

Preschool/Early Learning Speech & Language Home Learning - Week 3

Choose one or two activities from the area (articulation, language, or both) your child has been working on in speech therapy to do with your child for this week's home practice.

Articulation: Pick one target sound (and a position – at the beginning, in the middle, or at the end of words) to focus on this week. If you would like, you may also do the language activities below with focus on your target sound.

- ☐ Find 5 toys that have your sound and set up a treasure hunt with them. Use your best speech when you find each one!
- ☐ Draw a picture of three things you might see in the rain that have your sound. Use your best speech to tell someone about your picture.
- ☐ Take a walk/bike ride. What do you see that has your sound?
- ☐ Name some zoo animals that have your sound. Which is your favorite?
- ☐ Think of the names of 5 friends/classmates. Does anyone have your sound in their name?
- ☐ Listen while Mom/Dad/Grandparent reads you a story. Can you hear your sound?
- ☐ Think of some rhyming words with your sound. Say each word with your sound 10 times.

Receptive & Expressive Language: Choose an activity or two. If your child is not able to verbally express yet, model for him/her as you do these activities together and phrase questions so that your child can receptively show you his/her answer (e.g., “Show me the one that ____.”).

☐ Go on a Bathroom Scavenger hunt: find one of each: towel, soap, hair brush, toothpaste, toothbrush, comb
*Possible Discussion/questions: What is it? What color is it? Tell me something about it. Which do you put in your mouth? Which do you use to wash your hands? Which has bristles? Which do you use in your hair? Which are used to brush teeth? Which is soft? Which goes in your mouth?

☐ Play Simon Says [to work on following 1-2 step directions and listening carefully before acting (impulse control)]: Stand facing your student. Give directions with or without saying “Simon Says”; teach your student to only follow directions when “Simon Says” is said. Choose actions your child is able to complete.

→ Example 1-step directions:

- ◆ Clap your hands.
- ◆ Touch your head.
- ◆ Take one step forward.

→ Example 2-step directions:

- ◆ Clap your hands and stomp your feet.
- ◆ Take one step forward then turn around.
- ◆ Touch your head then touch your toes.

☐ Sort the silverware after it is washed – talk about what each is used for & 2 types of food that each is the best to use for.

☐ Set the table - talk about what we need, what each item is used for, where it goes, and who is going to sit where.

☐ “I SPY”: Look around your house/go outside and find 5 things that are “small”. Talk about what they are, what they do, where you find each of them, and what other things are BIGGER than them.

☐ Hot/Cold Activity: Put some food coloring in with water to fill an ice cube tray and freeze. After the ice is frozen, heat a bowl of warm water. You want the water to be warm enough that it will melt the ice but not so hot that it will burn your child if it spills. Drop the ice cubes in the warm water so that your child can watch them melt. Use describing words to talk about what happened: hot/cold, warm, frozen/melt. Later ask your child to tell you what happened to the ice cubes.

☐ Read a story – talk about what is happening in the pictures, what you think will happen next, and how the character(s) feel. Afterwards, talk about: Who was the story about? Where did the story take place? What happened? Feel free to do this one every day. ☺