

Speech & Language Therapy Activities

Week of: May 11, 2020

Message to families: Hello Locust Lane families! We continue to wish you all the best and we hope you and your family are enjoying the warmer weather and blooming of spring! Thank you for working with us as we continue implementing At-Home Learning Plans for your child. For families that haven't reached out since our last newsletter, we would love to still hear how your child is doing with their speech and/or language. Please send us a text or email with updates on how you feel your child's speech/language is progressing and how you feel about what they're currently working on. If you have not contacted us yet regarding a service plan for your child during COVID-19, please reach out via email, phone, or text (920-619-0311) at your earliest convenience so we can discuss a plan that works best for your child and family. Please continue to reach out to Alyssa (Speech-Language Therapist) and Kelsey (SLP student clinician) at awojtyna@ecasd.us and kworachek@ecasd.us with any questions or concerns you have. We know this extended closure has been difficult on everyone involved; please know that we are here for you and your family if you ever need additional support. Stay well!

Favorite Animated Characters: Attached in this email is a pdf of a variety of popular animated characters. Use this handout (or if a favorite character isn't on it, draw them or google them) to target your child's individual speech/language target below:

→ **Articulation - "Saying Sounds":** Have your child search through the picture and find characters, objects, clothing, and/or colors that have your child's speech sound targets in them. Have them practice the word three times. For children who are doing well with their sounds at the word level, have them put the word into a silly sentence.

→ **Expressive Language - "Using words and sentences":**

For children with expressive language goals, have them talk about their favorite characters from the picture scene. You can target a variety of language targets as they talk about their characters. See examples below:

-**Pronouns:** have them use the correct pronoun he/she/they/etc to talk about the characters in a complete sentence

-**Verb Tense:** have them describe what the characters like to do--in the past (e.g., Nemo was lost), present (e.g., Olaf loves warm hugs), or future (e.g., Peppa Pig will play with George). Use recasting (i.e., repeating correctly) to correct incorrect utterances

-**Describing:** Work on expanding your child's current utterances by encouraging them to use describing words to talk about their favorite characters--have them identify color, size, shape, personality traits, and/or actions associated with them.

→ **Receptive Language - "Understanding words, sentences, and stories":**

For children with receptive language goals, you can play a form of "I Spy" by providing descriptions or directions that lead your child to a certain character. For example:

-I spy a character in the top left corner of the picture, who is blue and has fins (Dory).

-I spy a character to the right of Ernie who is often found to be in a bad mood (Grumpy).

**You can change the number of hints and level of complexity of prompts based on your child's current level of understanding

→ **Social Skills - "Interacting with the people in your environment":**

Take turns describing how you think characters are feeling based on their pictures or their role in their movie or TV show. Be sure to talk about why you think they feel that way (based on their physical appearance or actions). Some characters that may provide good discussion opportunities on new or different emotions are listed below:

-The 7 Dwarfs: Sleepy, Happy, Grumpy, Bashful

-Inside Out Characters: Joy, Fear, Anger, Disgust, Sadness