Kindergarten, First and Second Grade Language Ideas

Day 1: Look around the house. Talk about five things you see in each room. Have your child tell you the name of the item, what it does, what category it belongs to, and one descriptive word. Example “couch, you sit on it, it's furniture, it's gray and soft”.

Read a story together. Have your child tell who the story is about, where it takes place, what the problem is and retell the events of the story. Have them answer who, what, where, when, why questions about the story after each page.

Day 2: Scavenger hunt/ I spy
Describe objects around the house or outside and have your child tell you what you are talking about. Have them locate objects you are describing.

Play Simon Says and work on position words “in, on, under, next to (beside), behind, near, far, above, below”

Day 3: Play the category game. Take turns naming as many things in a category as you can. Name as many fruits, vegetables, tools, sports, drinks, colors, shapes, days of the week, months, cartoon characters, movies, desserts, toys, girls names, boys names, vehicles, clothing, furniture, teachers, things that are hot, things that fly

Day 4: Make breakfast together. Talk about the steps to make a bowl of cereal, make toast, eggs, a pitcher of lemonade, a peanut butter and jelly sandwich, a pizza

Day 5: Ask your child to describe your pet, your house, the people in the family. -Take turns having your kids ask each other questions to learn more about each other.

Day 6: talk about emotions. Take turns showing what each emotion looks like on your face and body language. Sad, mad, scared, surprised, shy, worried, frustrated, jealous, happy. Watch this video https://www.youtube.com/watch?v=ZxfJicfyCdq https://www.youtube.com/watch?v=uiZr0dPu5sk

Day 7: Read a story together and have your child be the teacher and have them ask the questions. Some kids have trouble coming up with the right way to phrase questions. Have them ask you a who, what, where, when and why question.

Day 8:: Watch a movie together and have your child retell the story.

Day 9: following directions with Simon Says with two steps: touch your nose, then turn around

Day 10: Play a board or card game together: Good ones for language are: Go Fish, so the child has to ask “do you have...” and match colors or numbers. Uno, old maid, Candyland, any board game.
Day 1: Have your student write sentences (or say aloud if they have trouble writing/reading) to tell how two things compare and contrast. They are alike because they both…. And they are different because one… and the other…..

Ideas for items to talk about: cat/dog, phone/computer, fork/spoon, kite/bird, couch/chair, watch/clock, socks/shoes, butterfly/bird, bike/motorcycle, car/bus, house/apartment, piano/guitar, apple/banana.

Day 2: Talk about multiple meaning words and have your student tell you 2 or more meanings for each word. Be sure they use synonyms or other words to tell what the word means. For example, many of the kids say “I threw a rock on the ground” to tell what a rock is. They should be encouraged to use another word to describe what a rock is, such as “I threw a stone” or “a rock is a name for a pebble or something hard that you find on the ground”. And “rock” also means “to move back and forth” or “a kind of music”.

Try these words: park, bowl, rock, trunk, bat, wave, play, jam, light, watch, ring, train, sink, match, punch. Watch this video https://www.youtube.com/watch?v=CNMj-4glv6c

Day 3: Idioms. Watch the following video on youtube.
https://www.youtube.com/watch?v=iUT_WSavAC8
https://www.youtube.com/watch?v=nGTM3-0YQZg
https://www.youtube.com/watch?v=hLDBgg9UK5w
https://www.youtube.com/watch?v=dPUlMm5gh1U Amelia Bedelia. Stop on each page of this read aloud and have your student identify the figurative language and explain what it really meant.

Day 4: Main ideas. Watch this video https://www.youtube.com/watch?v=mkZo2zVKJR4
Read a book or a chapter from a book and think about what the main idea is.

Day 5: Write a paragraph about your idea for the best vacation.

Day 6: Practice the old game of “telephone”. One person starts a message and whispers it to the next, until the last one in the family has to say what the message was.

Day 7: Read a story and retell it to someone in the family

Day 8: Have your student list the steps to daily tasks with detailed descriptions as if they are telling someone from outer space. Examples: how to wash your hands, make toast, ride a bike, make a sandwich, play a video game, take a bath, get ready for school, order a pizza, call someone on the phone. Make sure they use words like first, next, then, after that, last, finally

Day 9: Write sentences that are incorrect and have your child rewrite them to correct them.

Day 10: Inferences
K-5 speech therapy ideas

JOIN MRS. Kolesa’s google classroom for more information and ideas to come. Students log into their google drive and add my classroom. My code is: dfvfkxk

Look for your student’s initials and you will find word lists to practice

Articulation, Speech sound production practice Students

Day 1-10: Practice your student’s sounds by saying the words on the word list 10 times each and then in a sentence.

Find words with your sounds you are working on while reading a book or watching a video or during conversation and practice each word. Parents should model the correct sound.

/l/: Bite your bottom lip, blow out air

/s/: close teeth as if biting, back teeth tightly closed, tongue should rest flat against inside of teeth, and blow air out the center as if aimed through your two front top teeth

/ch/: start like a /sh/ sound with lips pushed out as if blowing a kiss, keep teeth tight, tongue tip up tight right behind the top front teeth, then explode the air out

/l/: tongue should be up to roof of mouth right behind the bumps behind your top front teeth

/r/: tongue is pulled up and back toward upper back roof of mouth. Your students who are working on the /r/ sound have some additional hints they know to make the /r/. Start with a /k/ sound and then make the /r/, start with the /l/ then pull tongue back and higher to make an /r/.

/p/ and /b/. Push lips together and pop out air.

A good app for speech production which is available on the ipad app store is called Speech Sounds on Cue. It’s not free but a very good app the kids enjoy with actual video of how the mouth looks during speech sounds.

The best thing for progress is daily practice for their targeted sounds.
https://drive.google.com/open?id=1uwe5TdFH4niRpvqCs3ihLEiWti7BmgKJ

Fluency (stuttering) students

Day 1-10: Remind your student to Slow down,
-use easy speech (take a breath, and say “hhhhh” on exhale to begin any word
- think before talking
- stretch out sounds

Watch the following videos about stuttering:
https://www.youtube.com/watch?v=Po-WMo8vXRY&t=492s
https://www.youtube.com/watch?v=nrraoSk_j3A TED talk on stuttering
https://www.youtube.com/watch?v=TS6orGeabcA boy who stutters on the Voice

Feel free to email me at pkolesa@hazelwoodschools.org for more information.
Initial R Words

Instructions

rocket  rhino  radio
rattlesnake  relatives  rake
round  roots  ruffles

Name  Date  Helper's Signature
Speech-Language Pathologist  Skill: Initial R in words
### Instructions

1. The grasshopper is green.
2. Be careful with the acid.
3. She is from Arkansas.
4. I put the book aside.
5. Teresa will baby-sit tonight.
6. Can you play baseball?
7. Bring your bathing suit.
8. Who is beside you?
9. The flower began to blossom.
10. Your bracelet is beautiful.
11. Please play this cassette.
12. I like classical music.
13. Jeremy is a good dancer.
14. December was very cold.
15. Did you decide to go?
16. That dinosaur ate meat.
17. Do you disagree with me?
18. She made the hat disappear.
19. We painted the dresser.
20. Write an essay about fruit.
21. He has good eyesight.
22. We felt the fossil.
23. Don't be too fussy.
24. Mom stopped for gasoline.
25. It has a glossy finish.
26. She went to the hairdresser.
27. Where is the hospital?
28. A bee is an insect.
29. Jason recited poetry.
30. Please take your medicine.
31. Is your lesson hard?
32. Liga tried to listen.
33. I loosened my tie.
34. Lucy got a message.
35. My pet is missing.
36. She went outside.
37. Tracy has a pencil.
38. Proceed with caution.
39. She gave me a receipt.
40. Can you whistle?

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**Name**  
**Date**  
**Speech-Language Pathologist**

**Helper's Signature**  
**Skill:** Medial S in sentences
Medial R Words

Instructions

squirrel  camera  parachute
wheelbarrow  turkey  furniture
turtle  celery  attorney

Name  Date  Helper's Signature
Speech-Language Pathologist  Skill: Medial R in words
## Instructions

1. I will run a race.
2. Is it raining?
3. Rats like to eat cheese.
4. Sit and rest awhile.
5. Ron reads books.
6. Can you reach the cookies?
7. This road is bumpy.
8. Are you ready to go?
9. The red roses are lovely.
10. Did Rick see the robin?
11. Ruth will rake the leaves.
12. The rusty rocket is old.
13. Please eat the raisins.
14. Rachel's room is messy.
15. My raccoon ran away.
16. Is it time for recess?
17. The rent is due now.
18. Roxy has a ruby ring.
19. Do you like roast beef?
20. Is that rash poison ivy?
21. Ray wrapped the gift.
22. The roof is leaky.
23. My blouse has ruffles.
24. Please pass the relish.
25. Rabbits are good pets.
26. His pants have a rip.
27. I really like radishes.
28. Is this the right one?
29. Ripe bananas taste good.
30. Mom got a pay raise.
31. Randy runs fast.
32. The radio is really loud.
33. What a beautiful rainbow!
34. A snake is a reptile.
35. Please follow the rules.
36. Can you row the boat?
37. It's time to relax.
38. Roaches are yucky.
39. Do you play rugby?
40. You can rely on me!

### Name

### Date

Speech-Language Pathologist

**Helper's Signature**

**Skill:** Initial R In sentences
Medial CH Words

Instructions

potato chips  handkerchief  anchovy

reaching  witches  stretcher

watchdog  furniture  creature

Name

Date

Speech-Language Pathologist

Helper's Signature

Skill: Medial CH in words.
# Initial CH Words

**Instructions**

<table>
<thead>
<tr>
<th>Image</th>
<th>Word</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Chalice" /></td>
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<td><img src="image" alt="Charcoal" /></td>
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<td>chicken</td>
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<tr>
<td><img src="image" alt="Children" /></td>
<td>children</td>
</tr>
</tbody>
</table>

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Name | Date | Helper's Signature
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Speech-Language Pathologist

Skill: Initial CH in words
Medial L Words

Instructions

balloon  bowling  collar

dollar  elbow  eyelashes

jelly  necklace  pillow

Name  Date  Helper's Signature
Speech-Language Pathologist  Skill: Medial L in words
Hazelwood School District  
Ms. Gunn’s Speech Student Calendar

Directions: On the first day of school closures, students should complete activities for each day.
- Speech Activity
- See page 2, find your student’s initials and the sound they should practice.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Speech Sounds</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play “I Spy!” Hunt for objects around the house that have your sounds and say them each 10 times</td>
<td>Talk to your sibling or parent using stretchy speech. Tell them a story or about your favorite game.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Speech Sounds</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a book. Listen for your sounds, and when you find it, say the word 5 times.</td>
<td>Read a book using your light contact strategy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Speech Sounds</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand on one foot while saying your sound 10 times, repeat with the other foot</td>
<td>Stand on one foot while using the easy start strategy to say a sentence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 4</th>
<th>Speech Sounds</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a newspaper or magazine and cut out words or pictures that contain your speech sound</td>
<td>Read a newspaper or magazine and cut out pictures. Create a story from the pictures and say it using your slow speech strategy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 5</th>
<th>Speech Sounds</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch your favorite T.V. show and write down a list of words you hear that have your speech sound.</td>
<td>Watch your favorite T.V. show. Listen for any stuttering or disfluent speech.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Speech Sounds</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find an object around your house that has your speech sound in it. Draw a picture of the object while practicing saying the word 10 times.</td>
<td>Find an object around your house. Draw the object and describe it to someone using stretchy speech.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 7</th>
<th>Speech Sounds</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk to someone in your house about your favorite game or movie. Practice using your slow and clear speech.</td>
<td>Talk to someone in your house about your favorite game or movie. Practice using your slow and clear speech. Have them tell</td>
<td></td>
</tr>
<tr>
<td>Day 8</td>
<td>• Think of an animal. Walk around the house like the animal while making your speech sound (if your sound is R, &quot;grrrrrrrowl&quot; like a lion!)</td>
<td>• Sing your favorite song, and listen to how smooth your speech is while singing.</td>
</tr>
<tr>
<td>Day 9</td>
<td>• When talking to a sibling or parent, clap out each word you say! It’ll help you slow down and say all of your sounds!</td>
<td>• When talking to a sibling or parent, clap out each word you say! It’ll help you slow down and not have any stutters!</td>
</tr>
<tr>
<td>Day 10</td>
<td>• Think of a word that has your sound in it. Walk around your house and say your word with each step!</td>
<td>• Walk around your house while talking about your favorite video game. Stop walking and pause at the end of each sentence.</td>
</tr>
</tbody>
</table>