

AMI for Speech Therapy

Directions: Please complete two activities per week that school is not in session. Choose activities in any order. Parents, please check off and initial to sign off on completed activities.

Articulation (Speech Sounds)

You can email me with any questions or ask what your student's IEP goals are if you do not remember what they should work on at mcmurray@mvschools.net or kakins@mvschools.net. Remember to work on one sound at a time and do not work more than 5 minutes.

I have opened a Boom Card account and have added some articulation skills. To access my decks:

Go to boomcards.com

Student Sign-in

Class 1 (Speech activities)

Username: connie

Password: mves20

Select a sound to work on and picture sign **dog cat**.

Here are also some activities to use to reinforce speech sound production:

- I Spy! Hunt objects around the house that have your sound and say them 5 times each.
- Draw and Color pictures that have your sounds and say them 5 times.
- Read a book and find your sounds. Make a list of words and practice each one 2 times.
- Find 3 items in your bedroom that have your sounds. Say them 5 times each.
- I Spy! Hunt for pictures in a book that have your sound and say them 5 times each.
- Cut and glue pictures that have your sound and say them 5 times each. Use these pictures for more activities.
- Find 3 items in your living room that have your sounds. Say them 5 times each.
- Play a memory game with your sound pictures. Say a word 5 times each time you find a match.
- I Spy! Use a flashlight to find hidden pictures in a dark and say them 5 times.
- Draw pictures of words that have your sounds and see if others can guess what you're drawing.
- Find 3 items in your kitchen that have your sounds. Say them 5 times each.
- Think of 2 TV show that items that have your sounds. Say each them 5 times each.
- I Spy! Have someone hide your pictures around the room for you to find and say them 5 times.
- Play Tic Tac Toe! Make 5 paper pieces with an X and 5 with an O. Write a practice word on each piece. Say the word 3 times each time you make a move.

- Cut out letters from magazines to create new words that have your sounds. Say them 5 times each.
- Find 3 items in your yard that have your sounds. Say them 5 times each.
- Pick 5 words and draw a picture that uses all of the words. Then tell a story about your picture to your parent. Use each practice word 3 times.

Older Students

- Find 10 items in your home that begin with your target sound and say each word 5 times.
- Find words in books that have your sound and practice saying your sound and practice saying
- Play a board game, card game or put together a puzzle and practice saying 5 words containing your target sound before each turn.
- Find 5 things inside your house that have your practice sound in it! Say each word 3 times
- Make up 10 nonsense words using your sound. See who can come up with the silliest words!
- Find 5 things outside that have your practice sound in it! Say each word 3 times.
- Guess the word! Have your parent give you clues and guess which practice word they are describing. Guess 10 different words, go back and say all 10 words again after you guess them all!
- Have a parent hide your practice cards around the house. Turn off the lights and use a flashlight to find them. Say each word 3 times when you find it.
- Pick 5 words. Draw your own picture for each word. Say each word 5 times.
- It is your turn to be the teacher! Teach your parent how to make your target sound. Show them how to say each word. Be sure to have them repeat the word to practice! *(Parent, mess up on some so they can “teach” you how to fix it!)*
- Write, copy, or trace 10 words. Underline your target sound. Say each word 3 times.
- Put 20 words in a bucket, bag, or bowl at the end of your driveway or 10-15 feet away from your parent. Run to get a word, run back and say it 3 times.

Fluency: (Only if student has a stuttering problem)

- Practice relaxation techniques (deep abdominal breathing)
- Practice easy, smooth speech while reading, talking, or completing any of the language activities below

Language:

I have opened a Boom Card account and have added some language skills. To access my decks:

Class 2 (Language - lower level)

Username: connie1

Password: dogs

picture sign in **bat bee**

Class 3 (Language – Upper Level)

Username: connie2

Password: cats

Sign In: cats

Language (Younger students)

1. While working on their AMI packets ask a few questions about the pages they are doing (example: What do you see at the **BOTTOM** of the page? What is the dog doing? Or any questions about positions or anything that makes them think.)
2. If they are playing with toys, have them answer any questions you can think of to get them talking. You can ask about positions, describing their toys, asking them to predict what might happen next, etc.
3. Work on using complete (and grammatically correct) sentences while they are talking.
4. Ask about sequencing activities while cooking or playing (what's first, what's next, etc.)
5. Make a list of 5 words that start with the first letter of your name. Use each word in a complete sentence.
6. Name 3 items in a group and have your partner guess the category!
7. Read them a book and ask questions to make sure they comprehend what you are reading.
8. Ask them to describe foods (salty, sweet, gooey, crunchy, etc.) Ask them to describe toys (hard, soft, big little, green, etc.) Ask them the function of household things (fork, pencil, ball lamp, key, etc.)
9. Basically, talk to your kids. Have a conversation to practice speech turn taking.

Language (Older Students)

- Tell or write the steps describing how to make your favorite meal or snack.
- Read a short story with a parent or sibling and retell the story in order. You can also ask them questions like “who was in the story, what were they doing, where did the story take place, why did they _____, how did they solve the problem?”
- Tell someone the steps in brushing your teeth, making hot chocolate, or making a peanut butter sandwich.
- Play “I Spy” and describe items you see in your house (describe what they do, describe what type of item it is such as “kitchen item, cleaning supply, toy, etc.”, describe the parts of the object)
- Play a simple game if available such as Hi Ho Cherry-o, Candy Land, Chutes & Ladders, Memory, Go Fish or UNO to allow great opportunities to practice language the following language skills: turn taking, following directions, asking and answering questions, using full sentences, understanding concepts including more/less and next/first/last, etc.
- Watch short videos such as Simon’s Cat on You Tube together. Ask your child to name different characters and retell what happened using whole sentences. You can also try this activity using longer shows and movies.
- Help your child say or write the month, date, day of the week, year and upcoming holidays (Easter, Mother’s Day, Memorial Day, etc).
- Talk about what the weather is like today. For younger students, you may want to describe the weather using simple terms such as rainy, sunny, or cloudy and practice using full sentences (ex. “It’s rainy outside today.” “It is sunny today.”) For older students, you can look at the weather forecast together on television, the internet, or weather app and have the student say the probability of precipitation for certain days and ask them questions to improve their understanding of weather concepts (ex: “Is it more likely to rain today or tomorrow?” “Is it more likely to rain at 3:00 or 9:00 today?)
- Work on sentence structure: This can be done by giving your child a word for them to make a sentence. Encourage them to add details of who, when, where, and why. Example (Word: kids. The kids went outside this morning to ride their bikes.) Another way to work on sentence structure is to write a sentence on a piece of paper and then cut the sentence into chunks. See if your child can put the sentence back together.
- Word games help build vocabulary. Examples of this is words that are opposites (hot-cold, tall-short, messy-neat). Words that have the same meanings (glad-happy, trash-garbage, pretty beautiful). Words that have two or more meanings: (ring – a piece of jewelry you wear on your finger, the sound a phone or bell makes. Bark – a sound a dog makes, the brown covering of a tree.
- Name 3 items in a group and have your partner guess the category!

- Name 10 things you would pack in a suitcase for a vacation to the North Pole. Write Santa a letter telling him you are coming to visit and how you will get there.
- It is your turn to be the teacher! Teach your parent about categories. Name items and describe different groups of things for them to guess the category. *(Parent, mess up on some so they can “teach” you!)*
- Draw a picture that uses as many items as you can think of for a given category. Pick between things that fly, things that swim, places you could lose your cell phone, and sweets you could serve at a birthday party
- Guess the word! Have your parent give you clues and guess which antonym they are describing. Guess 10 different words. (Hint: parents say “not _____” to describe. Or give sentences clues. A grown up is tall, but a kid is....)
- Put 20 words in a bucket, bag, or bowl at the end of your driveway or 10-15 feet away from your parent. Run to get a word, run back and give the same meaning or opposite.

Language (Middle School)

- Write the steps describing how to make your favorite meal or snack.
- Read a short story with a parent or sibling and retell the story in order. You can also ask them questions like “who was in the story, what were they doing, where did the story take place, why did they _____, how did they solve the problem?”
- Write the steps in brushing your teeth, making hot chocolate, or making a peanut butter sandwich.
- Play “I Spy” and describe items you see in your house (describe what they do, describe what type of item it is such as “kitchen item, cleaning supply, toy, etc.”, describe the parts of the object)
- Play a simple game if available such as Hi Ho Cherry-o, Candy Land, Chutes & Ladders, Memory, Go Fish or UNO to allow great opportunities to practice language the following language skills: turn taking, following directions, asking and answering questions, using full sentences, understanding concepts including more/less and next/first/last, etc.
- Watch short videos such as Simon’s Cat on You Tube together. Ask your child to name different characters and retell what happened using whole sentences. You can also try this activity using longer shows and movies.
- Write the month, date, day of the week, year and upcoming holidays (Easter, Mother’s Day, Memorial Day, etc).
- Talk about what the weather is like today. For younger students, you may want to describe the weather using simple terms such as rainy, sunny, or cloudy and practice using full sentences (ex. “It’s rainy outside today.” “It is sunny today.”) For older students, you can look at the weather forecast together on television, the internet, or weather app and have the student say the probability of precipitation for certain days and ask them questions to improve their understanding of weather

concepts (ex: “Is it more likely to rain today or tomorrow?” “Is it more likely to rain at 3:00 or 9:00 today?)

- Work on sentence structure: This can be done by giving your child a word for them to make a sentence. Encourage them to add details of who, when, where, and why. Example (Word: kids. The kids went outside this morning to ride their bikes.) Another way to work on sentence structure is to write a sentence on a piece of paper and then cut the sentence into chunks. See if your child can put the sentence back together.
- Word games help build vocabulary. Examples of this is words that are opposites (hot-cold, tall-short, messy-neat). Words that have the same meanings (glad-happy, trash-garbage, pretty beautiful). Words that have two or more meanings: (ring – a piece of jewelry you wear on your finger, the sound a phone or bell makes. Bark – a sound a dog makes, the brown covering of a tree.
- Create a new theme park! Draw it or write about it and describe how it looks, where it is, what and who is there.
- Create a silly monster! Write 5 sentences describing what he looks like and where he lives.
- I have a friend who is an alien. She has never done laundry. Tell her exactly how to wash clothes, step by step.
- Make a Mad Lib! Write a short story. Include when, where, and lots of description words. Make these words blanks and ask another person to tell you a different word in that category to fill in without reading the story!
- Find 5 things outside that go together and tell how they are related in complete sentences.

Feel free to contact me with any questions you might have. Please let your child know that I miss them and cannot wait to see them again soon! WHATEVER YOU DO, MAKE IT FUN!

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