

Speech Activities

Summertime is a great time for families to play and learn together. Here are a few ideas to get started!

- In the car, on the go:
Take turns thinking of words that start with your target sound. For Example: Animals that start with /k/, cat, cow, kangaroo, etc.
- Read, read, read:
New books, old favorites, library books, garage sale books, free books.
As you read, ask questions, like, “What do you think will happen?”
Give your child a moment to think, maybe respond.
Then say, “Let’s find out!” And turn the page.
- Use sidewalk chalk to make a hopscotch game or giant board game with speech words.
- Use a camera to “collect” pictures of things that start with your sound. Or make a speech book.
- Practice your speech sound at the playground:
“One, two three: Ssssssss.” Then go!
- Bury in the sandbox some of your speech cards, or small objects with your child’s target sound.
- Draw target sound pictures or words on pieces of paper. Crumple and play wastebasket ball, (then recycle.)
- Hide some of your speech sound cards in a dark room. Use flashlights to find and say them.

Speech Fun

Here are some ideas for making speech practice fun this summer!

- ❖ In the car: Help your child think of words that start with their speech sounds. For example, if your child is working on the /k/ sound, you might say "cat", "cow", "cookie" etc.
- ❖ Bubbles! Everyone loves bubbles and they are a great way to work on speech! Have your child say a practice word five times, then blow some bubbles.
- ❖ Sidewalk Chalk: Create a hopscotch game with speech words or have your child draw pictures with sidewalk chalk for each of their speech words.
- ❖ Picture Scavenger Hunt: Have your child take pictures of things around the house that start with their speech sounds. Then, use the pictures to practice!
- ❖ Pets: Pets are really good listeners! Let your child practice their speech sounds with a pet. When kids start school and learn to read, they often love reading to pets, too!
- ❖ Shaving Cream: Spread shaving cream on a table or tray and let your child "write" letters or other shapes in the shaving cream with their fingers. This is great fine motor practice, and they can practice writing the letters for their speech sounds.
- ❖ Flashlight: At night, tape speech practice words around the room and turn off the lights. Give your child a flashlight and have them find and practice the words!

Speech Activity Calendar for Early Sounds (/P, B, T, D, W, H/)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1 Beginning /p/	Put pennies, real or pretend, into a piggy bank, and practice “ penny .”	Make a pie , real or pretend	Paint a picture with your child. Practice “ paint .”	Go for a walk or play in the park .	Read <i>Down by the Cool of the Pool</i> , by Tony Mitton. Practice pool , pig , pony
2 Ending /p/	Read <i>Great Day for U<u>p</u></i> , by P.D. Eastman	Have chips for snack and practice “ chip ” for each one.	Play “Stop/Go.” Practice hop , leap , step , zip , stop .	Read <i>Hop on Pop</i> , by Dr. Seuss.	Hop across the room, or across the yard, or on the beach.
3 Beginning /b/	Sing “ Baby Bumblebee .”	Blow bubbles in the back yard or at the beach .	Read <i>Bear Snores On</i> , by Karma Wilson	Throw beanbags into a box .	Have teddy grahams for snack and call them “ baby bears .”
4 Ending /b/	Have corn on the cob for snack or dinner. Practice cob .	Practice “ tub ” at bath time.	Read about baby animals and practice cub . (lion, wolf, tiger, etc.)	Make a drink cold by adding an ice cube or two. Practice “ cube .”	Read <i>The Very Busy Spider</i> , by Eric Carle. Practice web .
5 Beginning /t/	Read <i>The Teeny Tiny Woman</i> , by Arthur Robbins	Have a pretend birthday and use tape to wrap one or more presents.	Sing “I’m a Little Teapot .”	Have toast for breakfast.	Sing “Wheels on the Bus.” Practice “ town .”
6 Ending /t/	Have boat races in the tub. Use paper boats, as in <i>Curious George Rides a Bike</i> , by H.A. Rey.	Go for a walk. Practice “ street .”	Read <i>The Very Hungry Caterpillar</i> , by Eric Carle. Practice “ ate .”	Fly a kite , or make a pretend one out of paper and fly it from a string.	Walk like a cat , or goat , or rat .
7 Beginning /d/	When setting the table, practice the word “ dish .”	Read <i>One Duck Stuck</i> , by Phyllis Root	Make play dough . The recipe is attached.	Sing “Baby Dinosaur .”	Read <i>Dinosaur Roar!</i> by Paul and Henrietta Stickland.
8 Ending /d/	Make a bracelet or necklace. Practice “ bead .” Dental floss is great string.	Sing “Monkeys Jumping on the Bed.” Practice bed , head , said .	Go to the park and go down the slide .	See how many red things you can find in the room of your child’s choice.	Read <i>Dr. Duck</i> , by H.M. Ehrlich. Practice tired , had , calmed , cold , etc.
9 Beginning /w/	Read <i>9 Magic Wishes</i> , by Shirley Jackson	Sing “ Where Is Thumbkin?”	Dig in the yard outside to see if you can find a worm .	Sing “This Is the Way We Wash Our Hands ” as it comes up today.	Go for a walk around the neighborhood. Practice “ walk .”
10 Beginning /y/	Practice “ yum ” at meal and snack times today.	Make something out of yarn today.	Read <i>Are You My Mother?</i> by P.D. Eastman	Eat yellow things today: bananas, pears, Yukon gold potatoes, corn, etc.	Play with a yo-yo .
11 Middle /p/ and /b/	Have apples for snack.	Read <i>Papa, Please Get the Moon for Me</i> , by Eric Carle	Sing “If You’re Happy and You Know It.”	Hop like a rabbit .	Read a book about baby animals.
12 Middle /t/ and /d/	Sing “Itsy Bitsy Spider .”	Help your child write a letter to a friend or family member and mail it.	Have pudding for snack.	Make pancakes with nuts together. Practice batter , natty and butter .	Wear something with buttons. Practice “ button ” as each one is fastened.

Songs for Early Developing Sounds
If you don't know the tune, make one up or treat it as a poem

Baby Bumblebee

(Pretend to hold something in both hands. Move your hands around to the rhythm as you sing.)

I'm bringing home a baby bumblebee.
Won't my mommy be so proud of me?
I'm bringing home a baby bumblebee.
Ouch! (Open your hands.) He stung me!

Baby Dinosaur

(Same tune as above)

I'm bringing home a baby dinosaur.
Won't my mommy hide behind the door?
I'm bringing home a baby dinosaur.
Roar! Roar! Roar! (As you say this, have fingers bunched together and move them forward.)

The Wheels on the Bus

(Note: Focus only on one sound at a time.)

The **w**heels on the **b**us go round and round, round and round, round and round.

(Roll hands around each other.)

The **w**heels on the **b**us go round and round, all through the **t**own.

The **d**oors on the **b**us go **o**pen and **shu**t, **o**pen and **shu**t, **o**pen and **shu**t.

(Hold open hands in front of your face with thumbs together. Open and close them.)

The doors on the **b**us go **o**pen and **shu**t, all through the **t**own.

The children on the **b**us go **u**p and **d**own, **u**p and **d**own, **u**p and **d**own.

(Point up and down.)

The children on the **b**us go **u**p and **d**own, all through the **t**own.

The **w**indows on the **b**us go **u**p and **d**own, **u**p and **d**own, **u**p and **d**own.

(Stack open hands in front of your body, palms facing you. Raise and lower the top hand.)

The **w**indows on the **b**us go **u**p and **d**own, all through the **t**own.

The driver on the **b**us says, "Move on **b**ack, move on **b**ack, move on **b**ack."

(Point your thumb over your shoulder.)

The driver on the **b**us says, "Move on **b**ack," all through the **t**own.

The **w**ipers on the **b**us go swish-swish-swish, swish-swish-swish, swish-swish-swish.

(Put arms in front of your body, hands up, palms facing away from you. Move them back and forth.)

The **w**ipers on the **b**us go swish-swish-swish, all through the **t**own.

Where Is Thumbkin?

(Put both hands behind your back.)
Where is Thumbkin, where is Thumbkin?
Here I am; (bring one hand to the front, thumb facing up.) here I
am (bring out the other thumb.)
How are you today, sir? (One thumb nods up and down.)
Very well, I thank you. (The other thumb nods up and down.)
Run away; (One hand goes behind the back.) run away. (The
other hand goes behind the back.)

I'm a Little Teapot

I'm a little teapot, short and stout.
Here is my handle
(Put one hand on your hip to make arm look like a handle.)
Here is my spout
(Put other hand up with palm up to look like a spout.)
When I see the teacups, hear me shout,
Tip me over and pour me out!
(Bend sideways to the spout side.)

The Bear Went Over the Mountain

The bear went over the mountain, the bear went over the mountain,
The bear went over the mountain, to see what he could see.
To see what he could see, to see what he could see.
The bear went over the mountain, to see what he could see.

The other side of the mountain, the other side of the mountain,
The other side of the mountain was all that he could see.
Was all that he could see, was all that he could see.
The other side of the mountain was all that he could see.

Monkeys Jumping on the Bed

Five little monkeys jumping on the bed
(Hold up five fingers and move them up and down.)
One fell off and bumped his/her head.
(Point an index finger to the floor, and then tap your forehead with
fingertips.)
Mama called the doctor and the doctor said,
(Pretend to hold a telephone to your ear.)
"No more monkeys jumping on the bed!"
(Look very stern and shake your finger.)

Four little monkeys jumping on the bed (etc.)

If You're Happy and You Know It

If you're happy and you know it, clap your hands.

(Clap hands two or three times.)

If you're happy and you know it, clap your hands.

(Clap hands two or three times.)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands.

(Clap hands two or three times.)

This Is the Way We Wash Our Hands

This is the way we wash our hands, wash our hands, wash our hands.

This is the way we wash our hands early in the morning.

(or ...before we eat our snack, or ...after we play outside, etc.)

Itsy Bitsy Spider

The itsy bitsy spider went up the waterspout.

(Bunch fingers together and "walk" the spider up.)

Down came the rain and washed the spider out.

(Move hands down repeatedly to represent rain, and then cross hands and move them to the sides for "wash.")

Out came the sun and dried up all the rain.

(Make a big circle with both arms and hands.)

And the itsy bitsy spider went up the spout again.

(Walk the spider up again.)

Play Dough Recipe

Mix in a bowl:

1½ cups flour

½ cup salt

1 Tablespoon oil

1 Tablespoon Alum (available in the spices area), or cream of tartar

Add 1 cup boiling water

Mix with a spoon until smooth.

Store in a plastic container or plastic zipper bag. Keeps indefinitely.

Does not need refrigeration.

To color: Knead in liquid or paste food coloring or non-toxic powdered tempera or unsweetened Kool-Aid mix.

To make stiffer or softer: Increase or decrease flour by ¼ cup or so.

Whatever level of communication your child is working on, here are some word/phrase ideas to practice to help your child communicate for many different reasons including: to protest, label, request, comment, ask questions, answer questions, and using social phrases. You can model by pointing to pictures, using signs, words, phrases, for your child to imitate. You can work on using expanded phrases by using the sign/word/phrase your child has said...and adding an extra word or two on for your child to hear and possibly imitate.

Protest (examples):

- no thank you
- please stop
- I don't like it
- I don't want that

Label (examples)

- it's a _____ (name item)
- I see a _____ (name item)

Labels can include:

- Body parts (i.e. Eyes, ears, nose, mouth, hair, stomach/tummy, arm, leg, foot)
- Colors (i.e. Red, yellow, blue, green, orange, purple, pink, etc)
- Functional items (i.e. Spoon, fork, cup, plate, brush, toothbrush, etc)
- Animals (i.e. Dog, cat, bird, monkey, elephant, etc)
- Foods (i.e. Banana, cracker, apple, peas, etc)
- Clothing (i.e. Shoes, socks, hat, pants, shirt, dress, coat, etc)
- Toys (i.e. ball, baby, etc)

Request (examples)

- I want more please
- May I have _____?
- help me _____ (i.e. open)

Comment (examples)

- that's a big ball
- it's hot
- I like that
- I'm ready
- I'm mad....tired....happy

Other descriptive words can include: size (i.e. big, little), temperature (i.e. Cold, hot), textures (i.e. Smooth, rough), colors

Ask questions (examples)

- what's that?
- where is _____?
- who is _____?

Answer questions (examples)

- Adult asks: What's your name? Child answers _____ (name)
- Adult asks: How old are you? Child answers _____ (age)
- Adult asks: What do you want? Child answers- I want the _____
- Adult asks: Where is the _____. Child answers using location words including: in, on, under, behind, etc. Child can say....it is _____ (i.e. under the table)
- Adult asks: Who is _____?. Child provides the person's name ...That's _____

Using social phrases (examples)

- my turn
- your turn
- come play _____ (ball, a game, etc)
- Can I play?
- Hi _____, bye _____

Thanks so much for the privilege of working with your child.

Edith Bowlby, SLP Linn Benton Early Intervention edith.bowlby@lbleisd.k12.or.us