

## Week of April 27th - May 8th

**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.	Watch a movie with your parent(s). Then retell the movie using pronouns and regular and irregular past-tense verbs.	Watch Elf or some Mr. Bean clips with your family. Vote on your favorite unexpected behaviors. Rewatch those clips. Look at how the other people reacted to Elf's or Mr Bean's unexpected behavior verbally and nonverbally.
Tape the cards on cups. Hide a coin or a button under one of three cups. Ask a parent or sibling to move the cups around. Then ask, "Is it under the cup with _____ on it?" Repeat.	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). Ask your parent(s) some questions about the book.	Interview your parents or siblings. Ask them silly questions "Would you rather eat raw spaghetti or walk barefoot in the mud?" See if they will ask you silly questions as well.
Work on tongue twisters for targeted sounds - <a href="https://languageavenue.com/teachers/te">https://languageavenue.com/teachers/te</a>	Try to get everyone to join in this game. Go around in order. Ask everyone to name a food starting with letters in	Grade people from youtube, etc. on if their reactions to a situation or problem matched their size of the problem using

<p>aching/ideas/english-tongue-twisters/items/sounds</p>	<p>alphabetical order. (ex. Apple, banana, cucumber, etc) Next choose a different category. Ex boys' names.</p>	<p>the 5 point scale. 0 - Everything is fine. 5 - Everything is horrible, fire, earthquake, etc.) Notice how other people react to a person reacting at a level 5 to a level 1 problem.</p>
<p>Think of a person or animal with your sound in its name. Make up a story about that animal or person. Tell the story to at least 2 people.</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>Think of 3-5 things you like to do. Ask someone if they would like to do these things and look at their face to guess what they think. Then ask them a question to see if you were right. Try to stay on topic with questions and comments.</p>
<p>Put paper clips on the index cards. Tie a magnet to a piece of string. "Go Fishing" After you "catch" each "fish", tell your parent(s) and/or siblings, "I caught a _____."</p>	<p>Draw a picture with many different colors and shapes. Don't let your parent(s) see it. Tell them how to draw it without letting them look at your picture. For example, draw a red ball next to the blue swing. After they are done, compare your pictures.</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>Think of a song that has your sound (or make up your own). Sing it and count how many times you make your sound.</p>	<p>Tell your parent(s) that you are thinking of something that fits in a group with (x, y, and z) see if they can guess it and give a label for the group. For example, "I am thinking of something that fits in a group with broccoli, corn, and green beans"</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>Make cards of your target words. Tape</p>	<p>WITH PARENT PERMISSION play a game</p>	<p>After watching the clip, pretend you are</p>

<p>them to a board or to the wall (with parent help or permission) and turn off the lights. Find the words with a flashlight and say them out loud.</p>	<p>of balloon volleyball Start the game by calling out a category and hitting the balloon. Each time the balloon is hit the person hitting the balloon must say a word from the category If the balloon is not hit, a word is not said or a word is repeated the other team gets the point. Continue play with a new category.</p>	<p>one of the characters and tell how you felt about the situation. Have your parent and/or sibling pretend to be one of the characters from the clip and explain how he or she felt. Discuss how you could have solved the problem.</p>
<p>Make your own board game with paper and markers and put your target words on the spaces. Decorate the board game with pictures of objects with your target sound in the words. Play the game with someone else, using dice or a spinner.</p>	<p>Play 20 questions with a parent or sibling. Take turns thinking of something and have the other people guess the item by asking yes/no questions. Sample questions include: “Is it alive?” “is it a person?” Is it an animal?” Is it a mammal?” Is it a meat-eater or a plant-eater” “Is it a wild animal?”</p>	<p>Play charades with movies! Have someone guess which movie you are acting out and vice versa. Take turns! What are some of the actions that help you think of different characters and how they act or talk? How can you tell what they are feeling?</p>
<p>Tape your words to plastic/paper cups, blocks, or some other item you can stack. See how many you can say and stack before the tower falls down.</p>	<p>Hide a “treasure” in the house. Give a parent or a sibling directions to find the “treasure”. Use at least 4 steps to help them find it. Ex. “First walk into the biggest room in the house. Next, look behind the red thing that we sit on. There is a box back there. Look inside the box.”</p>	<p>Look at wordless picture books with your parent(s) and or siblings. Think of what is happening in the book. Ask and answer questions about the book. See if you and your parents noticed the same things about the book and if they were telling the same story in their heads as you were in yours. Some choices: Three Red Balloons, The Flower Man, Frog, Where are You?, and Good Dog, Carl.</p>
<p>Put your target words on pieces of paper and then put them in plastic/paper cups. Line the cups up, or</p>	<p>Play go fish with picture cards WITHOUT saying the name of the card you want. For example, if you want a horse, say,</p>	<p>Using the same wordless picture books use thinking bubbles and speaking bubbles made out of scratch paper.</p>

<p>put them into different patterns on the floor or table. Get a ball, coin, button, etc. and stand back and throw it into the cup targets. After getting the ball into a cup, say the word or words you put in the cup.</p>	<p>“Do you have a farm animal that people ride?” You can give more descriptions so the other player knows what you want. If you say the name of the card by mistake, your opponent gets the card.</p>	<p>Write down some thoughts and spoken words. Put them above different characters. See if those thoughts or spoken words fit the characters based on the characters’ facial expressions</p>
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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, Blurt, 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),