



Another greeting from Christine Tunney, your child's Speech-Language Therapist!

Thank you for your patience and grace as we work together to determine and provide the best distance learning plan for your child and your family.

My goal during this time is to help you feel empowered and comfortable working with your child toward maintaining his/her current speech and language skills. It is very important to me that you understand that I know you and your child are doing your best!

I am using Remind, a texting tool, with many parents. If you did not respond to the original text I sent between 4-16 & 4-20-2020 and would still like to join, see the instructions on the attached page. If this Remind page is not attached, you have either signed up already or it will not apply for your child!

Attached you will find some materials/suggestions/tips for the next 2-3 weeks related to speech & language practice. Please email or text me with Remind a picture of the work they are doing with speech and language if you can. And reach out to me with any questions or concerns!

Thank you for your patience during this process. Stay safe & healthy!

-Mrs. Tunney

P.S. - Please tell your child that I miss them! 😊

Email: ctunney@ncresa.org , Call my office #: 231-924-7276, And/or text with Remind





Sign up for important updates from Mrs. Tunney.

Get information for Speech & Language Therapy right on your phone—

Pick a way to receive messages for Speech & Language Therapy:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/fbhg86a

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.

A mockup of a smartphone screen displaying the Remind app's sign-up interface. At the top, the URL "rmd.at/fbhg86a" is shown. Below it, the text "Join Speech & Language Therapy" is centered. There are two input fields: "Full Name" with the placeholder "First and Last Name", and "Phone Number or Email Address" with the placeholder "(555) 555-5555".

B If you don't have a smartphone, get text notifications.

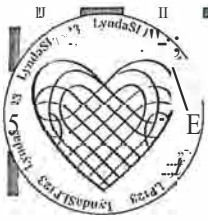
Text the message @fbhg86a to the number 81010.

If you're having trouble with 81010, try texting @fbhg86a to (734) 720-0586.

** Standard text message rates apply.*

A mockup of a text message interface. It shows a "To" field with the number "81010" and a "Message" field containing the text "@fbhg86a".

Don't have a mobile phone? Go to rmd.at/fbhg86a on a desktop computer to sign up for email notifications.

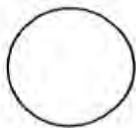
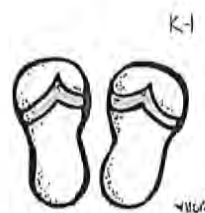


Ways to Practice Language *at* Home

1. Ask your child to bring you 2 items from a room in your home. Have your child *tell* you how those 2 items *are* the same and how they *are* different.
2. Play I Spy. This *game* is *great* for using descriptive words.
3. Read *a* book to your child (or have them read *a* book). Ask them these questions: Who was in the story? What did they do? Where did the story *take* place? (For older children, you can also ask: What problem did they have? How did they solve it?)
4. Ask your child to name 3-5 things that *are* {fill in an adjective} Example: 3 things that *are* huge; 3 things that *are* red; 5 things that are yummy.
5. Be the Teacher: Grab 2 sheets of paper. Have your child draw a simple picture on one of the sheets but tell him not to show you. Have your child *tell* you *HOW* to *draw* what he drew. No peeking! Then switch roles and have your child draw as you *tell* them how to draw something.
6. Have your child draw two different pictures (to show two different meanings) of the following words: bat, *parrot*, *face*, tie, star. For older children, use these words: punch, date, soccer, racket, hunch.
7. After you watch this video on YouTube, ask your child to tell you what happened in the video:
<https://www.youtube.com/watch?v=454nNoD6-TI>
8. Bake some cookies! Recipes work well for practicing sequencing, following directions, and memory recall. Ask your child to *recall* the steps of the recipe. Teach new vocabulary (spatula, timer, frosting, *roll*, pour, scoop).
9. Play Simon Says to *work* on *following* directions.
10. Have your child teach you a new dance.



Directions: Color the circle for each day you complete the activity.



Finish the phrase:

Today I work....yesterday I _____tomorrow I _____



Finish the phrase:

Today I study....yesterday I _____tomorrow I _____



Tell the opposites:

soft, bumpy, heavy



Show what these words mean:

march, prance, walk



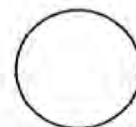
Show what these words mean:

look, glare, glance



Finish the phrase:

1 book....2 _____ 1 plant....2 _____ 1 wall...2 _____



Finish the phrase:

1 horse....2 _____ 1 bike....2 _____ 1 pencil...2 _____

Common Core Standard(s)

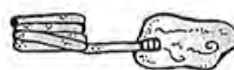
L 4 Use the most frequently occurring inflections and affixes

L 5 Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites

Created by Nicole Allison



Directions: Color the circle for each day you complete the activity.



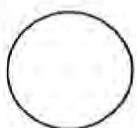
Finish the phrase:

1 foot, 2 _____ 1 tooth, 2 _____ 1 mouse, 2 _____

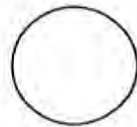


Finish the phrase:

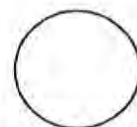
1 child, 2 _____ 1 goose, 2 _____ 1 fish, 2 _____



Use "feet" in a sentence.



Use "children" in a sentence.



Finish the phrase:

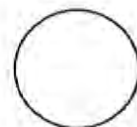
Today I swim, yesterday I _____ Today I run, yesterday I _____



Finish the phrase:

Today I take a paper, yesterday I _____

Today I give a gift, yesterday I _____



Finish the phrase:

Today I catch the ball, yesterday I _____

Today I throw the ball, yesterday I _____

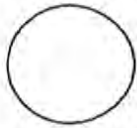
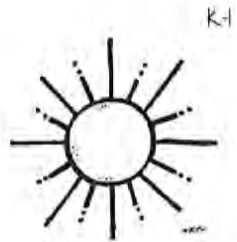
Common Core Standard(s)

L.1 Form and use frequently occurring irregular plural nouns

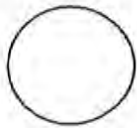
L.1 Form and use the past tense of frequently occurring irregular verbs

Week 3

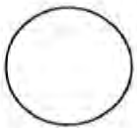
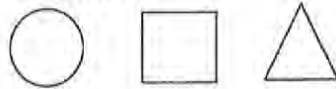
Directions: Color the circle for each day you complete the activity.



What are these?
pig, horse, cow



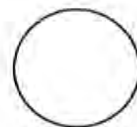
What are these?



What are these?
apple, banana, strawberry



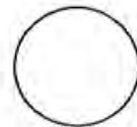
What are these?
shirt, pants, socks



What are these?
broccoli, carrot, corn



What are these?
dog, cat, fish



What are these?
tulip, daisy, rose

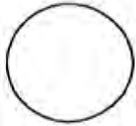
Common Core Standard(s)

L.5 Sort common objects into categories to gain a sense of the concepts the categories represent

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Week 4

Directions: Color the circle for each day you complete the activity.



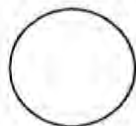
Tell 3 things about



Tell 3 things about



Tell 3 things about



Ask a question that starts with "who."



Ask a question that starts with "when."



Ask a question that starts with "what."



Ask a question that starts with "where."

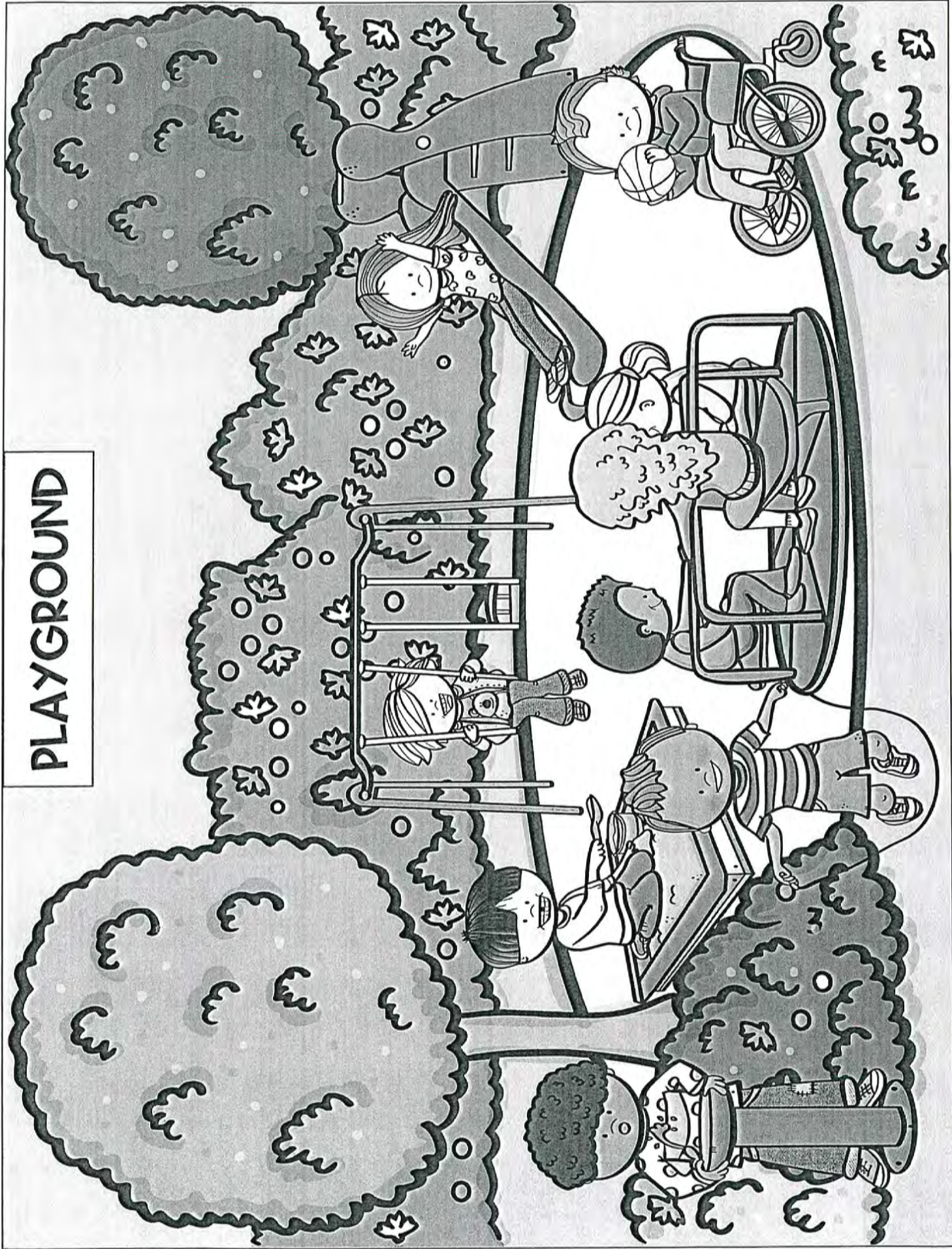
Common Core Standard(s)

SL. 4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly

L. 1 Understand and use question words (who, what, where, when, why, how)

Created by Nicole Allison

PLAYGROUND



PLAYGROUND – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Touch a boy
Touch the slide
Point to a swing
Touch the ball

Verbs:
Touch the kids who are spinning
Touch the child who is swinging
Point to the one who is sliding
Touch someone who is jumping
Point to the child who is drinking

Two Step Directions:

Touch a ball, then a wheel
Touch a tree, then a boy
Touch a swing, then the slide
Touch the sandbox, then a girl

Colors:

Touch something red
Touch something green
Point to something yellow

Negation:

Touch something that is not red
Touch someone who is not sliding

PLAYGROUND – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Point to a picture on the scene and asked
“what is it?” or “what is this?”

Verbs:

Touch different children in the picture and ask
“what is he/she doing?”

WH Questions:

Point to a child and say, “where is this boy/girl?”
Ask, “who is on the slide”, “who is drinking”

Colors:

Point to different pictures in the scene and
ask “what color is it?”

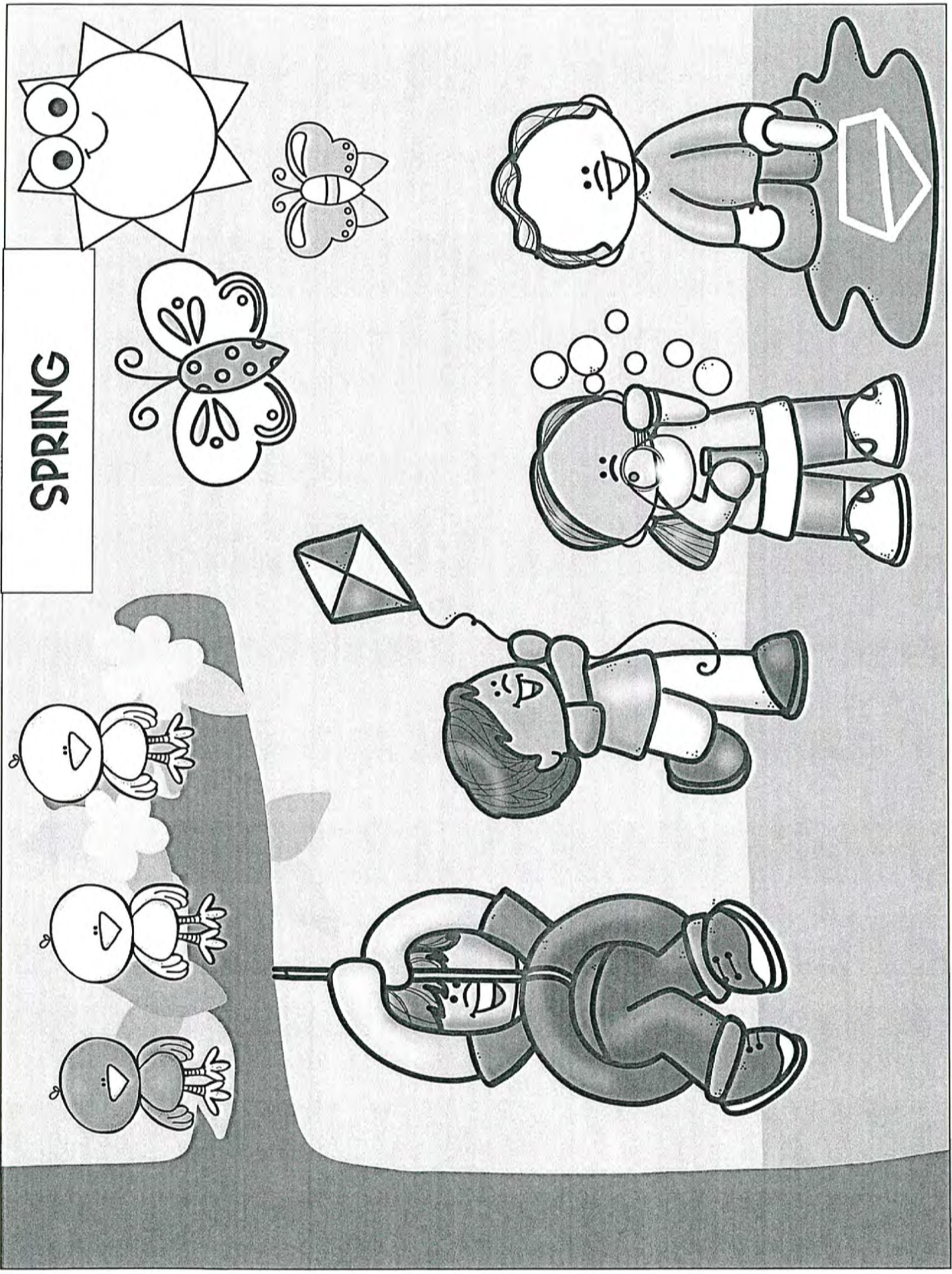
Increasing sentence length:

Ask your child to tell you about what is
happening in the picture. You can encourage
putting two words together (green tree), three
words (he is sliding) etc. Model it and see if
they will repeat you

Yes/No Questions

Touch a picture in the scene and ask a yes or
no question, such as “is he jumping?”

SPRING



SPRING – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Touch a boy
Touch the swing
Point to the bubbles
Touch the sun

Verbs:
Touch the kid who is blowing
Touch the child who is swinging
Point to the one who is drawing
Touch the boy who is flying a kite

Two Step Directions:

Touch the sun, then the kite
Touch a bird, then a boy
Touch the bubbles, then a butterfly
Touch the chalk, then a girl

Colors:

Touch something red
Touch something green
Point to something yellow

Negation:

Touch something that is not red
Touch someone who is not swinging

SPRING – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Point to a picture on the scene and asked
“what is it?” or “what is this?”

Verbs:

Touch different children in the picture and ask
“what is he/she doing?”

WH Questions:

Point to a child and say, “where is this boy/girl?”
Ask, “who is on the slide,” “who is swinging”

Colors:

Point to different pictures in the scene and
ask “what color is it?”

Increasing sentence length:

Ask your child to tell you about what is
happening in the picture. You can encourage
putting two words together (yellow sun), three
words (he is drawing) etc. Model it and see if
they will repeat you

Yes/No Questions

Touch a picture in the scene and ask a yes or
no question, such as “is he jumping?”



Ways to *Practice* *Social Skills* at Home

1. *Brainstorm* ideas with your child on how to handle *situations* that make him/her angry.
2. *Practice* staying on *topic* with your child. *Talk* about your favorite foods. Prompt your child (if needed) to *ask* you about your favorite foods. Prompt your child (if needed) to *only talk* about food *until* everyone has shared their favorite food.
3. *Practice taking* turns while *playing a board game or a card game*.
4. *After* you watch this *wordless* video on YouTube, *ask* your child the *following* questions: What *problem* did the pig have? How *did* he try to solve it? How did he get the cookies? How *did* the pig *feel* when he got the cookies?
<https://www.youtube.com/watch?v=EUM-vAOmV1o&t=4s>
5. *Brainstorm ideas* with your child on how to handle situations that make him/her nervous.
6. *After* you watch this *wordless* video on YouTube, *ask* your child the *following* questions: Why did the mice *look* around? Where do you think the crumbs came from? Why *did* the *blue* mouse get *slower*? Why did the brown mouse give the *last* crumb to the *blue* mouse?
<https://www.youtube.com/watch?v=p3Rrc8Q00w0>
7. *Practice* greeting each other and *saying* goodbye. For a fun *twist*: try this activity *using different* voices/accents.
8. *Make* different *facial* expressions and have your child *label* how you *are* feeling based on your *facial* expression.
9. Have everyone spend the day *giving people* compliments.
10. *Brainstorm a list* of words that make people feel sad or mad and *a list* of words that make people feel happy.

Let's Practice Social Skills at Home









How would you respond if I said....

1. Hello!
2. What time is it?
3. How are you?
4. My stomach hurts.
5. See you tomorrow.
6. What's new?
7. What's your name?
8. Do you like my new shirt?
9. Can I borrow your pencil?
10. What's happening?
11. Goodbye!
12. Ow! You stepped on my foot!
13. It was nice meeting you.
14. What's your favorite color?
15. Do you want to play a game of Uno?
16. Thanks for the present.
17. It's good to see you.
18. I can't find my shoes.
19. You broke my pencil.
20. See you later alligator!



HOME PRACTICE – Social Communication

Skills addressed: feelings, asking questions, politeness, Rules, Critical Thinking & Perspective taking

Mustache Monday	Tuesday	Wednesday	Thursday	Feelings Friday	Saturday Sunday
<p>I mustache you a?</p>  <p>Your aunt tells you she got a new puppy. What are three things you could ask her?</p>	<p>What can you say to interrupt a person politely? Why is it important to use good manners?</p>	<p>You want to ride your bike but it has a flat tire. What is the problem? Tell two possible solutions.</p>	<p>Liam put on his suit, grabbed his towel, sunglasses and put on sunscreen. Name two places he might be going?</p>	<p>Name 3 things that make you happy.</p> <p>Name 3 things that make you mad.</p>	<p>Enjoy the weekend!</p> 
<p>I mustache you a?</p>  <p>Your friend says "I had a great weekend!" What are three things you could ask them?</p>	<p>It's nighttime and your neighbors house doesn't have any lights on. Give 2 reasons why the lights aren't on.</p>	<p>Keira is not allowed to go outside to play today. Give three reasons why she's not allowed to go outside to play.</p>	<p>Talk about your favorite game. What are the rules to that game? Why are the rules important?</p>	<p>What might cause someone to be embarrassed? Have you ever been embarrassed before?</p>	<p>Enjoy the weekend!</p> 
<p>I mustache you a?</p>  <p>Your dad says "We have an busy weekend planned!" What are three things you could ask him?</p>	<p>Your baseball team just won a close game. What is your perspective of the game? What is the other teams perspective of the game?</p>	<p>The floor by the fridge is sticky? What is the problem and what caused it? What is a solution to the problem?</p>	<p>If you're feeling upset or mad, name 3 strategies you can use to calm yourself down.</p>	<p>How are you feeling today? Tell someone why you're feeling this way.</p>	<p>Enjoy the weekend!</p> 
<p>I mustache you a?</p>  <p>Your friend says "I'm leaving for vacation tomorrow." What are three things you could ask them?</p>	<p>You want your friend to spend the night. What can you say to your parents to convince them to say "yes"?</p>	<p>Mollie is late for school. Give three reasons why she's late.</p>	<p>Do something today that makes you and others happy.</p>	<p>What might cause someone to be frustrated? Have you ever been frustrated before?</p>	<p>Enjoy the weekend!</p> 

Social Communication

A little practice everyday helps your communication skills stay!



Practice 3-4 times weekly to help maintain your speech skills!

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