

Speech and Language Home Practice

Articulation/Speech Sounds

Dear Parent(s):

During this time while students are out of school, it is important to keep up their current speech and language skills. Please spend 15-30 minutes daily working with your student.

Have your student use mirrors, record themselves and judge “thumbs up” or “thumbs down” on how their speech production is. Most students will be able to tell you what they are supposed to do with their tongue and lips to make the sound correctly. If your student is struggling to produce the sound correctly don't push them. I would rather they not practice, then practice something wrong.

Start with just the sound in isolation (/p/), then in syllable level (/pie/, /pe/, /pay/), then in words, sentences, and conversation.

- Mommyspeechtherapy.com
- Speechandlanguagekids.com

The above resources are good places to start if you want more practice.

While working on their speech, students can:

- I can think of words and recognize words that contain my speech sounds.
- I can use my good speech and language sounds in syllables, words, phrases, sentences, and conversation.

If you have any questions or concerns about the materials provided, different ways you can support your students' language, or need any more materials please feel free to contact me at devon.whitt@richlandone.org. Office hours will be from 9:00-11:30 am and 1:00-2:30pm.

Additional resources will also be provided on the school E Learning website.

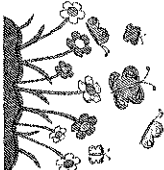
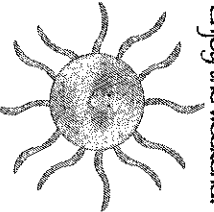
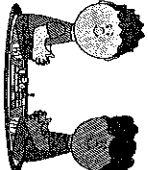
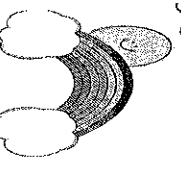
I hope your family stays safe and healthy during this time,



Devon Whitt, MSP CCC-SLP

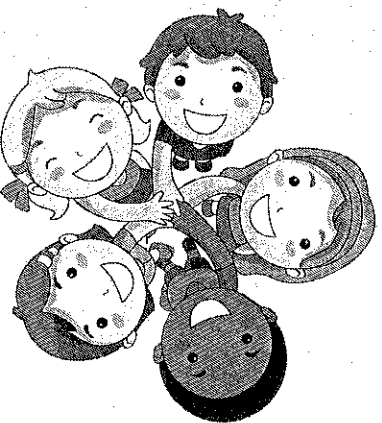
Speech Language Pathologist

HOME PRACTICE - SOUND PRODUCTION

<p>Monday</p> <p>Read a book while using your best speech sounds.</p>	<p>Tuesday</p> <p>Draw a picture with at least 2 things that have your speech sounds. Describe your picture to someone.</p>	<p>Wednesday</p> <p>Practicing using your best speech sounds during breakfast.</p>	<p>THURSDAY</p> <p>THINK IT THURSDAY</p> <p>How many boy names can you think of that have your speech sounds?</p>	<p>FRIDAY</p> <p>Find it Friday</p> <p>Look through a magazine or book. Make a list of things can you find with your speech sounds? Say each word 5x each.</p>	<p>Saturday Sunday</p> <p>Enjoy the weekend!</p> 
<p>Play a game today. Use your best speech sounds during the game.</p>	<p>You Choose!</p> <p>Choose a 5-10 minute time period today to practice using your best speech sounds!</p>	<p>Practice using your best speech sounds during lunch.</p>	<p>THINK IT THURSDAY</p> <p>How many animals can you think of that have your speech sounds?</p>	<p>Find it Friday</p> <p>Look around your bedroom. How many things can you find with your speech sounds? Use each word in a sentence.</p>	<p>Enjoy the weekend!</p> 
<p>Say 3 words with your speech sounds every time you open a door today.</p>	<p>Tell somebody about your favorite movie today. Make sure you use your best speech sounds.</p>	<p>Practice using your best speech sounds during dinner.</p>	<p>THINK IT THURSDAY</p> <p>How many foods can you think of that have your speech sounds?</p>	<p>Find it Friday</p> <p>Watch TV for 5-10 minutes, make a list of things see that have your speech sound? Use each word in a sentence.</p>	<p>Enjoy the weekend!</p> 
<p>Listening Day! How many times did you hear your speech sounds today?</p>	<p>Say 3 words with your speech sounds every time you turn on or off something today.</p>	<p>Practice using your best speech sounds while your in the kitchen today.</p>	<p>THINK IT THURSDAY</p> <p>How many places can you think of that have your speech sounds?</p>	<p>Find it Friday</p> <p>Take a walk through the rooms of your house. Make a list of things that you find with your speech sound. Use each word in a sentence.</p>	<p>Enjoy the weekend!</p> 

ARTICULATION

A little practice everyday helps your communication skills stay!



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

Brennan and Casey

Tell your students, "Today, we're going to meet another one of Brennan's friends. Listen to these clues and guess what animal it is."

- ◆ It has soft fur.
- ◆ It has whiskers.
- ◆ It loves to drink milk.
- ◆ It rhymes with *hat*.

That's right! Brennan's friend is a cat."

For your younger students: Brennan and the Cat Puppets

Materials: *Brennan and the Cat*
for each student
2 Popsicle sticks for each
student
crayons or markers
scissors
glue

Have your students color, cut out, and assemble both of their puppets. Have each student give his cat a name that has his speech sound. Write the cat's name on the Popsicle stick.

Next, have each student say his cat's name three times.

Then, have your student pretend his cat and Brennan just met and have a short conversation. Encourage your student to use his puppet's name.

Optional: Give each student a secret sentence or a word with his sound to remember until the next lesson.

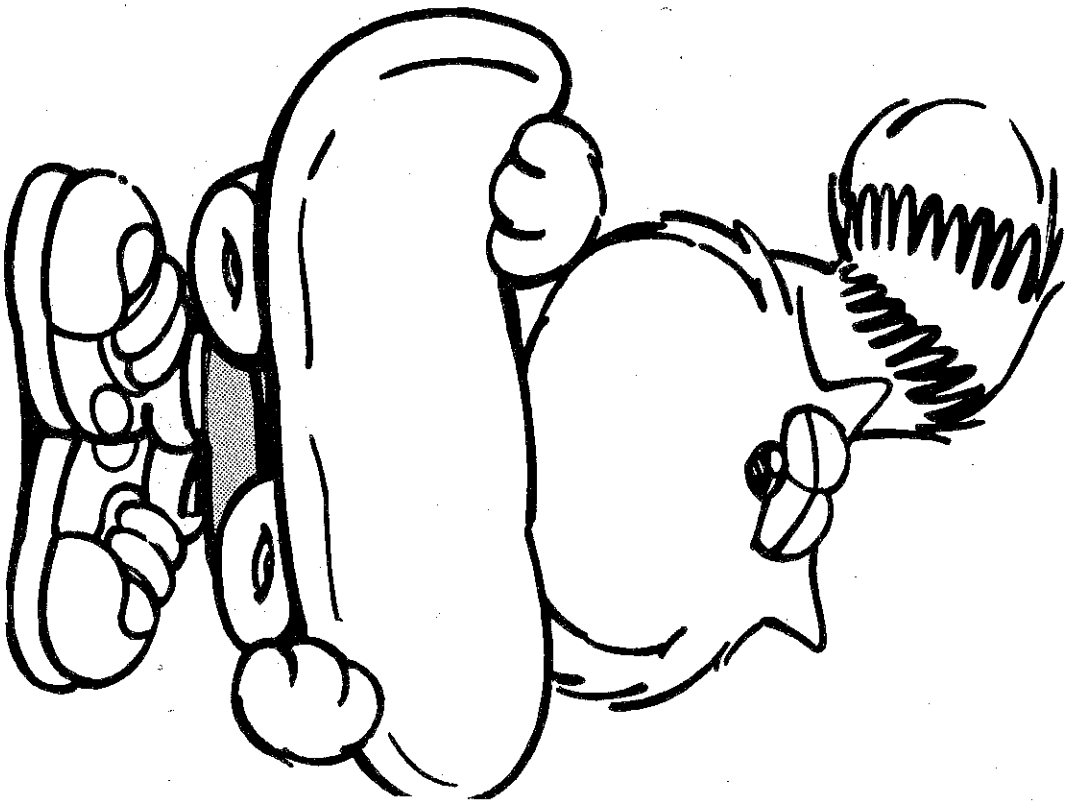
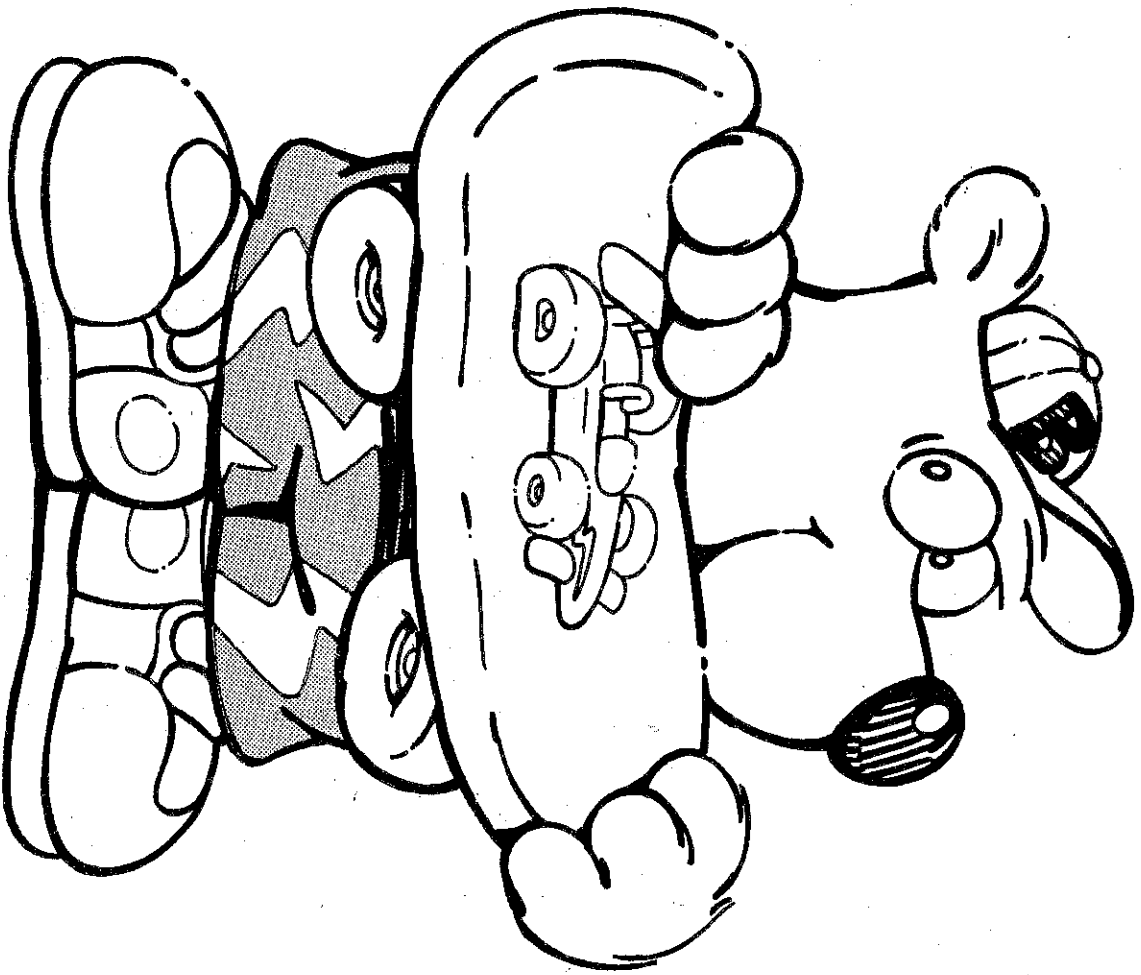
For your older students: Brennan and the Cat Stories

Materials: *Brennan and the Cat*
for each student
crayons or markers
construction paper
scissors
glue

Have your students cut out the cat and Brennan and glue them to a sheet of construction paper. Next, have your students add objects with their sounds to their pictures. Then, have them tell or write a story about the day Brennan and the cat met. Have each student give his cat a name that has his speech sound.

Talk with your student about some words with his sound that could be in his story. Encourage your student to use several of these words and his cat's name throughout his story. If your student writes the story, have him read it out loud to practice his speech sound.

Brennan and the Cat



The Skateboard

Materials: student cat puppets (optional)
Brennan and the cat puppet for clinician (optional)
Skateboards for each student

Directions: Read the story below to your students and ask the comprehension questions. Use your puppets to act out the story as you read to your younger students. Hold up the Brennan puppet every time you say *Brennan* and the cat puppet every time you say *Casey*. Have your older students listen for two words with their sounds in the story and write them down.

Then, hand out the *Skateboards* page and explain the directions. Have your students begin working on the *Skateboards* page as you take each one aside to work with individually on the story. Reread the story to each of your younger students. Pause where Casey's name appears and have your student hold up his cat puppet and say his cat's name. Have each of your older students give the cat a name with his sound. Then, have him role-play the story with you using his cat's name.

Check the words on the practice papers for the correct speech sounds before they are sent home to be practiced. Indicate whether your student is to say words or sentences.

The month of March has finally arrived. Brennan is really glad because that means spring is just around the corner. Spring means warmer weather, which means Brennan can finally ride his brand-new skateboard!

Brennan got his new skateboard as a gift. It's purple and has a picture of a race car on it. He waited all winter for spring to come. He knows spring is the time to skateboard.

Monday morning, Brennan called his friend **Casey**. He said, "**Casey**, March is finally here. Let's go skateboarding!"

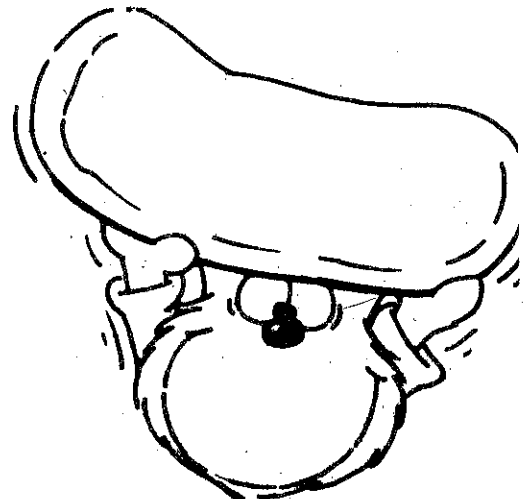
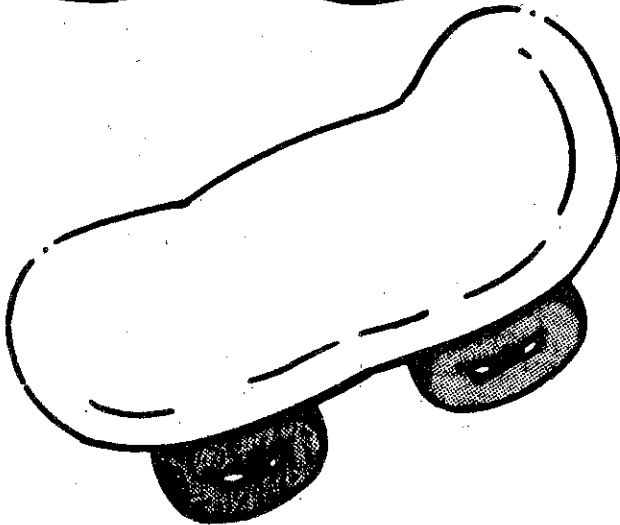
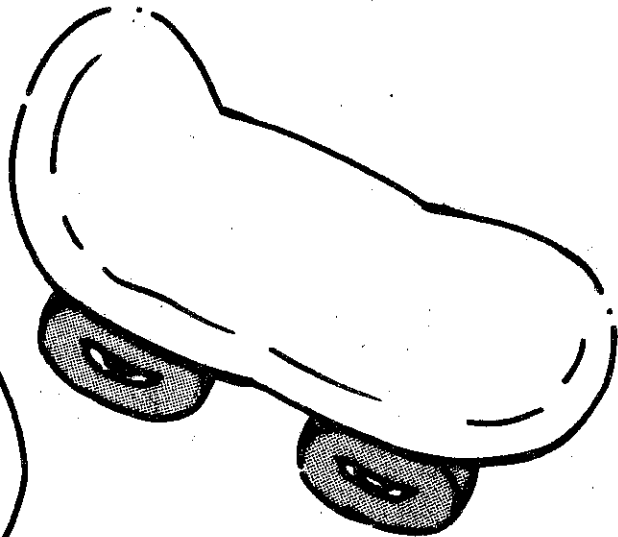
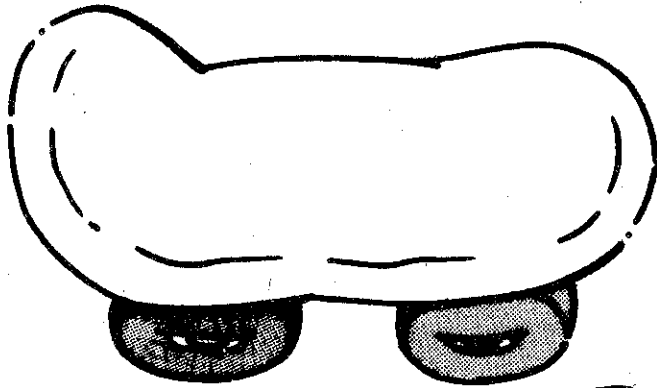
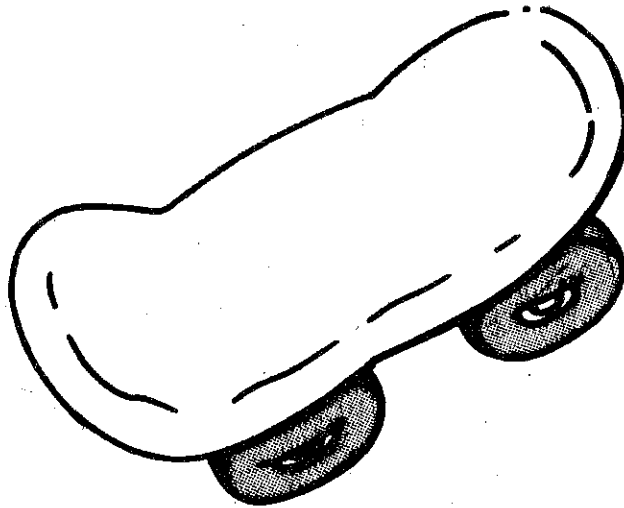
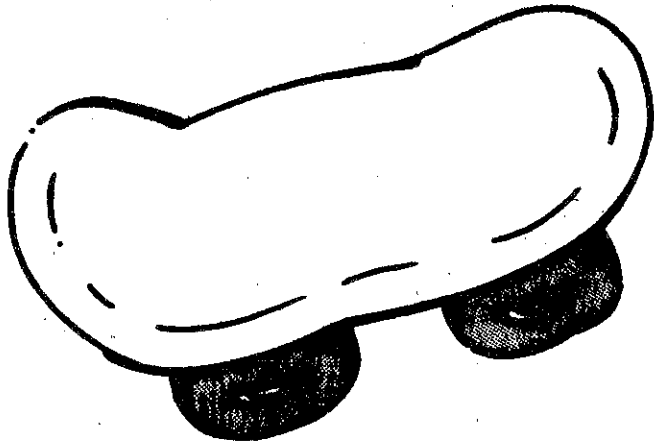
Casey replied, "Brennan, have you looked outside? It's snowing and it's very cold. This isn't a good day for skateboarding. It's a good day to stay inside and draw." Brennan was disappointed, but he stayed inside and drew lots of pictures.

Skateboards

Name _____

Helper _____

Write your cat's name on his skateboard. Next, write words or draw pictures of words with your speech sound on each skateboard.



To Do:

- Say each word in the skateboards three times.
- Use each word in a sentence. Use your good speech!

Rolling Along with Good Speech

Materials: *Skateboarding Casey*
large clasp envelope (optional)
More Skateboards

Preparation: Color and mount the *Skateboarding Casey* page on a large clasp envelope or enlarge the pattern and hang it on a bulletin board.
Make six copies of the *More Skateboards* page. Cut out the skateboards
Write one of each of the sentences below on the back of 10 skateboards.

1. Give this skateboard to another player.
2. Collect a skateboard from every player.
3. Give a skateboard to every player.
4. Collect one skateboard from a player.
5. Say your sound five times.
6. Say your sound ten times.
7. Say a word with your sound at the end.
8. Say three words with your sound.
9. Say a word with your sound in the beginning.
10. Say a word with your sound in the middle.

Put the skateboards in the envelope or hang them around the cat on the bulletin board.

Directions: Have your students take turns choosing a skateboard from the envelope or bulletin board. Have each student say his sound or a word with his sound the number of times indicated on the skateboard.
After a correct response, have the student turn over the skateboard and follow the direction on it, if there is one.
The person who collects the most skateboards is the winner!

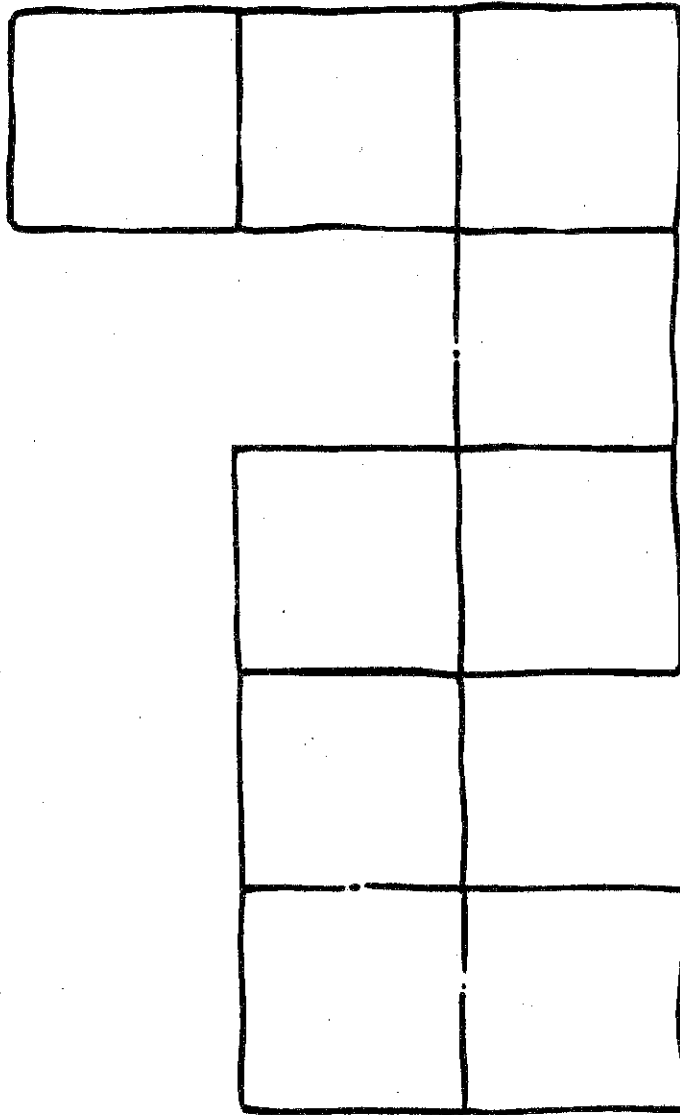
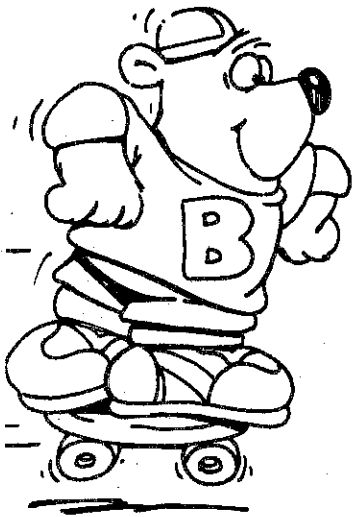
Skateboarding Casey



Rolling Along

Name _____

Helper _____



To Do:

- Say each word in the blocks twice.
- Say each word in a sentence to your helper. Use good speech!

March Word List

lad
skateboard
chase
lambs
cat
lassie
thin
elf
vest
month
leprechaun
parade
catch
lions
sunshine
shamrock
gold coin
St. Patrick's Day
size
luck
fly
rainbow
youth
laces
four-leaf clover
Irish
kites
wish
roller skates
thunder
fly
jump
green
grass
March
wealth
rain

March Secret Sentences

K

Casey Cat has a colorful kite.

G

The goat gobbled the gold.

F

Four fat frogs have funny faces.

V

Victor voted for the very green four-leaf clover.

Sh

I wish the sun would shine on an Irish shamrock.

Ch

Last March, Chang chased a chirping chickadee under an arch.

J

The june bug jumped to suck the juice from a jelly bean.

S

St. Patrick's Day is celebrated on March seventeenth.

Z

There were zero lions in Zelda's zoo.

L

The leprechaun is looking for a lucky clover.

R

Leprechauns have beards, pointed ears, and red hair.

Th

On Thursday, I thought I heard thunder.