouTube

A Bad Case of Stripes read by Sean Astin

Copy link

It was the first day of school and she couldn't decide what to wear. There were so many people to impress.

1:05 / 11:51

Share Teachers' Guide Buy This Book More Videos PREVIOUS NEXT

### A Bad Case of Stripes

Written by: David Shannon  
Illustrated by: David Shannon  
Published by: Blue Sky Press  
Read by: Sean Astin  
Suggested grade level: 2nd - 3rd  
Run time: 12 minutes

Read by: Sean Astin

Camilla Cream loves lima beans, but she never eats them. Why? Because the other kids at her school don't like them. And Camilla Cream is very, very worried about what other people think of her. In fact she is so worried that she's about to break out in... A Bad Case of Stripes



•<https://www.teacherspayteachers.com/Product/Vocabulary-Activities-with-FREE-Scavenger-Hunt-for-Speech-Therapy-covid19-3627350> Vocabulary

•<https://www.teacherspayteachers.com/Product/My-Prepositions-Coloring-Book-1391974> Prepositions

•<https://www.teacherspayteachers.com/Product/WH-Questions-home-practice-parent-handout-3385606> Who? What? When? Where? How?

•<https://www.teacherspayteachers.com/Product/FREEBIE-Expressive-Language-Worksheets-1019306> Expressive Language

•<https://www.teacherspayteachers.com/Product/Free-Sequencing-Stories-3038378> Story Sequencing

•<https://www.teacherspayteachers.com/Product/Basic-Concept-Speech-Therapy-Free-4387747> Target Basic Concepts in Story

•<https://www.teacherspayteachers.com/Product/March-Inferencing-Freebie-1748048> Inferencing

# Semantics Free Printable Worksheets & Activities



# Pragmatics (Grades K-6)

Pragmatics: The use of language and the contexts in which it is used, including:

- deixis (person, place, time),
- the taking of turns in conversation,
- text organization,
- presupposition (assumed knowledge), and
- implicature (implied meaning).



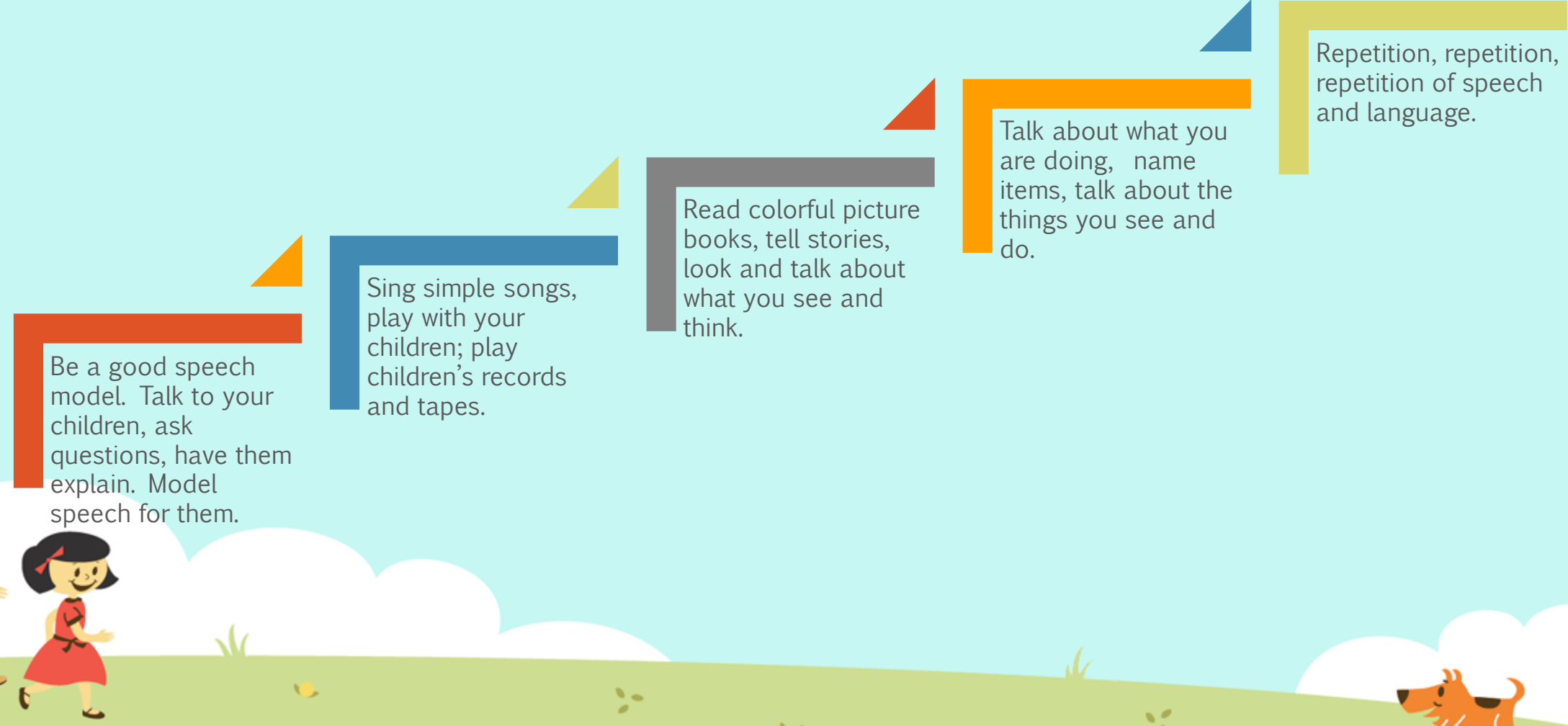
# Pragmatic Strategies & Activities for Grades K-6

The Present (PIXAR short film) - <https://www.youtube.com/watch?v=WjqIU5FgsYc>

- Throughout the video, discuss facial expressions/feelings (e.g., How is he feeling when the mom first brings the box in? How can you tell?)
- Discuss what each character is thinking (e.g., What is the mom thinking? What do you think is in the box?)
- Ask your child how he/she would feel about the present.
- Throughout the video, discuss what each character wants and his/her actions.
- Discuss the problem and solution (e.g., What is wrong with the present? How does the boy solve the problem?)



# Activities to Strengthen Home Speech and Language



Be a good speech model. Talk to your children, ask questions, have them explain. Model speech for them.

Sing simple songs, play with your children; play children's records and tapes.

Read colorful picture books, tell stories, look and talk about what you see and think.

Talk about what you are doing, name items, talk about the things you see and do.

Repetition, repetition, repetition of speech and language.