

Speech Therapy Homework Packet

Attached you will find several activities to help maintain your child's language/speech skills over the shutdown. You can also refer to your child's IEP goals/objectives and choose specific skills in the packet related to your child's targeted goals.

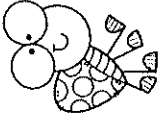
The packet is divided into 4 sections:
Articulation, Language, Fluency, Additional Resources/Websites

The terms of use for the activities are free to use for the duration of the shutdown only!

Articulation

Please remember to use the speech homework folder – it has many pages of picture cards for the sounds we have been targeting this year. After your child can say the sound correctly at the word level, begin using the words in short sentences.

Use games you have around the house to make speech more fun – before your child's turn, have him say 5 words or make a sentence with 2 words.



Articulation Calendar

<p>Scavenger hunt! Find 5 items that start with your speech sound</p>	<p>Read a book! Write down & say 5 words that have your speech sound</p>	<p>Say 10 words with your speech sound</p>	<p>Draw a picture of items with your speech sound. Say each word 3 times</p>	<p>Describe the weather and use your good speech sound</p>
<p>Play Guess it: Describe an item using your good speech sound until someone guesses what you are describing</p>	<p>Play Simon Says using your good speech sounds</p>	<p>Name 3 things you like to do this time of year using your good speech sound</p>	<p>Play I Spy using your good speech sound</p>	<p>Look out your window. Can you name 3 things with your speech sound?</p>
<p>Scavenger hunt! Find 5 items that start with your speech sound.</p>	<p>Read a book! Write down & say 5 words that have your speech sound.</p>	<p>Say 10 words with your speech sound</p>	<p>Draw a picture of items with your sound. Say each word 3 times</p>	<p>Describe the weather and use your good speech sound</p>
<p>Play Guess it: Describe an item using your good speech sound until someone guesses what you are describing</p>	<p>Play Simon Says using your good speech sounds</p>	<p>Name 3 things you like to do this time of year using your good speech sound</p>	<p>Play I Spy using your good speech sound</p>	<p>Look out your window. Can you name 3 things with your speech sound?</p>

20 ARTICULATION ACTIVITIES

Name 5 words with your sound.	Find words with your sound in a book.	Practice a word with your sound 5 times.	Teach someone how to say your sound.	Write 5 words with your sound.
Find a song that has words with your sound.	Name 4 words with your sound.	Write 4 words with your sound.	Find words with your sound in a magazine.	Make up a silly sentence with words that have your sound.
Make up 2 silly sentences with words that have your sound.	Practice a word with your sound 10 times.	Name 6 words with your sound.	Write 7 words with your sound.	Hop on one foot and say 5 words with your sound.
Find words with your sound in your house.	Write 6 words with your sound.	Close your eyes and say 5 words with your sound.	Name 7 words with your sound.	Practice a word 15 times.

ARTICULATION & PHONOLOGY WORD LISTS

Have your child practice the following word lists. Try to practice the words at least 5 times each or make up phrases/sentences for each word at least twice per week.

W = Word	" <u>s</u> ong"
P = Phrase	"a good <u>s</u> ong"
S = Sentence	"A good <u>s</u> ong is playing right now."

<input type="checkbox"/> L				<input type="checkbox"/> W <input type="checkbox"/> P <input type="checkbox"/> S			<input type="checkbox"/> TH			<input type="checkbox"/> W <input type="checkbox"/> P <input type="checkbox"/> S																																																	
Make sure to get your tongue up behind your front teeth! Check in a mirror if needed.						Your tongue needs to peek out slightly between your teeth. Check in a mirror if needed.																																																					
<u>Beginning</u>		<u>Middle</u>		<u>End</u>		<u>Blends</u>		<u>Beginning</u>		<u>Middle</u>		<u>End</u>																																															
lion	list	lime	lick	ladybug	lips	llama	leap	leaf	leg	think	this	three	the	them	they	thumb	thousand	thirteen	though	within	bathroom	bathtub	athlete	birthday	weather	feather	either	other	gather	bath	path	with	tooth	teeth	mouth	math	south	north	fifth																				
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Your tongue needs to stay "in its cage" or behind your teeth. Check in a mirror if needed.						Your tongue needs to stay "in its cage" or behind your teeth. Your "motor" goes on. Check in a mirror if needed.																																																					
<u>Beginning</u>		<u>Middle</u>		<u>End</u>		<u>Beginning</u>		<u>Middle</u>		<u>End</u>		<u>Beginning</u>		<u>Middle</u>		<u>End</u>																																											
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Have your child practice the following word lists. Try to practice the words at least 5 times each or make up phrases/sentences for each word at least twice per week.

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<input type="checkbox"/> CH			<input type="checkbox"/> W <input type="checkbox"/> P <input type="checkbox"/> S	<input type="checkbox"/> SH			<input type="checkbox"/> W <input type="checkbox"/> P <input type="checkbox"/> S
Make sure your lips are round and the air comes out the front in a short burst.			Make sure your lips are round and the air comes out the front.				
<u>Beginning</u> chat chick chess chew check chip chop chat chin change	<u>Middle</u> watching teacher ketchup kitchen switching catching nachos touches matches inches	<u>End</u> beach peach teach touch lunch catch switch watch patch pitch	<u>Beginning</u> shoe shine sheep shop shampoo sheet ship shell shy shut	<u>Middle</u> washing fishing tissue lotion pushing sunshine ocean motion cushion fishing	<u>End</u> wish fish wash bush trash dish finish polish crash leash		
<input type="checkbox"/> K			<input type="checkbox"/> W <input type="checkbox"/> P <input type="checkbox"/> S	<input type="checkbox"/> G			<input type="checkbox"/> W <input type="checkbox"/> P <input type="checkbox"/> S
This sound is made in the back of your mouth with the tongue bunched up and tip down.			This sound is made in the back of your mouth with the tongue bunched up and tip down.				
<u>Beginning</u> cat key kite cot come candy king kitten cow kitchen	<u>Middle</u> looking taking baking jacket raccoon bacon making chicken taco pumpkin	<u>End</u> duck pack lake bike bake walk talk make awake like	<u>Beginning</u> good go gone goat gas gum get gate ghost guess	<u>Middle</u> again August begin eagle wagon hugging magnet tiger yoga juggle	<u>End</u> dog tug hug bug tag pig big bag rag leg		

ARTICULATION & PHONOLOGY WORD LISTS

Have your child practice the following word lists. Try to practice the words at least 5 times each or make up phrases/sentences for each word at least twice per week.

W = Word	"s <u>o</u> ng"
P = Phrase	"a good s <u>o</u> ng"
S = Sentence	"A good s <u>o</u> ng is playing right now."

<input type="checkbox"/> F			<input type="checkbox"/> W <input type="checkbox"/> P <input type="checkbox"/> S			<input type="checkbox"/> Final Consonant Deletion			<input type="checkbox"/> W <input type="checkbox"/> P <input type="checkbox"/> S		
Your top front teeth bite down lightly on your bottom lip. Check in a mirror if needed.						Make sure to get the last sound at the end of the word! Sometimes it helps to have three circles to tap for each sound in these words.					
<u>Beginning</u>		<u>Middle</u>		<u>End</u>		mop nap cap hot pat mat tub map not hop moon		man cub gum duck hot kick mitt name pan coat tape		mine cab plg take goat cat dog big cake game foot	
<input type="checkbox"/> Final Consonant Blends			<input type="checkbox"/> W <input type="checkbox"/> P <input type="checkbox"/> S			<input type="checkbox"/> Initial S Blends			<input type="checkbox"/> W <input type="checkbox"/> P <input type="checkbox"/> S		
Make sure to get the last sound at the end of the word! Sometimes it helps to have circles to tap for each sound in these words.						Make sure to get both sounds at the beginning of the word! Draw circles if needed to touch for each sound.					
maps caps tops mops tips chips lips hoops loops helps		cats bats pots nets pets goats cuts dots eats ants		tacks packs backs Max fox box rakes licks bakes walks		sky scare scoop skunk school sleep slip slide sled slam		smock smooth smell small smart snow snake snail snap sneeze		spy spider spoon space speed stop step stand star stink	

ARTICULATION & PHONOLOGY WORD LISTS

Have your child practice the following word lists. Try to practice the words at least 5 times each or make up phrases/sentences for each word at least twice per week.

W = Word	"s <u>o</u> ng"
P = Phrase	"a good s <u>o</u> ng"
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Make sure your tongue is tight and up in the back for a strong /r/ sound.

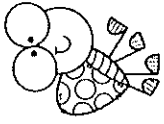
<input type="checkbox"/> Initial R	<input type="checkbox"/> Initial R Blends	<input type="checkbox"/> AIR	<input type="checkbox"/> AR
rain rescue rice rich raccoon ready reach rate ring wrench raisin rake	brave breakfast bridge green grapes crayon creek drive drum track train try	air airplane area arrow bear care fair where chair cherry hair care	army art artist argue car far yard park guard bark heart army

<input type="checkbox"/> EAR	<input type="checkbox"/> ER	<input type="checkbox"/> OR	<input type="checkbox"/> IRE
ear earring eerie cheer fear clear peer steer cereal year gear	early Earth internet butter weather purr perfect celery turn dirt shirt	orange forest portion cord store court port short pour core board	iron Irene Ireland choir admire sapphire fireman fire wire umpire hiring

Language



Language Calendar



<p>Scavenger hunt! Find 10 items in the category of Food around your house</p>	<p>Read a book! Sequence what happened in the book by using "First, Next, Last"</p>	<p>Draw a picture and describe it</p>	<p>How are an apple and a banana the same? How are they different?</p>	<p>Describe the weather and use good describing words</p>
<p>Play Guess it: Describe an item using good descriptive words until someone guesses what you are describing</p>	<p>Play Simon Says with 1 and 2 step directions. Example "Simon Says first touch your nose, then clap your hands"</p>	<p>Give two meanings for the word "gum"</p>	<p>Play I Spy using descriptive words</p>	<p>Use the word "ran" in a sentence</p>
<p>Scavenger hunt! Find 10 items in the category of Clothing around your house</p>	<p>Use the word "men" in a sentence</p>	<p>How are a pencil and a crayon the same? How are they different?</p>	<p>Sequence what you had for breakfast using "First, Next, Last"</p>	<p>Read a book! Ask your child "Wh" questions like "who, what, when, where" about the story</p>
<p>Give two meanings for the word "shake"</p>	<p>Play Simon Says with 1 and 2 step directions. Example "Simon says first touch your nose, then clap your hands"</p>	<p>Dance around the house. How many verbs can you do? (e.g., wiggle, dance, jump, shake, boogie, etc.)</p>	<p>Play I Spy using descriptive words</p>	<p>Put the word "people" in a sentence</p>

20 LANGUAGE ACTIVITIES

Retell a movie you've seen.	Talk about how a whale and an octopus are alike/different.	Read a book with someone.	Tell the steps involved in going to the movies.	Name synonyms: big cold delicious
Name synonyms: little ill close	Tell the steps involved in making a sandwich.	Play Simon Says.	Go outside, perform some actions and name them.	Open a magazine and name things you see.
Read a book with someone and answer questions they ask.	Name antonyms: open easy full	Retell a book you've read.	Tell the steps involved in washing your hands.	Talk about how a lemon and a lime are alike/different.
Talk about how a book and a newspaper are alike/different.	Tell the steps involved in getting ready for bed.	Tell someone how to play your favorite game.	Name antonyms: right happy new	Tell a story about a boy and a dog.

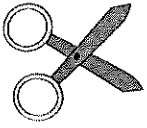
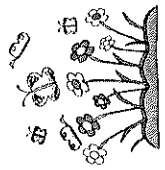
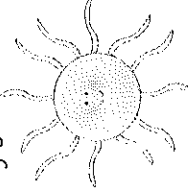
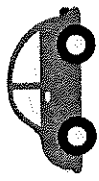
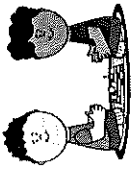

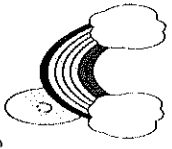
HOME PRACTICE – Language Level 1

Language

A little practice everyday helps your communication skills stay!

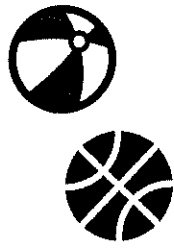


Practice 3-4 times weekly to help maintain your language skills!

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday Sunday
<p>What is it? What is it used for? What goes with it What category does it belong to?</p> 	<p>Answer these questions</p> <ul style="list-style-type: none"> -Who bakes cakes? -What tells time? -Where do astronauts go? -When do you rake leaves? -Why do some people wear glasses? -How do you make popcorn? 	<p>Follow these directions</p> <ul style="list-style-type: none"> • Frown then make a silly face • Say your last name then clap your hands 3 times • Count to 5 then stick out your tongue 	<p>How many can you name?</p> <ul style="list-style-type: none"> • Pets • Zoo animals • Sea creatures • Forest animals • Farm animals • Bugs 	<p>Are these sentences correct? If it's not correct, try to fix it.</p> <ul style="list-style-type: none"> • Them are having fun. • Me see a robin. • The boy plays soccer. • She have braces. 	<p>Enjoy the weekend!</p> 
<p>Antonyms are words that are opposite. What are the opposites of these words?</p> <ul style="list-style-type: none"> • Big • Hot • Pretty • Nice • Sweet 	<p>Listen for people asking questions today? Did you hear anyone ask a WHO, WHAT, WHERE, WHEN, WHY or HOW question.?</p>	<p>If you like pickles, say the months of the year. If you don't like pickles, say the days of the week.</p>	<p>How many can you name?</p> <ul style="list-style-type: none"> • Summer clothes • Fall clothes • Winter clothes • Spring clothes • Land transportation • Air transportation 	<p>Pick the correct word for each sentence.</p> <ul style="list-style-type: none"> • She (ruined – ran) in the race. • Put the socks on your (foots – feet). • I (blew – blowed) bubbles. 	<p>Enjoy the weekend!</p> 
<p>What is it? What is it used for? What goes with it What category does it belong to?</p> 	<p>Answer these questions</p> <ul style="list-style-type: none"> -Who writes books? -What do you wear to bed? -Where do you keep eggs? -When do you wash your hands? -Why do plants need sun and water? -How to you make your bed? 	<p>Follow these directions</p> <ul style="list-style-type: none"> • say your phone number then sit on the floor • Name 2 zoo animals then pretend to sneeze. • Stomp your feet 2 times, then name 3 ocean animals. 	<p>How many can you name?</p> <ul style="list-style-type: none"> • Fruits • Vegetables • Snacks • Dairy products • Drinks • Desserts 	<p>Are these sentences correct? If it's not correct, try to fix it.</p> <ul style="list-style-type: none"> • The child's have balloons. • He have a new toy. • Yesterday I watch a movie. • I don't have no gum. 	<p>Enjoy the weekend!</p> 
<p>Adjectives are words that describe. How many adjectives can you think of to describe this object?</p> 	<p>Have someone ask you a WHO, WHAT, WHERE, WHEN, WHY and HOW question. Today.</p>	<p>If you have a pet cat, talk about your favorite book. If you don't have a cat, talk about your favorite cartoon/movie.</p>	<p>How many can you name?</p> <ul style="list-style-type: none"> • Rooms in your house • Furniture in your house • Electronics/appliances in your house • Garden tools 	<p>Pick the correct word for each sentence.</p> <ul style="list-style-type: none"> • That is (his – him) sock. • (Us – We) went to the movies. • The shoe is (mine – my). 	<p>Enjoy the weekend!</p> 

Name: _____

SPEECH & LANGUAGE HOMEWORK



These simple activities will help you reinforce skills that your child is working on in speech-language therapy at home!

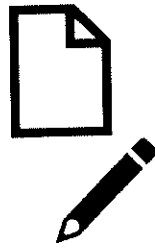
Week 1	Assignment: Find a ball to toss or play catch.	Goal Areas Targeted
<input type="checkbox"/> Early Language	<p>Toss or roll the ball back and forth.</p> <p>As you do, model, "I have the ball." "You have the ball. Can I have the ball?" Encourage your child to use those words as well. Include other family members where possible! (ex: "She has the ball now.")</p> <p>Extension: add an adjective to your sentence (such as color, shape, or size). Example: "I have the <u>big red</u> ball."</p> <p>Work on following directions, too! Example: "Toss the ball in the corner." "Toss the ball up, then pass it to me."</p>	<ul style="list-style-type: none"> • Turn taking • Expanding sentences • Pronouns • Asking questions and requesting • Subject/verb agreement • Following directions
<input type="checkbox"/> Older Language	<p>Look at the ball before tossing it back and forth.</p> <p>Ask your child to describe it, using full sentences and prompt with the following questions if necessary: What kind of thing is this? [toy] What does it look like? [color, shape, size]? Where do we find it? [location]</p> <p>Compare the ball to something else near you. Ask: What is the same about these? What is different?</p> <p>Model correct grammar as needed. Say, "I am throwing the ball. I just threw the ball."</p>	<ul style="list-style-type: none"> • Describing • Similarities • Differences • Expanding sentences • Subject/verb agreement • Irregular past tense verbs
<input type="checkbox"/> Speech Sounds	<p>Have your child say his/her target word five times (or target phrase/sentence twice) before tossing the ball.</p>	<ul style="list-style-type: none"> • Articulation - all sounds • Phonology - all patterns
<input type="checkbox"/> Fluency (Stuttering)	<p>Have your child practice his/her fluency enhancing strategies before tossing the ball.</p> <p>Ex: easy onset: "I----- am tossing the ball." chunking/phrasing: "I am tossing (pause) the ball."</p>	<ul style="list-style-type: none"> • Fluency enhancing strategies

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Name: _____

SPEECH & LANGUAGE HOMEWORK



These simple activities will help you reinforce skills that your child is working on in speech-language therapy at home!

Week 2	Assignment: Find some paper and crayons/pencil/markers.	Goal Areas Targeted
<input type="checkbox"/> Early Language	<p>Put the paper on the table, but place the drawing tools out of reach. When your child reaches for one, model, "Can I have a (blue) crayon?" Encourage your child to ask a full question each time he/she wants to switch colors, and model as needed. Take turns sharing the crayons.</p> <p>Have your child follow one and two step directions. Ex: "Draw a blue circle." "Draw a face on the circle, then make a hat."</p> <p>Have your child draw a picture, then describe it, using full sentences. Draw one yourself and model "Look, I drew a cat. The cat is chasing a mouse. They are in a house." Expand on what your child says as needed to model (ex: "I make cat." "Yes, you <u>made</u> a cat!").</p>	<ul style="list-style-type: none"> • Asking questions and requesting • Turn taking • Following directions • Basic concepts • Expanding sentences • Pronouns • Subject/verb agreement
<input type="checkbox"/> Older Language	<p>Have your child draw a picture of a location of his/her choice. (This can be a real place or an imaginary one!)</p> <p>Ask your child to describe the picture, using full sentences and prompt with the following questions if necessary: "What kind of place is this? Where do we find it? How would it be used? Who would be there? What other things could we see there? How could we get there? How or when was it made or created?"</p> <p>Make up a short story together about this place. (It can be silly if you want!) Compare it to places you have been in real life.</p>	<ul style="list-style-type: none"> • Describing • Similarities • Differences • Expanding sentences • Subject/verb agreement • Irregular past tense verbs • Answering questions
<input type="checkbox"/> Speech Sounds	<p>Have your child draw at least three things with his/her target speech sounds on the page. Practice saying them at least 5 times each.</p>	<ul style="list-style-type: none"> • Articulation - all sounds • Phonology - all patterns
<input type="checkbox"/> Fluency (Stuttering)	<p>Have your child draw a picture of his/her choice, then describe it to you, using his/her fluency enhancing strategies.</p> <p>Ex: easy onset: "I----- drew a cat." chunking/phrasing: "The cat is (pause) chasing a mouse."</p>	<ul style="list-style-type: none"> • Fluency enhancing strategies

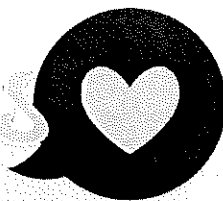
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SPEECH & LANGUAGE HOMEWORK



These simple activities will help you reinforce skills that your child is working on in speech-language therapy at home!

Week 3	Assignment: Find some play dough or clay.	Goal Areas Targeted
<input type="checkbox"/> Early Language	<p>Put the play dough out of reach, when your child reaches for it, model, "Can I have the play dough?" and encourage your child to repeat the request. Continue the conversation with something like: "Yes, you can have the play dough, and I like how you asked! What color is this play dough?"</p> <p>Ask your child to follow basic directions while you play with the play dough. Ex: "Can you make a big ball? Now let's make a long snake." Then, have him/her give you directions!</p> <p>See how many different foods you can think of to make together, and take turns requesting a "bite" with a full sentence. Ex: "Can I have a small cookie?"</p>	<ul style="list-style-type: none"> • Asking questions and requesting • Following directions • Basic concepts • Categories • Expanding sentences • Pronouns • Subject/verb agreement
<input type="checkbox"/> Older Language	<p>Have your child make an animal of his/her choice out of the play dough. (This can be a real animal or an imaginary one!)</p> <p>Have him/her describe their animal to you, using complete sentences, and including details about where they live, what they eat, if it is extinct or imaginary, and if it has any strengths or weaknesses. Compare it to other animals - how is it the same or different? If it is a real animal, you can look up more information together. Talk about what more you might want to know first! (Ex: "When did this dinosaur live?" "What do pandas eat?")</p>	<ul style="list-style-type: none"> • Describing • Similarities • Differences • Expanding sentences • Subject/verb agreement • Irregular past tense verbs • Asking questions
<input type="checkbox"/> Speech Sounds	<p>Have your child make at least three things with his/her target speech sounds out of play dough. Practice saying them at least 5 times each.</p>	<ul style="list-style-type: none"> • Articulation - all sounds • Phonology - all patterns
<input type="checkbox"/> Fluency (Stuttering)	<p>Have your child make anything of his/her choice from the play dough, then describe it to you, using his/her fluency enhancing strategies. Ex: easy onset: "I----- made cookies." chunking/phrasing: "I made (pause) some cookies."</p>	<ul style="list-style-type: none"> • Fluency enhancing strategies



Dear SLP/parent,

I hope you find this useful for your student(s) working on speech and language skills! Make as many copies as needed for each student. SLPS, please note that you may share this on a login/password protected site for parents, but not on an unprotected website.

If you are in need of other speech-language ideas, please check out my blog (www.slpnataliesnyders.com) or other materials (www.shopnataliesnyders.com)!

Find an overall explanation of speech & language disorders in the school setting at bit.ly/slpshandouts.

Natalie

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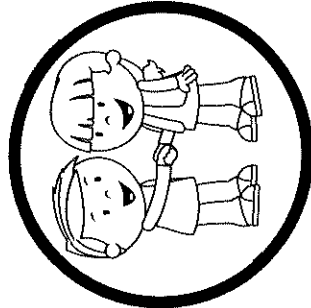
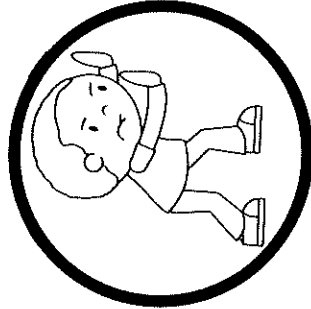
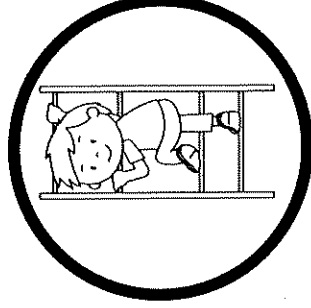
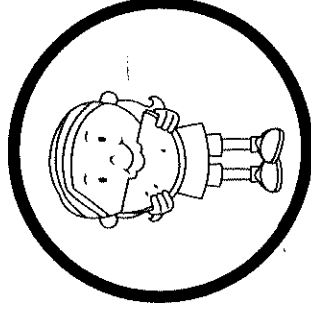
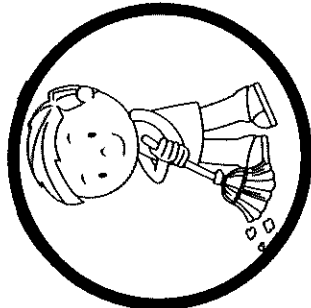
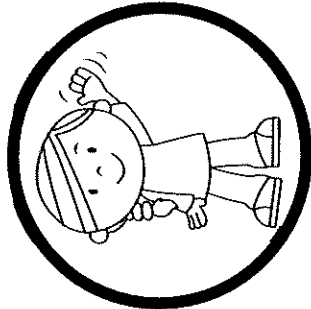
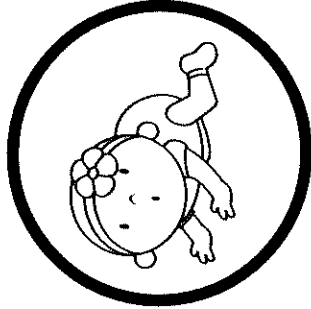
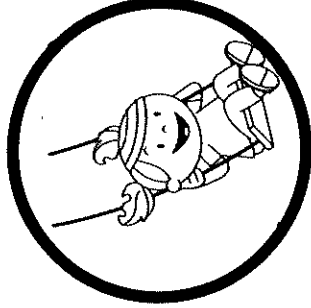
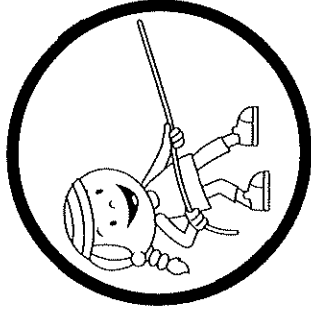
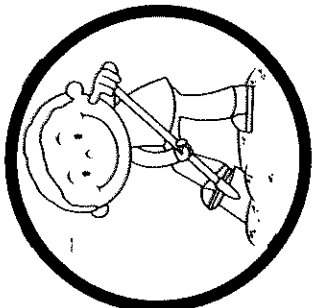
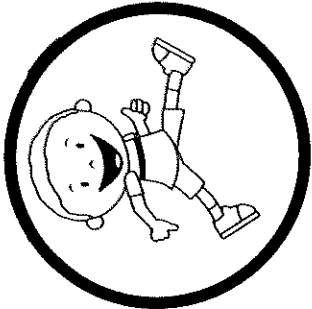
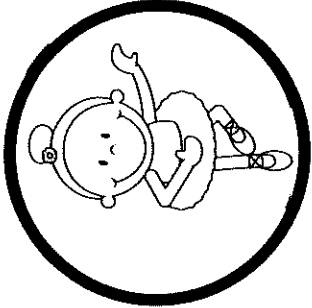
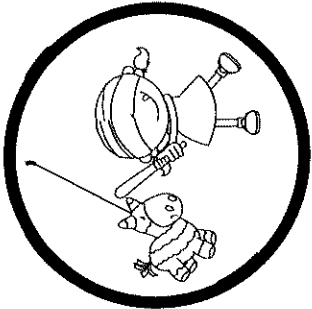
About the Author:

Natalie Snyder is an ASHA certified speech-language pathologist who has been working in the school setting since graduating from Eastern Illinois University in 2009. You may contact her at natalie@slpnataliesnyders.com or sign up for her email newsletter at www.bit.ly/NatalieSnydersNewsletter.



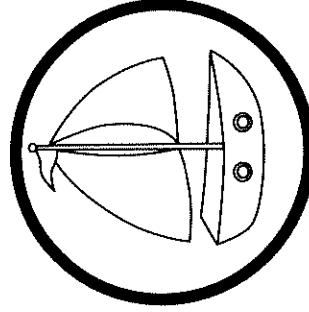
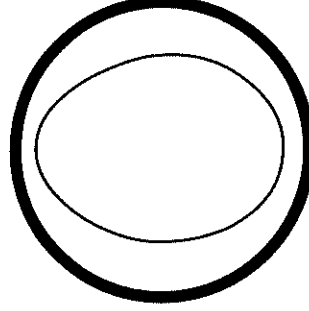
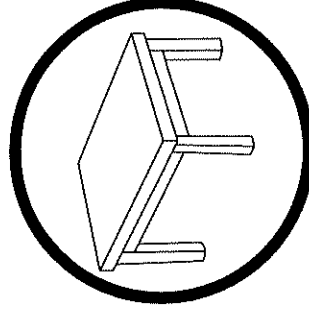
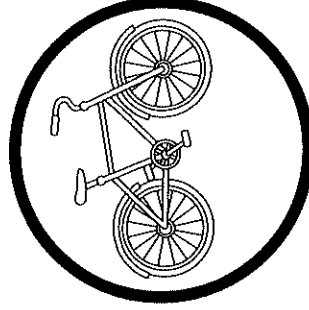
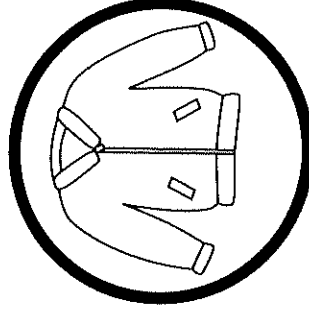
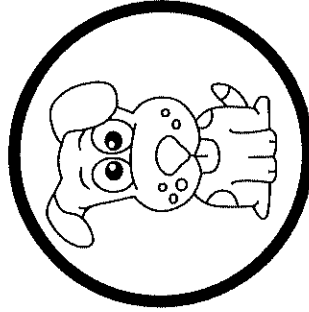
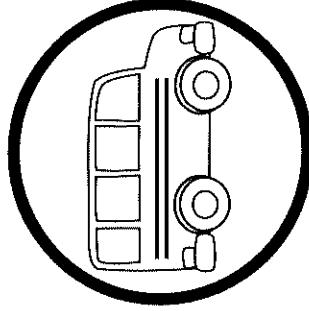
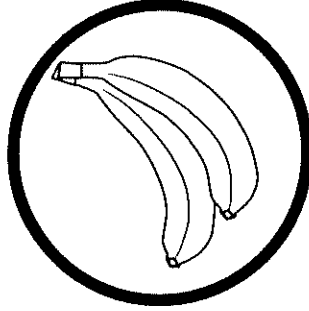
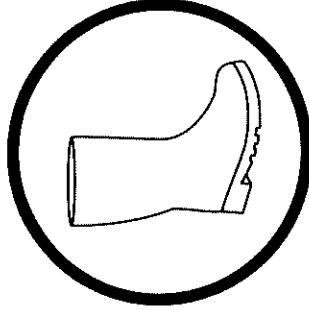
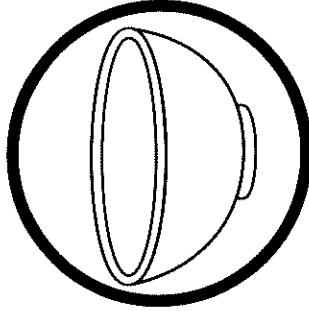
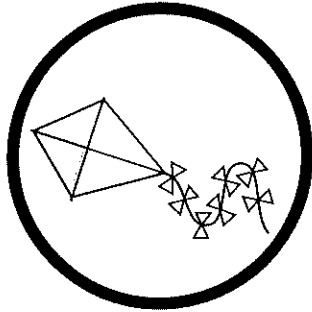
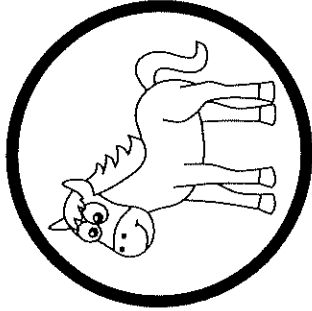
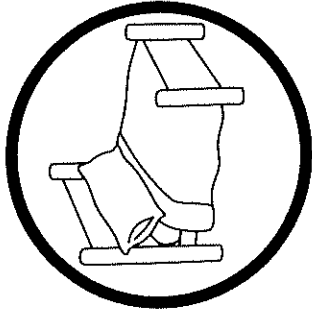
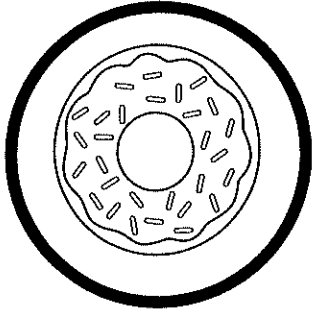
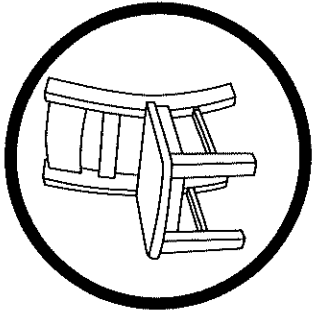
CREATE A SENTENCE

Directions: Say a sentence for each picture.



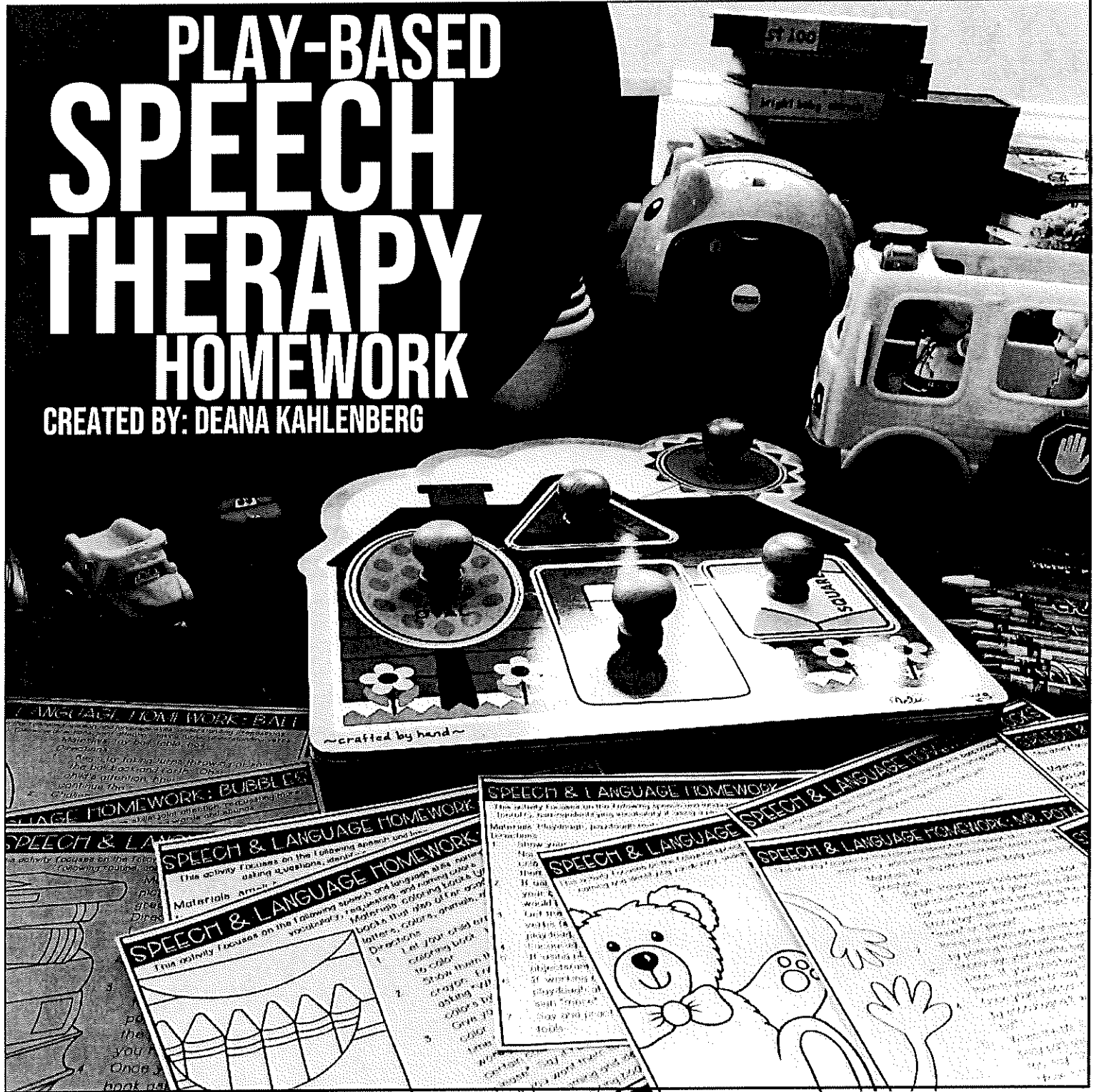
DESCRIBING

Directions: Tell 3 things about each item.



PLAY-BASED SPEECH THERAPY HOMEWORK

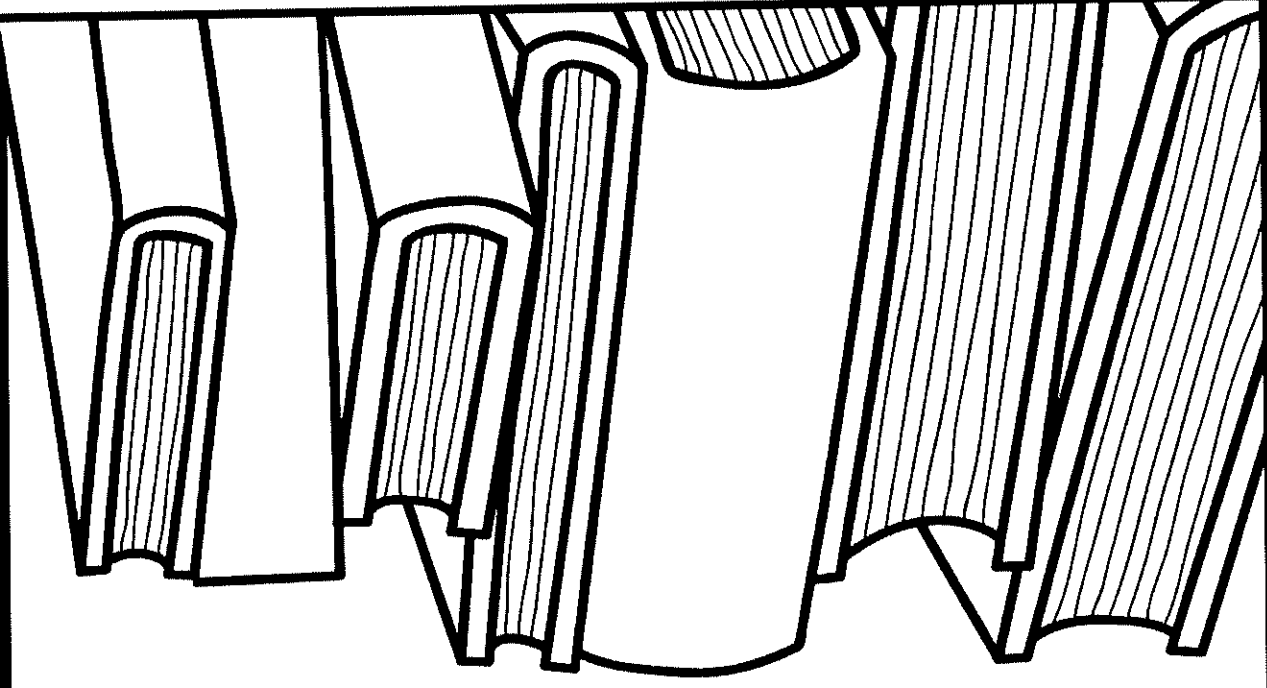
CREATED BY: DEANA KAHLENBERG



SPEECH & LANGUAGE HOMEWORK

Dear Parent,

The following activities were created for practice of speech and language goals using toys for young children. Activities include materials and suggested directions. All activities can be modified depending on the needs of your child. Please don't hesitate to ask your child's therapist for other suggestions or help modifying activities/materials. While most activities may seem like "play", they are fostering great expressive and receptive language with your little one! Activities are very structured, feel free to offer less structure as you see fit. It's important to note there is no "right way" to play, these are simply ideas to encourage language development. Anytime your child imitates your play be sure to clap and reward them to encourage them to continue. Happy playing!



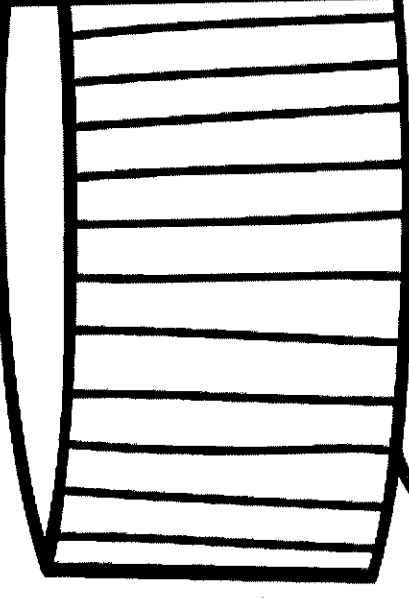
SPEECH & LANGUAGE HOMEWORK: BUBBLES

This activity focuses on the following speech and language skills: joint attention, requesting more, using the b, m, g, p, w sounds, following routine, imitating words and sounds.

Materials: Bottle of bubbles with wand

Directions:

1. Show your child the bottle of bubbles.
Practice saying or signing “open” and “bubble”.
Encourage your child to imitate your words.
2. Once you have the bubbles open, dip the stick into the solution and hold it up. Say “Ready, Set, Go!” After practicing a few times, pause before “go” and encourage your child to say “go!”.
3. Blow bubbles. Say “wow” as they fall.
4. When bubbles land start popping them and say “pop!” each time.
5. Before the next round of bubbles ask “more?”
Encourage your child to say or sign “more”.
6. Repeat steps 2-5.



BUBBLE
BUBBLE
BUBBLE

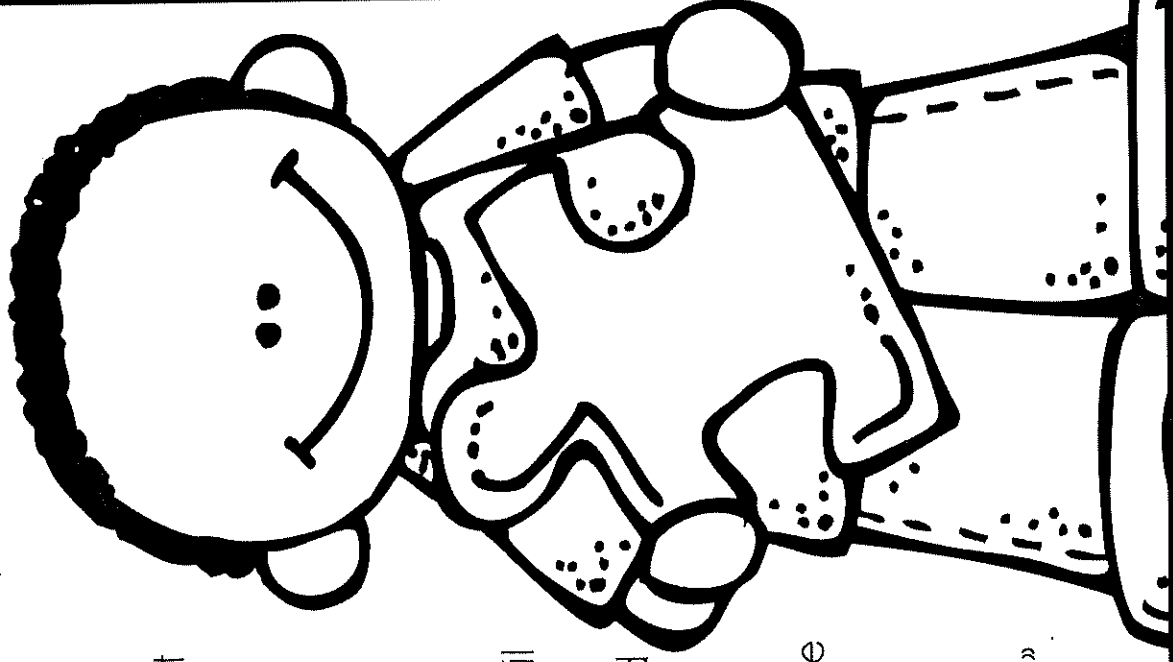
SPEECH & LANGUAGE HOMEWORK: PUZZLES

This activity focuses on the following speech and language skills: naming and identifying vocabulary, following routine, requesting, and following 1 or 2 step directions.

Materials: Simple peg puzzles

Directions:

1. Show your child the puzzle. Name each animal/object on the puzzle. You can also say the noises they make too.
2. Take the pieces off and give them to your child.
3. Ask for each item from your child, say "I want _____. _____ please!". If they have trouble picking it out, point to it and show them your open hand. Repeat until you have put all the pieces back on the puzzle.
4. Switch roles, you keep the pieces and have your child request either using the name of the piece or by signing "more"/"please".
5. An alternative goal could be to give your child a puzzle piece followed by the command "put on", you may need to gesture where the piece should go.
6. If your child is ready for 2-step directions, put two puzzle pieces out and say, "Put on ___ then put on ___". You may need to point or use gestures as needed.



SPEECH & LANGUAGE HOMEWORK: BOOKS

This activity focuses on the following speech and language skills: naming and identifying vocabulary, following routine, answering WH- questions and emergent literacy skills.



Materials: Simple pictures books with one picture/word per page (First Words books are great to use for this activity)

Directions:

1. Show your child the book. Practice saying “book” and “open”.
2. Look at each page slowly. Point to and name the title, author, front and back of the book.
3. Point to one picture at a time, say the name of the object. Repeat the name 5-10 times while pointing to it. Encourage your child to point to the picture while you name it. Track print as you read.
4. Once your child becomes familiar with the book ask them to point to the pictures, say “Where is ___?”
5. Repeat.

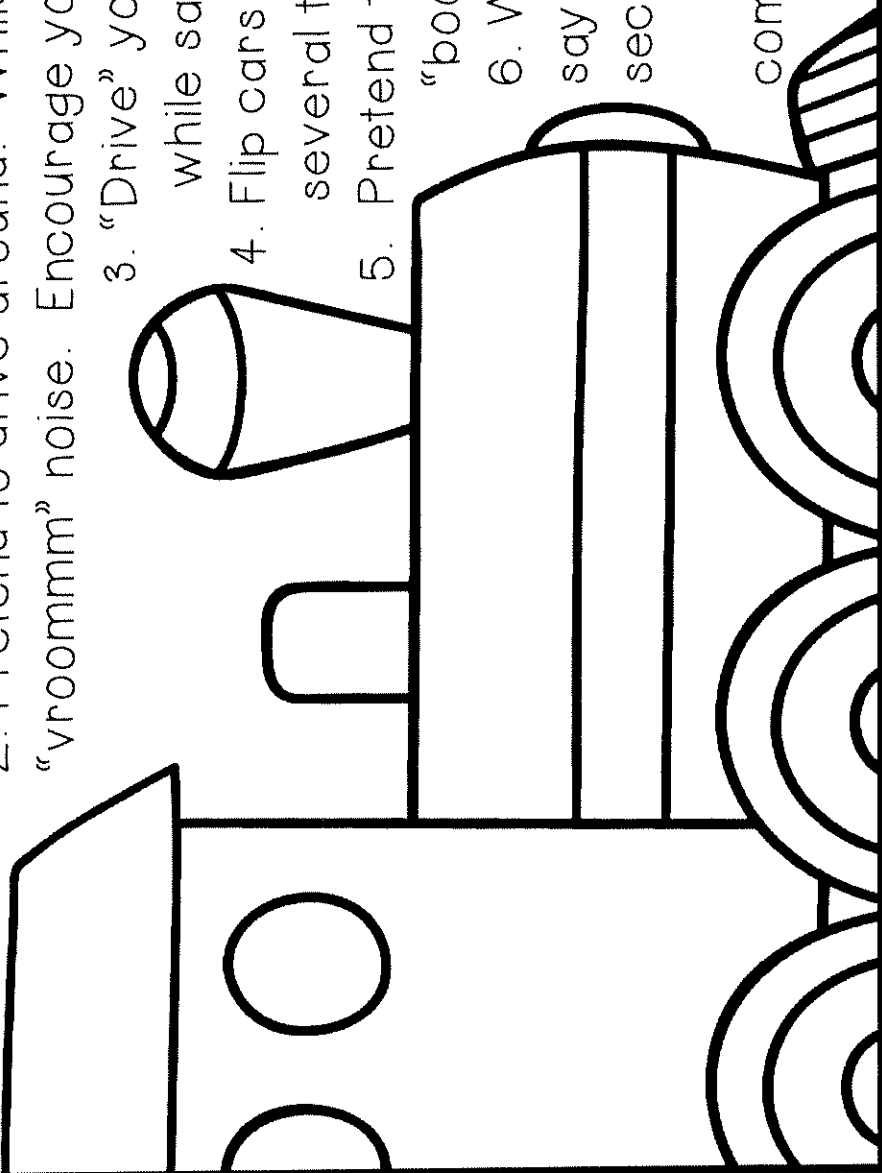
SPEECH & LANGUAGE HOMEWORK: TOY CAR

This activity focuses on the following speech and language skills: naming vocabulary, following routine, requesting, imitating environmental noises and using the b and m sounds.

Materials: Toy cars, train or trucks

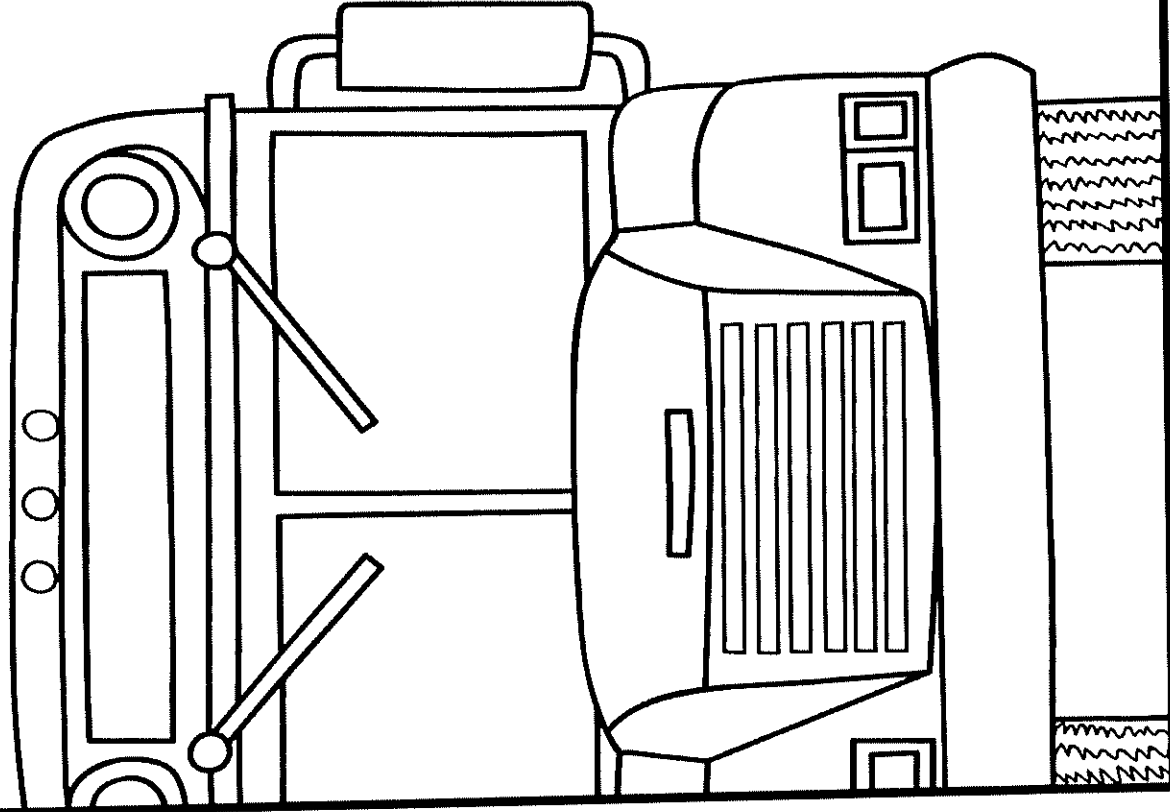
Directions:

1. Put toy cars on the ground or table. Have one car for you and one for your child. Point to and name it frequently saying "car".
2. Pretend to drive around. While you drive make the "vrooomm" noise. Encourage your child to imitate your noise.
3. "Drive" your car towards your child's while saying "beep-beep!".
4. Flip cars over and say "uh-oh". Repeat several times.
5. Pretend to crash cars while saying "boom!", "bam!" or "crash!".
6. While driving stop suddenly and say "stop!", pause for 1-2 seconds and then say "go!". Repeat
7. Routines above can be completed with other vehicles, modify sounds as needed.



SPEECH & LANGUAGE HOMEWORK: TOY BUS

This activity focuses on the following speech and language skills: naming vocabulary, following routine, requesting, imitating environmental noises, and imitating gestures.



Materials: Toy bus with people figurines

Directions:

1. Put empty toy bus on a table or the floor. Let your child explore it. Name the parts of the bus (ex. door, wheels, window, seats, etc.)
2. Ask your child if they want people, say "People?" If they reach for people encourage your child to sign or say "more" or "please".
3. Have the figure walk to the bus, say "walk, walk, walk!". When the figure gets to the door say, "open!" Have your child open the door or model for them.
4. Have the figure walk up the stairs, say "up, up, up!". When the figure gets to a seat say "sit down!".
5. Repeat 3-4 times so your child learns the routine.
6. Let your child attempt to copy the routine. If they need help or seem to get stuck ask "help?" with your hand out. If they put the figure in your hand for help encourage them to sign "please" or say "help". Repeat.
7. Sing "Wheels on the Bus" with gestures when all the people are on the bus.

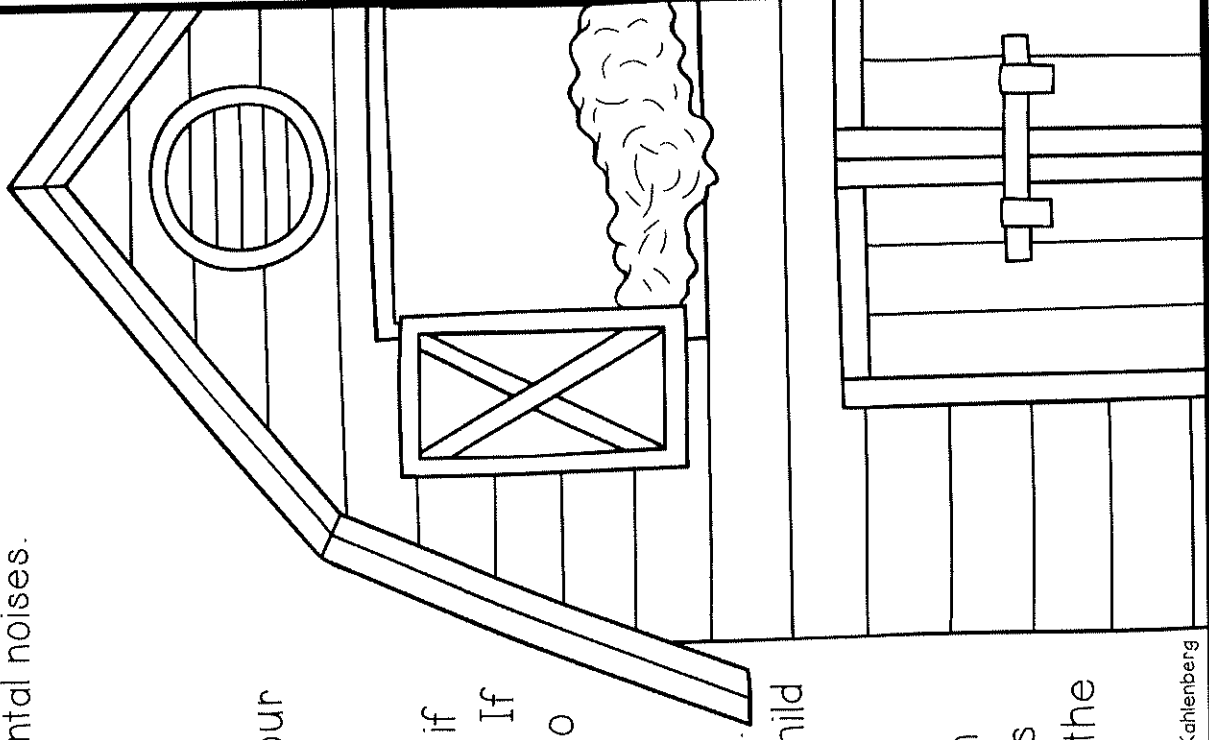
SPEECH & LANGUAGE HOMEWORK: TOY FARM

This activity focuses on the following speech and language skills: naming and identifying vocabulary, requesting, and imitating environmental noises.

Materials: Toy barn with farm animals (horse, cow, pig, duck, sheep, chicken)

Directions:

1. Put empty toy barn on a table or the floor. Let your child explore it. Name the parts of the barn (ex. door, hay, window, etc.)
2. Show your child the bucket of animals. Ask them if they want animals, point and say, "Want animals?". If they reach for the animals encourage your child to sign or say "more" or "please".
3. Give them one animal at a time, bring it out of the bucket and say the name of the animal 5-10 times. Make the sound of the animal as well. Let your child explore and play with the animal. Repeat until they have seen and played with all animals.
4. Once they get familiar with the animals. Put them out on a table in groups of 2-5 and ask "Where is ___?" "Give me ___" to see if they can identify the correct animals from a group.



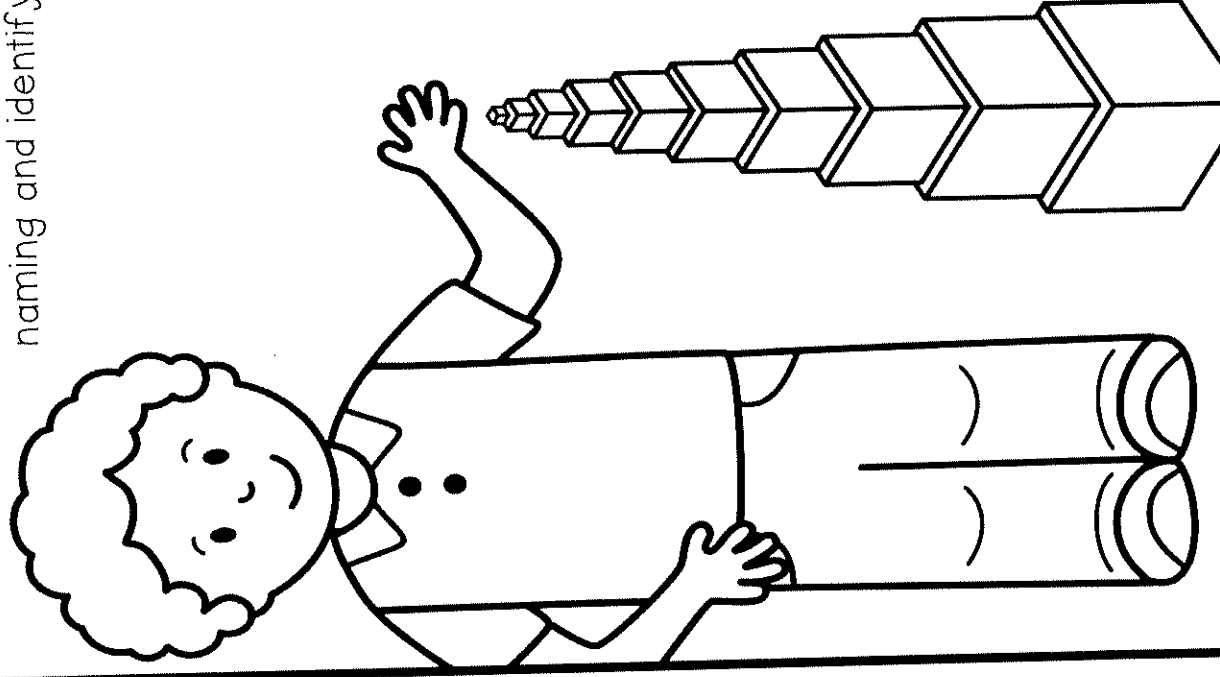
SPEECH & LANGUAGE HOMEWORK: STACKING CUPS

This activity focuses on the following speech and language skills: following routine, imitating words, naming and identifying colors, and basic concepts (up/down, in/out).

Materials: stacking cups/blocks, toy cars/figurines/blocks

Directions:

1. Show your child how to stack the cups.
2. Each time you stack say "on". Encourage your child to imitate "on". Repeat while taking them "off". Stop halfway through and take one off, ask your child by saying "off?". If they shake their head or indicate "no" say "no, on!".
3. Practice stacking them on and taking them off while vocalizing. You could also drive toy cars "up" and "down" the tower.
4. If your cups are different colors say the name of the color as you stack them "on" or "off". Ask your child to identify the color by asking "Where is the ___ cup?" or simply "Where is (color)?".
5. Flip all the cups over and give your child something small to put in the cups (toy cars/blocks, figures).
6. Say "in" when he puts in each toy figure. Say "out" when he takes them out. Encourage him to imitate.
7. Repeat.



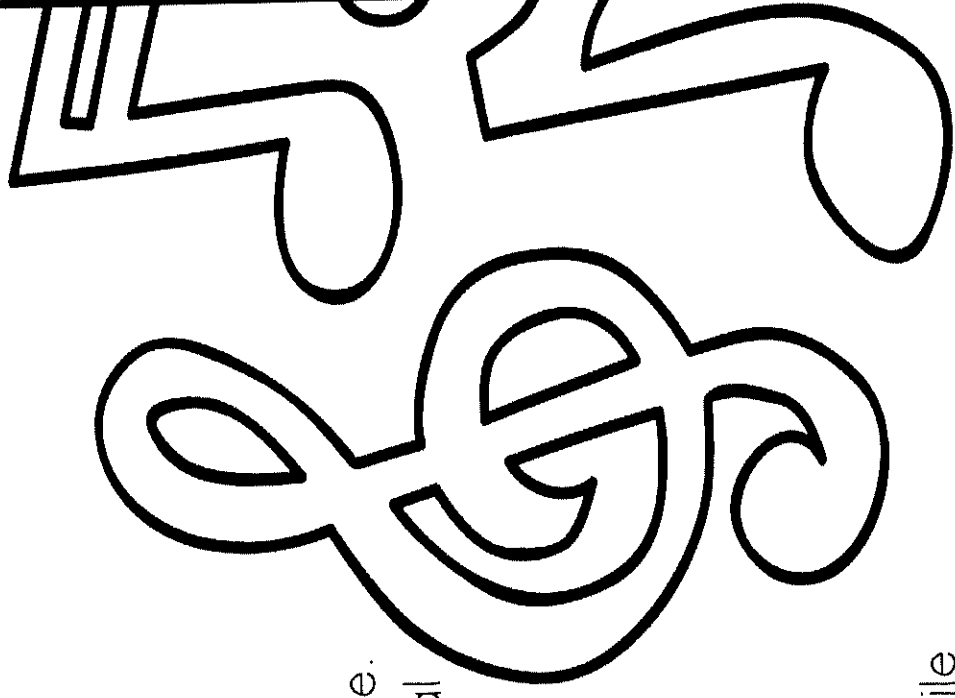
SPEECH & LANGUAGE HOMEWORK: SONGS

This activity focuses on the following speech and language skills: imitating words/sounds/gestures and following routine.

Materials: Any simple song on CD/Video/YouTube or you can sing them independently

Directions:

1. I enjoy listening to Super Simple Songs on YouTube for younger kids but you could also sing the songs without the help of a CD or video.
2. Make up movements for each song you choose. Model those movements with your child several times while singing, encouraging them to copy your movements.
3. Recommended songs: Wheels on the Bus, Old MacDonald Had a Farm, Itsy Bitsy Spider, 5 Little Monkeys Jumping on the Bed.
4. If you have toys or figures that go with the songs (ex: toy bus for wheels on the bus) you can take them out and practice using them while singing.



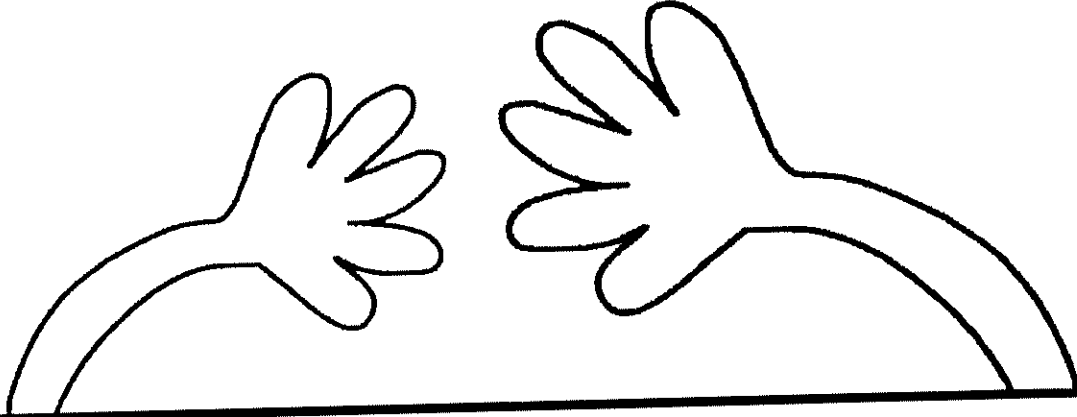
SPEECH & LANGUAGE HOMEWORK: MR. POTATO HEAD

This activity focuses on the following speech and language skills: naming vocabulary, requesting, imitating 1-2 word phrases, basic concepts (on/off), and basic verbs.

Materials: Mr. Potato Head with body pieces, box

Directions:

1. Put Mr. Potato Head and pieces in a box. Bring out body and ask your child "Tato?". (If your child is able to use/say potato then you can ask the full word, simplifying the word may be needed at first). Encourage them to imitate "tato" or request by saying/signing "more" or "please".
2. Bring out pieces one at a time and ask your child if they want them by pointing to and naming them 2-3 times, saying "Want ___?".
3. Encourage your child to sign or say "more" or "please" for each piece. If your child has mastered 1-2 word phrases encourage them to imitate or say "I want ___! ___ please!".
4. Once your child can name or identify the pieces well you can begin by encouraging 2 word phrases. Such as "hat please" or "green hat".
5. When the Mr. Potato Head is complete point to and name each body part again. Ask your child to identify the part on their body too, say "Show me your nose!" or "Where is your ear?".
6. Model simple verbs by having Mr. Potato Head "walk, sleep, jump or dance".



SPEECH & LANGUAGE HOMEWORK: BLOCKS

This activity focuses on the following speech and language skills: basic concepts (colors, on/off, up/down), requesting, imaginative play, turn taking and naming/identifying colors.

Materials: blocks (toy cars/figures may also be used with blocks)

Directions:

1. Put blocks in a bucket. Have your child request blocks by saying/signing “more” or “please”.
2. If your child is able to use 2-word phrases encourage them to name colors while playing or requesting, for example “Blue block or red block”. Request your child give you blocks by saying the color. Ex. (“blue block please”) with your hand out.
3. Stack blocks up while saying “up, up, up”.
4. Take/knock blocks down by saying “down, down, down” or “crash!”. Repeat.
5. Play make-believe when building. Build a bridge and have cars drive under/over it. Build a castle and have a king or queen live in it or walk around it.
6. Encourage your child to talk about what they are building or babble while playing.

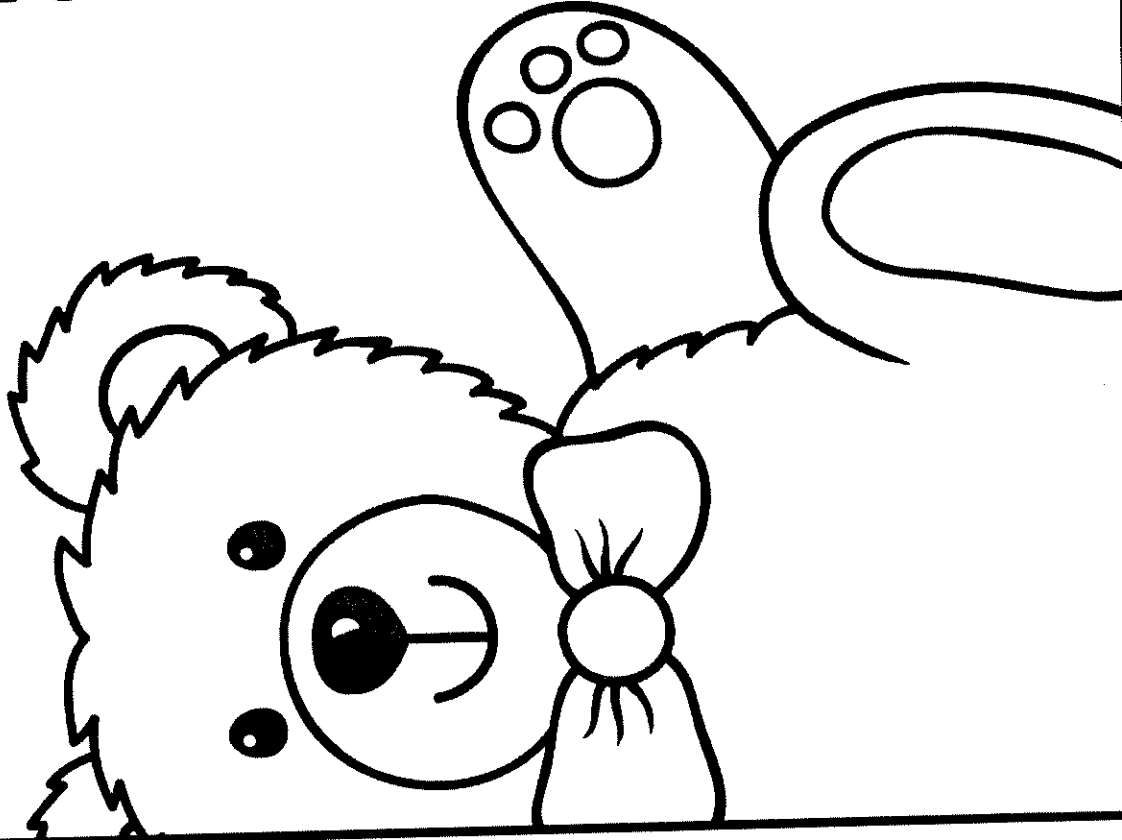
SPEECH & LANGUAGE HOMEWORK: TEDDY BEAR

This activity focuses on the following speech and language skills: imaginative play, self-directed play, naming and identifying vocabulary, understanding basic verbs, naming and identifying body parts.

Materials: Teddy Bear or doll with care set (cup, spoon, blanket, brush, bowl, bottle, etc.)

Directions:

1. Put teddy bear on the table/floor. Let your child explore the bear.
2. Name body parts while pointing to them on the bear. Have your child identify body parts, ask "Where is his nose/eyes/ears?").
3. Use the care set to model feeding the bear, brushing the bear's hair, give the bear a bottle, putting the bear to sleep.
4. Encourage your child to imitate your routines. Say, "Bear is thirsty, give him a drink!" or "Bear is tired put him to sleep!"
5. Play can also be self-directed, encourage your child to pretend feeding themselves, brushing their hair or pretend drinking out of a cup.



SPEECH & LANGUAGE HOMEWORK: PLAYDOUGH

This activity focuses on the following speech and language skills: following routine, basic concepts (on/off), naming/identifying vocabulary if using a playdough mat, naming colors, and basic verbs.

Materials: Playdough, playdough mats/cutting tools

Directions:

1. Show your child different color tubs of playdough. Name the colors. Encourage your child to name the colors. Ask them which color they want. Encourage them to request by signing/saying "more" or "please".
2. If using a playdough mat, see mat for instructions. Ask your child's therapist about possible playdough mats that would be beneficial for your child.
3. Get the playdough out, practice acting out/modeling basic verbs (ex. roll, push, smash, cut, etc.) using the playdough.
4. Encourage your child to imitate your movements.
5. If using playdough tools you can create different objects/animals/people. Name each thing that you make.
6. If working on requesting give your child a little bit of playdough at a time in order to encourage them to say or sign "more".
7. Say and practice putting the playdough on/off the cutting tools.

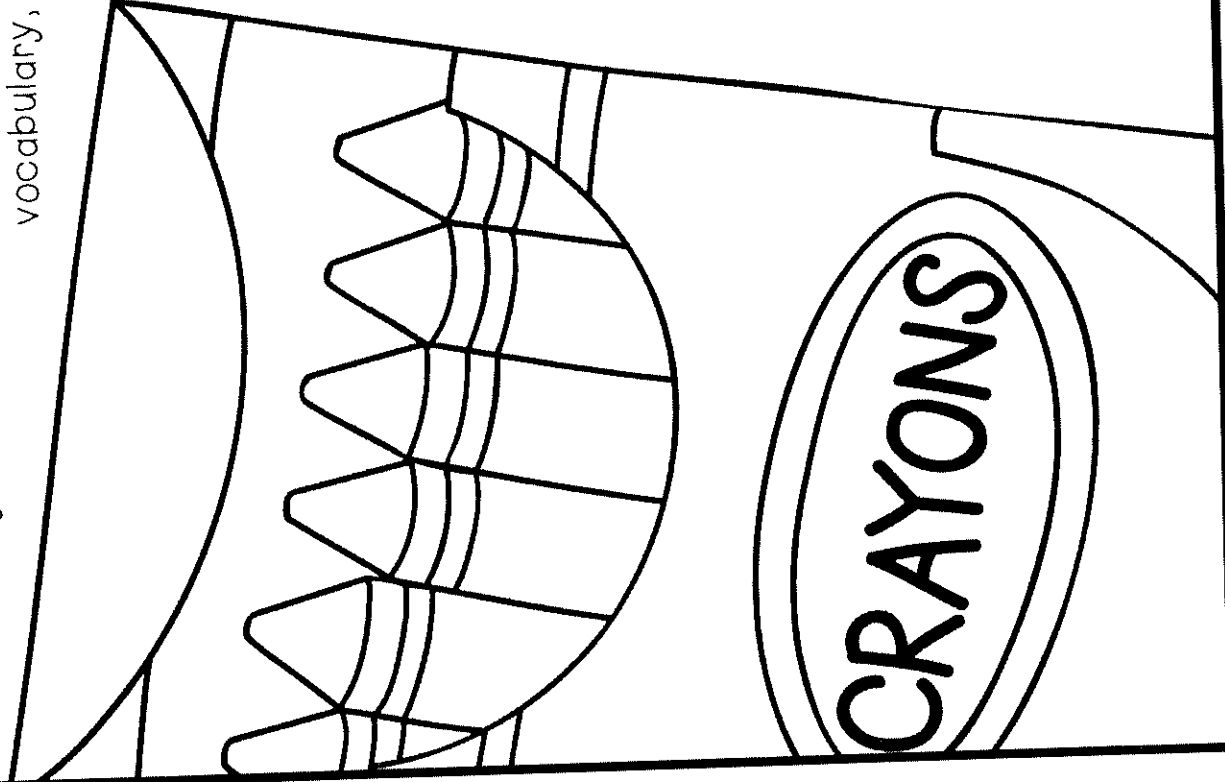
SPEECH & LANGUAGE HOMEWORK: CRAYONS

This activity focuses on the following speech and language skills: naming vocabulary, identifying vocabulary, requesting, and naming colors.

Materials: coloring books (you may want to choose books that also offer academic practice of shapes, letters, colors, animals, etc.)

Directions:

1. Let your child explore and flip through the coloring book. Have them choose which page to color.
2. Show them the crayons. Name each color crayon. Encourage them to name the colors by asking "What color is that?" or identifying the colors by asking "Where is ___?"
3. Give your child one crayon at a time as they color. Encourage them to ask for "more" each time they want a new crayon. If working on 2-word phrases, encourage them to request certain colors, for example "more red" or "red please". Say it for them as needed to model how you want them to ask.
4. Practice naming and identifying pictures you see in the coloring books.



SPEECH & LANGUAGE HOMEWORK: MYSTERY BOX

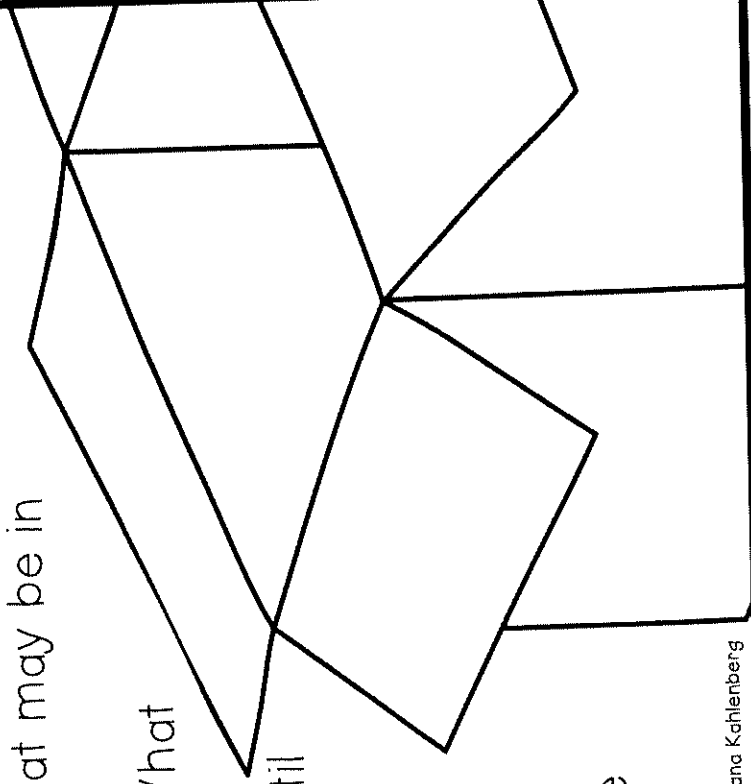
This activity focuses on the following speech and language skills: naming vocabulary, inferences, asking questions, identifying vocabulary, and using attributes/adjectives.

Materials: small figures (animals, people, objects), box with a lid that is not transparent

Directions:

1. Put a toy in the box. Close the lid tight.
2. Give your child the box, show them how to shake it, feel the weight and listen for noises it may make.
3. Encourage them to ask questions about what may be in the box.
Ex. "Is it an animal?", "What color is it?", "What sound does it make?"
4. Give them clues about what is in the box until they guess the object. Ex. "It says moo.", "It is a red fruit".

5. Change the object and repeat. Once your child gets familiar with the routine, switch roles and allow them to hide an object in the box while you ask questions.



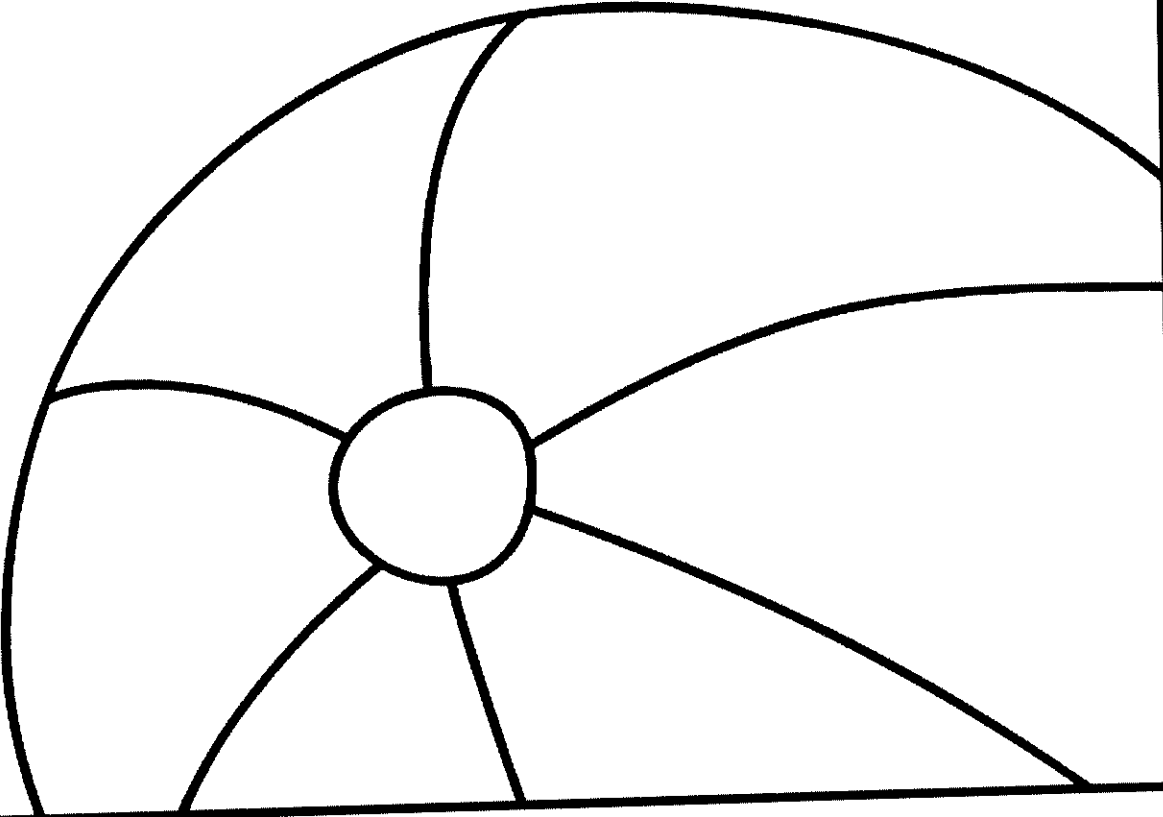
SPEECH & LANGUAGE HOMEWORK: BALL

This activity focuses on the following speech and language skills: understanding prepositions (on/off/under/over/in/out), following directions, joint attention, taking turns, understanding verbs

Materials: toy ball, table, box

Directions:

1. Begin by taking turns throwing or rolling the ball back and forth. Observe your child's attention, how long can they continue the routine?
2. Challenge your child to put the ball on/off/under/over a table or in/out/behind/in front of a box.
3. Play with three or more people. Give directions of who to throw/roll the ball to. Ex. "Roll the ball to mommy!", "Roll the ball to daddy!"
4. Practice understanding verbs; "roll, throw, go, stop, kick, run".
5. Describe the ball. What does it feel like? What color is it? What can it do? Where can you find it?



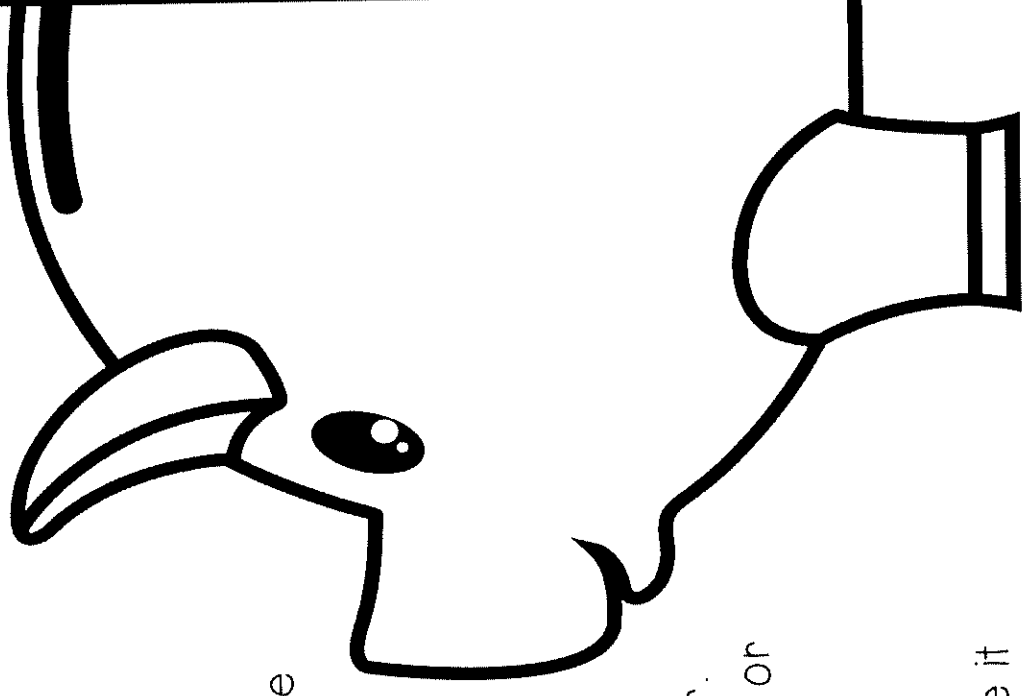
SPEECH & LANGUAGE HOMEWORK: PIGGY BANK

This activity focuses on the following speech and language skills: understanding prepositions (on/off/under/over/in/out), following directions, joint attention, taking turns, naming/identifying colors, counting

Materials: toy piggy bank with coins

Directions:

1. Begin by taking the coins out of the piggy bank and handing the bank to your child.
2. Explore the bank. Open the door, name the body parts (eyes, noes, ears, feet, tail). Challenge your child to find each body part by asking "Where is the _____?"
3. Show your child the coins. Put all the colors on the table, count the coins in a row while point to each one. Practice naming colors. Ask your child to find or point to each color.
4. Gather the coins and ask, "What color do you want?". Challenge your child to ask using the color. If this is too difficult encourage them to verbalize or point and ask with an open hand, palm up. Practice the phrase "I want ____" or "want ____".
5. Continue requesting coins and putting them in the bank. Practice using the words "put it in" and "take it out".



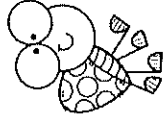
Fluency

These are the fluency strategies that we have targeted in speech:

Easy Onset - starting your airflow prior to turning your voice on
Slow Speech - reducing the rate of your speech



Fluency Calendar



Scavenger hunt! Name 10 food items around your house using your fluency strategies	Read a book! Use your easy onset to read a book and describe pictures	Draw a picture and describe it using your fluency strategies	Talk about your favorite movie using your fluency strategies	Describe the weather and use your fluency strategies
Play Guess it: Describe an item using your fluency strategies until someone guesses what you are describing	Play Simon Says with your easy onset strategy	Play a board game using your stretchy speech	Play I Spy using your fluency strategies	Look out your window. Can you name 3 things using your fluency strategies?
Scavenger hunt! Name 10 clothing items around your house using your fluency strategies	Read a book! Use your easy onset to read a book and describe pictures	Draw a picture and describe it using your fluency strategies	Describe what you had for breakfast using your fluency strategies	Describe the weather using your fluency strategies
Play Guess it: Describe an item using your fluency strategies until someone guesses what you are describing	Play Simon Says with your easy onset strategy	Play a board game using your stretchy speech	Play I Spy using your strategies	Look out your window. Can you name 3 things using your fluency strategies?

20 FLUENCY ACTIVITIES

Pretend to order at a restaurant.	Play a game and try to remember to use your strategies.	Say 5 sentences using a fluency strategy.	Tell someone what a movie you like is about.	Pretend to order at an ice cream shop.
Say 2 sentences using a fluency strategy.	Ask someone three different questions.	Pretend to be a weather person and report the weather.	Read a magazine and use your strategies.	Learn about someone who stutters.
Tell your mom or dad about your day.	Teach someone a fluency strategy that you like.	Talk about your favorite food.	Say 3 sentences using a fluency strategy.	Ask someone four different questions.
Call a friend.	Say 4 sentences using a fluency strategy.	Read a book using your fluency strategies.	Call a family member.	Tell someone about a famous person you like and why.

Additional Resources / Websites

FREE EDUCATIONAL WEBSITES FOR KIDS

For Links Visit FromABCsToACTs.com

PBS Kids

Make Me Genius

Starfall

The Magic School Bus

Cool Math

Highlights Kids

ABCya

National Geographic Kids

The KIDZ Page

Funbrain

NGAkids Art Zone

BBC History for Kids

Storyline Online

Steve Spangler Science

Mission US

The Happy Scientist

Khan Academy

Cells Alive

KidsReads

Google Earth

Youngzine

Fuel the Brain

Mr. Nussbaum

Exploratorium

Turtle Diary

e-Learning for Kids

Sesame Street

Fun Fonix

Seussville

Tvokids

The Story Starter

NASA Kids' Club

Crypto Club

Earthquakes for Kids

Smithsonian Learning Lab

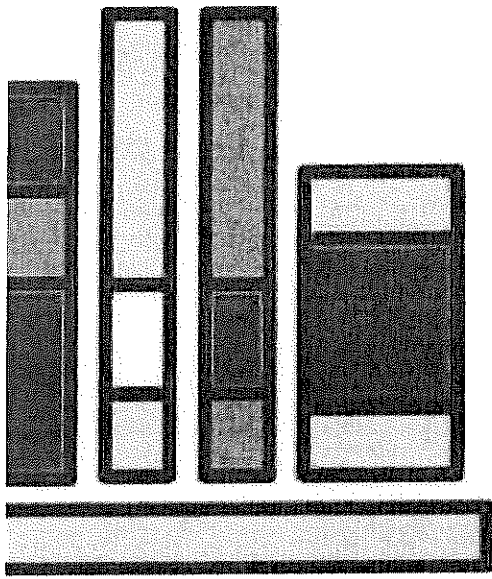
Study Jams

Grid Club

Magic Tree House

DOGO News

Science Bob



10 FREE LEARNING WEBSITES

for kids

Here's a list of some fun, educational, and safe websites for your children to visit and explore!

Switcheroo Zoo

www.switcheroozoo.com

Watch, listen, and play games to learn all about amazing animals!

Nat Geo for Kids

www.kids.nationalgeographic.com

Learn all about geography and fascinating animals!

Into the Book

www.reading.ecb.org

Go "into the book" to play games that practice reading strategies!

Suessville

www.seussville.com

Read, play games, and hang out with Dr. Seuss and his friends!

ABC YA

www.abcy.com

Practice math and reading skills all while playing fun games!

Fun Brain

www.funbrain.com

Play games while practicing math and reading skills!

PBS Kids

www.pbs.org

Hang out with your favorite characters all while learning!

Star Fall

www.starfall.com

Practice your phonics skills with these read-along stories!

Storyline Online

www.storylineonline.net

Have some of your favorite stories read to you by movie stars!

Highlights Kids

www.highlightskids.com

Read, play games, and conduct cool science experiments!

YOUTUBE VIDEOS & QUESTIONS 1

Directions: Click the links which are YouTube videos. Watch the video and then answer the questions.

Pip: <https://www.youtube.com/watch?v=07d2dXHYbq4>

1. How is Pip feeling at the beginning of the movie?
2. What kind of school is Pip at?
3. How is the teacher feeling when she keeps tripping?
4. What happens on exam day?
5. How does Pip help the blind woman?
6. How does Pip feel at the end of the movie?

Watermelon: <https://www.youtube.com/watch?v=ITxn2BuqyzU>

1. What does mom remind the boy?
2. What does the boy do anyway?
3. Why does the boy become upset?
4. Why is the boy running away?
5. What does the boy start to look like?

YOUTUBE VIDEOS & QUESTIONS 2

Directions: Click the links which are YouTube videos. Watch the video and then answer the questions.

Coin Operated: <https://www.youtube.com/watch?v=5L4DQfVIcdg>

1. What is the boy playing with?
2. How is he feeling when he sees the rocket ride?
3. What do you think the boy wants to be when he grows up?
4. What is wrong with the ride?
5. What do you think he is making?
6. Why is he selling lemonade?
7. How does the man feel when he thinks the ride doesn't work?
8. What is the lesson?

Take Me Home: https://www.youtube.com/watch?v=D_RxHqZ8QRc

1. How is the dog feeling in the beginning?
2. Why does the beagle try to make himself look like a poodle?
3. What happens when the girl tries to put the collar on the poodle?
4. How does the dog feel at the end?
5. What do you think will happen next?