

Week of May 11th - May 19th

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>
<p>Work with your parent(s) on listening practice using minimal pairs. Home-speech-home.com has lists of minimal pairs. Have your parent(s) read you some of the pairs and see if you can tell which sounds they are saying.</p>	<p>Make some flashcards with pictures of people - men, women, boys, girls, and groups of people. You can either draw these cards or grab pictures out of a magazine. Next, divide the flashcards between you and a parent and/or a sibling. As fast as you can place the flashcards in the correct spot under the heading “she”, “he” or “they”. The first person to put down all of the flashcards wins!</p>	<p>Watch parent-approved you-tube videos or movies. Note some of the unwritten rules that everybody follows. Example - everybody faces the same way on the elevator. In some silly you-tube videos note what happens when people don't follow the “unwritten rules” (example burping or eating loudly in the library). How do the other people feel? How can you tell?</p>
<p>Tape cards with words with your targeted sound(s) on cups. Stack as many cups as you can after putting each word into a sentence using your best speech sounds. See if you can beat your previous high score.</p>	<p>Write the following sentence starters on flashcards “I know _____.”, “The car belongs to _____.” It is _____ house.” “The toys are _____.”, and “The house is _____.” Shuffle these cards and put them face down. Shuffle the flashcards with pictures of people</p>	<p>Interview your parents or siblings. Ask them questions to find out what they like to talk about. After talking with them, write down some questions that you could ask them next time you talk about things in which they are interested.</p>

	<p>and put them in a separate pile face down Before taking a turn in a board game, pick up a card from each pile and use the correct pronoun to finish the sentence. Ex. "It is <u>her</u> house." or "The house is <u>hers</u>."</p>	
<p>Work on tongue twisters for targeted sounds - https://languageavenue.com/teachers/teaching/ideas/english-tongue-twisters/item/sounds</p>	<p>Make some flashcards of different actions (ex. Sleeping, eating, dancing). You can draw them (stick figures) or get pictures out of a magazine or off the internet. Get 9 or 10 more flashcards and write past, present, or future on each of them. Make sure that you have at least two of each. Put each set of flashcards face down Before playing a board game take one card from each set and make a sentence using the correct verb tense (ex. I danced. I dance everyday. Or I am dancing. I will dance or I am going to dance.)</p>	<p>Grade people from youtube, etc. on how they did in conversations. Did they take turns? Did they talk about the same amount as the other person or did they talk on and on? Did they ask the other person questions?</p>
<p>Make a 6 by 6 grid and put in 36 words containing your target sound(s). Write the numbers 1 through 6 across the top of the columns and the numbers 1 through 6 down along rows. Roll two dice and block off the space found by determining where the two numbers meet. Say a sentence with the target word and block off the space with an X or an O. Have your parents roll two dice</p>	<p>Write out 10 to 20 verbs that have the regular (-ed) past-tense ending. Use this list or make up some of your own: walked, painted, crawled, cooked, cleaned, washed, voted, climbed, played, pushed, pulled, opened, chased, tagged, picked, wilted, planted, patted, roasted, floated. Next divide them into three piles based on the sound that you end at the end of the word /d/, /t/, or</p>	<p>Play catch with parents or siblings. Each person can make a comment or ask a question when he or she is holding the ball. Remember that just like in a game of catch everybody gets a turn. Don't hold the ball too long or talk too long or the other people might get frustrated.</p>

<p>and say the word in a sentence. See who gets 4 in a row first</p>	<p>/ed/ See if you can figure out why different verbs have different sounds for the -ed ending.</p>	
<p>Write out some words containing your targeted sound(s). Play a board game with your parent(s). Before each turn in the game each player has to pick up a card and make a sentence using the word on the card. Your parent(s) will make sure that you say the words correctly. Listen carefully when your parents make a sentence. Maybe they will make a mistake to see if you're listening! If your parent makes a mistake, make sure he or she corrects the mistake and says the sentence again.</p>	<p>Divide the verb cards from the square above between you and at least one other person. Make a spot to put the words that end with a "d" sounds, a spot for the words that end with a "t" sounds, and one that ends with an "ed" sound Race against your opponent to see who can get rid of his or her cards first.</p>	<p>Link to some good videos: https://www.pinterest.com/amp/jennywise5/video-clips-social-skills-class/. Youtube: Simon's Cat. Literacy Shed</p>
<p>Play the card game war. Subtract the smaller number from the larger number. Say that number of sentences using a word with your target sound.</p>	<p>While reading a book write down all of the irregular past-tense verbs. Make two sets of cards with present and past-tense verbs. Play memory or Go Fish. ex. Do you have found? Do you have find?"</p>	<p>Watch a clip of a parent-approved video with people talking but WITHOUT the sound. Grade them on their body language during conversation. Could you tell if they were listening and answering appropriately even without sound?</p>
<p>While reading a book to your parent(s), write down all the words on one page containing your target sound. Practice the words separately and then read the page out loud to your parent(s) using</p>	<p>WITH PARENT PERMISSION play a game 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</p>	<p>After watching the clip, pretend you are 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</p>

<p>your best speech.</p>	<p>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>explain how he or she felt. Discuss how you could have solved the problem.</p>
<p>Make up a hopscotch game with chalk outside. Write one or two words containing the targeted sound(s) in each space. When a rock is thrown into a space say a sentence using one or both words before your turn.</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 “wh” questions. Sample questions are “Where would I find this thing?” “What does it do?” “What does it eat?”</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>Set a timer for one minute. Compete against your parents and siblings to see how many words that start with your target you can write down in one minute. Do it again for sounds in the middle and final word position.</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.” Next have them hide a “treasure” for you and follow their directions.</p>	<p>Write down six emotions on a piece of paper (ex. Happy, sad, scared, tired) then take turns rolling a die with a parent or sibling. After rolling the die try to match your facial expression to the emotion. Look at your face in the mirror. Ask yourself how you can tell that you are happy, mad, etc.</p>
<p>Make a set of Go Fish cards (two of each word with pictures or written words) with 20 different words. Play Go Fish with a parent or a sibling with your best speech sounds.</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, “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>Take pictures of your parents’ expressions and have them take pictures of you when playing the game above. How do your expressions all look the same when you are acting out “mad”, “sad” or “scared”?</p>

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),