

Week of March 31st - April 7th

3rd, 4th, & 5th Grade Speech Therapy Choice Board **Student Name** _____ **Date** _____

Directions: Review all of the activities. Choose 2 activities in the appropriate area per week. Place a checkmark next to the activities you complete. Share your choices and your work with your parents.

Parents can help, give prompts, and/or assist on completing any of the tasks.

Articulation <i>Choose 2 activities per week</i>	Language <i>Choose 2 activities per week</i>	Social Pragmatic Language <i>Choose 2 activities per week</i>
<input type="checkbox"/> Work on tongue twisters for targeted sounds - https://languageavenue.com/teachers/teaching/ideas/english-tongue-twisters/item/sounds	<input type="checkbox"/> Read a book with a parent or listen to your parent read a book to you. Then retell the story with correct pronouns, regular and irregular past-tense verbs, compound sentences, and sequence words.	<input type="checkbox"/> Play conversation UNO with family. Same color - comment on the same topic. Same number - questions on the same topic. Reverse - question on the same topic. Draw Two - Two comments on the topic. Skip - question or comment. Wild Card - change topic.
<input type="checkbox"/> Read AR book. Have a parent keep track of correct productions of targeted sound(s).	<input type="checkbox"/> Listen to a passage of a grade-level book read aloud. Then answer factual and inferential questions.	<input type="checkbox"/> Watch parent-approved movie or you-tube videos. Use your social detective skills to determine if people are listening to each other. Tell your parents how you can tell.
<input type="checkbox"/> If Ms. W. or Mrs. Cain have given you /r/ worksheets, work on those with a parent and while looking in the mirror. Ask for more if needed, by sending an email.	<input type="checkbox"/> Determine the meaning of unknown words by using context clues or reference materials (either online or book) and use word in own sentences.	<input type="checkbox"/> Grade people from youtube, etc. videos on how well they maintained eye contact, turned their bodies toward each other, and kept quiet (mouth, hands, and feet) while the other

		person(s) talked.
<p>☒ If there is a sound on which you are working on the carryover level, talk to a conversational partner for 5 minutes and see if your partner can get 10 points in 5 minutes (1 point = 1 articulation error). If your partner gets 10 points s/he wins. If not, you win.</p>	<p>☒ Define words by giving a synonym (ex. It's another name for ____.) or an antonym (ex. It's the opposite of ____.) or by using the following format: "A _____ is a (category label here) that _____ (add one or two descriptions here).</p>	<p>☒ Fill out brain files (three things about each person) that you learned by having a conversation with them or by watching another person's conversation on video.</p>
<p>☒ Play a game with a parent. Say a sentence with your target sound before each turn.</p>	<p>☒ Ask your parent(s) "wh" questions about a book you read together or a movie that you watched together.</p>	<p>☒ Link to some good videos: https://www.pinterest.com/amp/jennywise5/video-clips-social-skills-class/</p>

Good language games that the whole family can enjoy: Apples to Apples, Go Fish, Guess Who, Guess Where, Clue, Memory, Taboo