

## Week of April 13th - April 24th

**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.

<b>Articulation</b> <i>Choose 2 activities per week</i>	<b>Language</b> <i>Choose 2 activities per week</i>	<b>Social Pragmatic Language</b> <i>Choose 2 activities per week</i>
Work with your parent(s) on making a list of 10 to 20 words with your targeted sound(s) in the correct word position. Make flashcards with index cards or construction. Make two for each word for games of Go Fish and/or Memory.	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.	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.
Read an AR book. Have a parent keep track of correct productions of targeted sound(s).	Listen to a passage of a grade-level book read aloud. Then answer questions about facts (what is written in the book) or inference (what isn't written, but you can tell from other information).	Watch parent-approved movie or youtube videos. Use your social detective skills to determine if people are listening to each other. Tell your parents how you can tell.
Work on tongue twisters for targeted sounds - <a href="https://languageavenue.com/teachers/teaching/ideas/english-tongue-twisters/items/sounds">https://languageavenue.com/teachers/teaching/ideas/english-tongue-twisters/items/sounds</a>	Find 5-8 unknown words in a book or online and determine the meaning by using context clues or reference materials (online or book). Use the words in your own sentences. Example	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

	<p>resource: National Geographic Kids (3rd-5th) worksheets with diverse vocabulary:  <a href="https://kids.nationalgeographic.com/explore/books/elementary/">https://kids.nationalgeographic.com/explore/books/elementary/</a></p>	<p>person(s) talked.</p>
<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>Play "I Spy" in a room or with a picture book by giving synonyms (ex. It's another name for ____.) or antonyms (ex. It's the opposite of ____.) or by using the following format: "I'm looking at a [person/place/thing] that is a (category label here) that ____ (add one or two descriptions here).</p>	<p>Fill out brain files (write 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 your parent(s). Say a word with your targeted sound the number of times on the card (Sorry), spinner, or dice before each turn.</p>	<p>Roll a dice. See if you can think of that number of wh- questions to ask your parent(s) about a book you read together, or a movie that you watched, or another activity you did together.</p>	<p>Link to some good videos:  <a href="https://www.pinterest.com/amp/jennywise5/video-clips-social-skills-class/">https://www.pinterest.com/amp/jennywise5/video-clips-social-skills-class/</a>.          Youtube: Simon's Cat. Literacy Shed</p>
<p>Find some dice and take turns saying a target word the number of times that comes up on the dice. Each person then receives that many "points." Keep track of the number of points for "first winner," "second winner," etc.</p>	<p>Play hide-and-seek with items you have at home; Easter eggs can be fun if you have them, marbles, blocks, or any other toy; after finding each egg, say "I found [object] ... (use prepositions like in, under, on; use descriptions)."</p>	<p>Watch a clip of a parent-approved video with people talking but WITHOUT the sound. Write down what you think they are talking about and how they are feeling and how you can tell by watching their facial expressions and body language. Watch again with sound.</p>
<p>Play war. Work on subtraction by subtracting the smaller number on the card from the larger number and say</p>	<p>Using a magazine or picture book, roll a dice and describe the pictures using the following conjunctions: 1 - and; 2 - or; 3 -</p>	<p>After watching the clip, draw a picture of what happened using thought bubbles to show what the characters</p>

<p>your word(s) that many times.</p>	<p>but; 4 - because; 5 - if; 6 - while.</p>	<p>were thinking and speaking bubble to show what they were thinking.</p>
<p>If you have plastic Easter eggs at home, write your words on little pieces of paper, put them in the eggs and ask your mom, dad, brother, or sister to hide them around the house for you to find. After finding each egg, say, “I found a ____.” for each.</p>	<p>Scavenger hunt around the house, in picture books, or magazines, looking for items that can fill in the following sentence blanks for possessive pronouns: ____ is mine / is its / is yours / is hers / is his / is ours / is theirs.</p>	<p>Using your brain files, talk to one of these people again (at home, on the phone, or video-chat with the help of a parent) about something in the file. Write down or tell a listener 2-3 things that were helpful from using the brain file information. How do you think it made the other person feel? Did it make talking more or less fun? Do you learn anything new about the person?</p>
<p>Make bingo cards using your list of words (from number 1 above). Write the words on separate pieces of paper and put them in a hat or bag. Have your mom, dad, or a sibling take one piece of paper at a time and read the word. Cover the spaces with buttons or coins.</p>	<p>Find a list of common irregular verbs (<a href="https://i.ytimg.com/vi/llkaqLavbUo/maxresdefault.jpg">https://i.ytimg.com/vi/llkaqLavbUo/maxresdefault.jpg</a>); can you use 5 of the irregular verbs to make up a silly story in past tense? Ex. “The monkeys held all the bananas. They hid the bananas in a big hole.” You can also retell a story you have heard, read, or watched.</p>	<p>Divide a piece of paper down the middle with a vertical line. Label one side of the paper “What I am thinking” and the other side, “What I should say?” Ask your parents to give you some scenarios Write down what you are thinking on the thinking side and what you should say to be polite on the other side. (Sample scenarios are provided below.)</p>
<p>Go “fishing” by putting paper clips on your flash cards (from number one above) Use a magnet attached to a piece of yarn or twine to catch the “fish”. After catching each “fish”, say, “I caught (a) _____.”</p>	<p>Choose a character in a story or a movie who is most like you, and one who is least like you. Write down or describe to a listener 4 sentences about why you are like, or not like, the characters you chose. This can include their personality or what they did in the story. Use correct pronouns and regular and</p>	<p>Think of 1 person you know who is like you and 1 person who is not like you. Write down or describe to a listener how you are similar or not similar to these people. Do you like the same foods, games, colors, movies? Do you not like the same things? How can you tell that they like or dislike these things?</p>

	irregular past-tense verbs.	
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Good language games that the whole family can enjoy: Apples to Apples, Go Fish, Guess Who, Guess Where, Clue, Memory, Taboo, Scattergories, Twenty Questions, and Chutes and Ladders (When a player goes up a ladder or down a chute. He or she should explain what happened using pronouns, past-tense verbs, and complete sentences. (ex. He broke the window so he is getting money to pay for a new window. Or She drew on the wall so she had to wash it.”)

Good games for articulation practice that the whole family can enjoy: Memory (with flash cards) and Go Fish (with flash cards),

- Scenarios for” what do I think versus what should I say” game:
1. Your friend just got a new haircut. It looks stupid.
  2. Your friend brought cookies for a snack. They tasted horrible.
  3. A friend gave you a present you hate.
  4. The field trip was boring. What do you say when the tour guide asks what you thought about the trip?
  5. Your friend did a bad job playing the piano at school.
  6. Your friend got a bad grade on a test.
  7. People are saying mean things about another kid in class.
  8. Your friend burped loudly in class. He’s very embarrassed.
  9. Your friend dropped her lunch tray in the cafeteria.
  10. You were invited to a party but you don’t want to go.