

Preschool/Early Learning Speech & Language Home Learning - Week 7 (May 11th- May 15th)

Choose 1 or 2 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. You may also do the language activities below with focus on your target sound.

- ☐ Play “**I Spy**” in your yard. Find as many things that have your speech sound as you can.
- ☐ Count from **20-40** using your best speech.
- ☐ During **bathtime**: Name 5 words that have your sound in them. Practice them each 5x.
- ☐ Name 5 **movie characters** that have your speech sound. Say them 10x.
- ☐ Look through a **photo album** (or pictures on your phone) and find 5 people or things in the photos that have your sound. Say them each 5x.
- ☐ Watch a **movie**. Do you hear your speech sound?
- ☐ Play a **board game**. Use your best speech when it is your turn. Hear your sound when someone else talks? Everyone practice that word together 3x with their best sounds.

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 **Crafts Scavenger Hunt**: find each of the following items: markers, scissors, crayons, glue, envelope, ribbon
*Possible Discussion/questions: What is it? What color is it? What do you do with it? Which is sharp? What can you write with? Which one goes in the mail? Which one is a liquid? What do we cut with? Which can we color with? Which one can we tie? Which one is sticky?

- ☐ Help **Cook Dinner**. Talk about/label what items you need and what they do as you let your child see (pot/pan, wooden spoon), as well as what ingredients you need and what you need to do to each (chop the carrots, mash the potatoes). Talk about and feel what happens to the foods as we cook them (the carrots start out hard and get softer). What do you smell?

- ☐ **Magic Mystery Bag**: Hide 10 common objects in a pillowcase or large box (examples: book, child's cup, photo of family member, toy airplane, cookie cutter shape) - have your child pull one out at a time and label it + tell you something about it, or you can model telling something about it, such as: What do you do with it/what do we use it for? What color/shape is it? Where do you (normally) find it?

*Level-Up: Have your child close his/her eyes (or blindfold) when pulling each item out and have your child guess what the item is before getting to see it. Were they right? Why did they think it was their guess?

- ☐ **Spatial Concept Snack Time**: Take turns putting your snack in various locations before eating! (This is fun to do with small things you have many of so you can take several turns, such as: Cheerios, M&Ms, fishy crackers, teddy grahams...)

★ The opposite person tells “where” the hider put the item before they get to eat it (examples: under the table, behind my back, in front of my nose, between the cup and the bowl, on top of the cup, next to the spoon, in bowl)

- ☐ **Stuffed Animal Pronouns**: Find 10 objects (you can use the same objects as for the magic mystery bag here) and two stuffed animals - one that can take on the “she” pronoun and one that can take on the “he” pronoun. One-by-one, give an item to one of the stuffed animals and practice with the sentence, “He/She has a ____” and/or “____ is his/hers.”

*Level-Up: Also practice giving items for both of the stuffed animals to share, practicing the sentences: “They have ____” and “____ is theirs.”

- ☐ End of the **Day Recall** – At the end of the day, recall the day's events with your child. Help your child remember where he/she went, what he/she ate, and what he/she did. Feel free to do this one every day. ☺