

# Speech Therapy Blizzard Bag

Parent:

Included in this packet are activities for you to complete with your child to help promote great speech and language. The activities are designed for everyone in your family.

Each activity has instructions and a parent "cheat sheet" to give you tips to promote great speech and language. Please see below for some general "Do's" and "Don'ts" for working with your child.

Do:

- Encourage your child to monitor their own speech/ language. Ask them to rate themselves!
- Provide models and examples for your child to help "lead" them to the correct answer.
- Encourage your child to be creative and use reasoning and problem solving skills.

Don't

- Ask your student to do something that they can not do. If they can't make a sound or produce fluent speech, move on and practice something they CAN do! This especially applies to articulation sounds. If they can't practice a sound correctly, discontinue practice with that sound!

Please email me at [Tammy.Schetter@K12.Oh.US](mailto:Tammy.Schetter@K12.Oh.US) if you have further questions.

# Activity #1

# Scavenger Hunt

Directions: Everyone has five minutes (or more...Mom & Dad decide) to run around the house and one object for each category below. Once the time is up, each person must share their items and explain how each item fits into a category. You can use each item one time!

- Something that should be thrown away but is not in the trash can
- Your most prized possession
- Something white
- Something that has the letter "w" in it's name
- Something that is fuzzy
- Something that is smaller than a quarter
- Something that can hold water that is not a cup or bowl
- Something that has a face
- Something that you need to get ready in the morning
- Something that rhymes with "pat"

## Activity # 1

## Scavenger Hunt Parent Cheat Sheet

**Directions:** Everyone has five minutes (or more...Mom & Dad decide) to run around the house and find one object for each category below. Once the time is up, each person must share their items and explain how each item fits into a category. You can use each item one time!

**Alternate Directions:** Your student MAY need assistance finding objects that fit into each category. The activity may need to be altered to be a "team hunt" through the house with you and your student or your student and an older sibling. Try to gently cue your child into figuring out what object they should pick for each category.

### If your child is working on:

**Articulation:** During their presentations, listen for your student's target sound(s). Write down sound errors you hear. At the end of the presentation, have your students say words that were incorrect 3 times. Then have your student put each word in a sentence. Note: If there are NUMEROUS sound errors, choose 10 for practice.

**Language:** During the presentation, make sure your student is speaking in grammatically correct sentences. Make sure they are explaining how each item fits into each category. They should use sentences like, "I got this yogurt container because it was on the counter and it should be thrown away." or "I picked this bath toy because it can hold water."

**Social skills:** Highlight the "game" aspect of the hunt. Before you start, review good sportsmanship qualities such as: don't celebrate TOO much, tell other's good job, and don't be upset if you don't win. Take a moment to talk about these things with your student. After the hunt is over, provide feedback about their sportsmanship. (Example: You did a great job being a good sport! or "Do you want to say good job to your brother?")

**Fluency:** When your student is presenting, ask them to try to use a slow, relaxed pace. When they're done, ask how they felt about their presentation. Was it smooth, bumpy, or in between? When you present, try to have some "bumps" in your speech. Ask your student to count the number of your bumps.

**Bonus:** Record the presentation with a tablet, phone, or video camera. Ask your student to listen to his/her presentation and critique themselves.  
**Double Bonus:** When you present, intentionally make the same errors your student makes. Have your student raise their arm every time they hear an error.

When you're all done, every body RACE to see who can put their objects back EXACTLY where they found them!!!

## Activity #2

## What Are You?

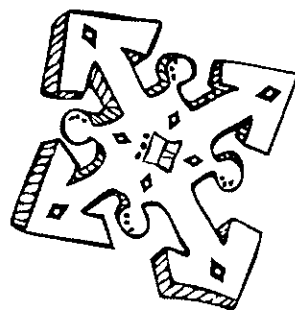
Directions: Cut out the attached pictures. Put all of the pictures into a bucket/bowl. For younger students, review all of the cards that are going into the bucket so they have an idea of the items that are inside.

- Divide the players into two teams or play against your student one-on-one.
- The first team draws a card.
- The second team asks yes/no questions to try to figure out what item the first player has drawn.
- Each team (or person) should keep a running tally of how many questions they needed to figure out each item.
- Any intentional misleading results in TWO extra points (tallies) to the team that is answering questions.
- The team with the fewest amount of points (tallies) at the end of the game wins!

There are 4 main categories of words that may help your student ask better questions: food, animals, transportation, school.

Variation:

- Each person playing the game writes a "thing" (person, place, thing) on a small strip of paper. (4-6 "things" for each person). All of the "things" go into the bowl without reviewing what everyone wrote down. Play continues as above.



## Activity #2

## What are you? Parent Cheat Sheet

**Directions:** See direction page. Follow the strategies below to facilitate great speech and language!

If your child is working on:

**Articulation:** During the questions, listen for your student's target sound(s). Write down or note sound errors you hear. At the end of the round, have your student say words that were incorrect 3 times. Then have your student put each word in a sentence.

**Language:** Review how to ask a good question. You may want to review the categories of items before beginning. Practice asking questions before you begin. You may need to do a couple of practice rounds before keeping score. During the questioning, make sure your student is speaking in grammatically correct sentences. Your student may need help asking appropriate questions to figure out the item. Try to give your child hints but not answers.

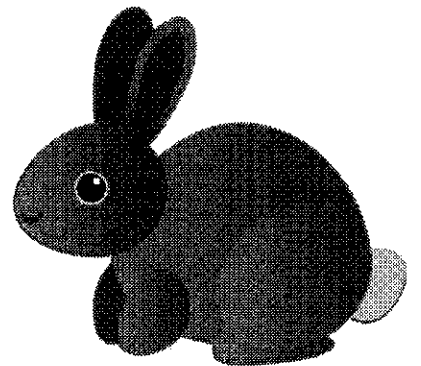
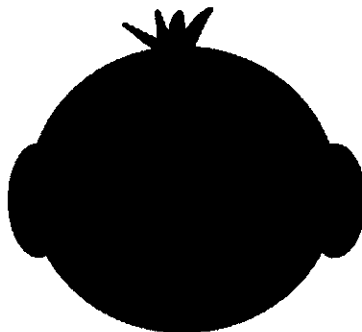
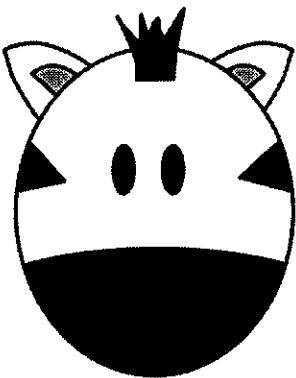
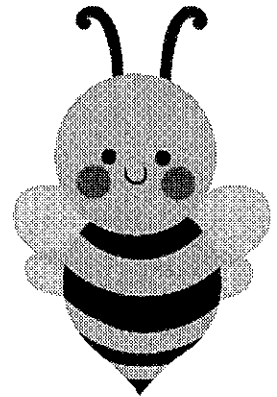
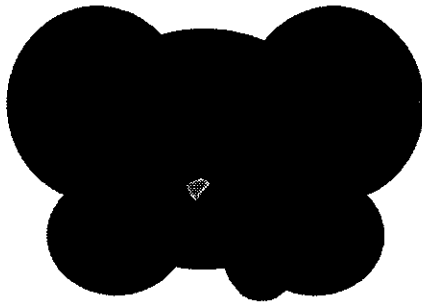
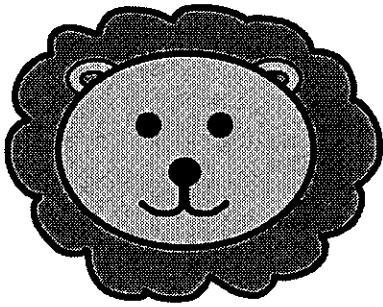
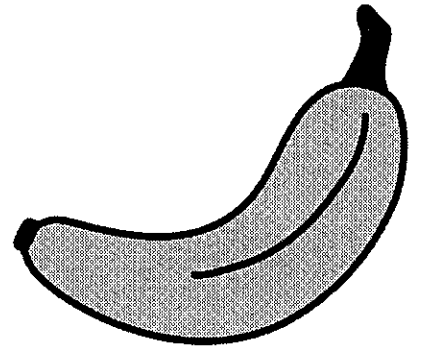
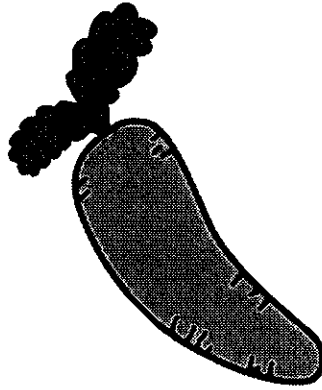
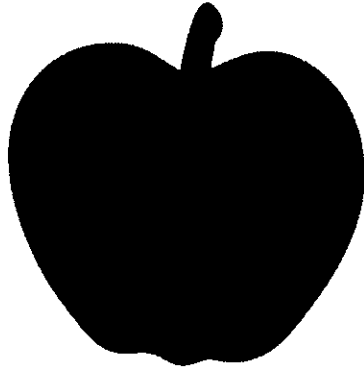
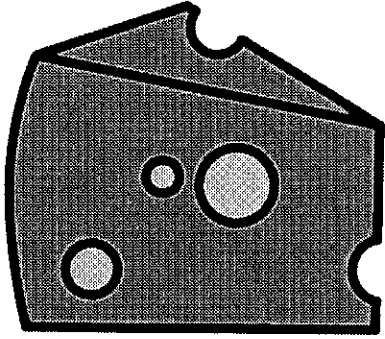
**Social skills:** Highlight the "game" aspect of the activity. Before you start, review good sportsmanship qualities such as: don't celebrate TOO much, tell other's good job, and don't be upset if you don't win. Make sure you talk about playing fair and not misleading others with the answers to questions. After the game is over, provide feedback about their sportsmanship. (Example: You did a great job being a good sport! or "Do you want to say good job to your brother?")

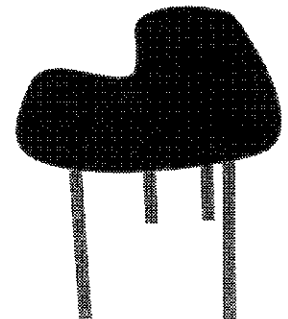
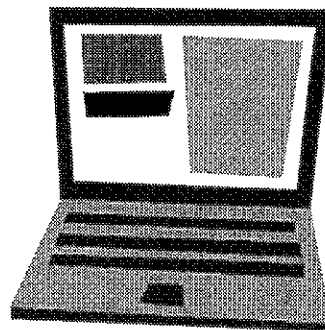
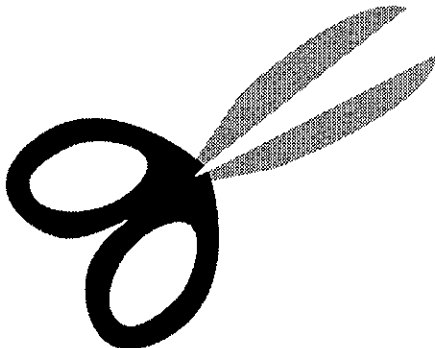
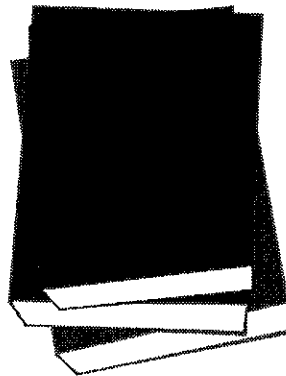
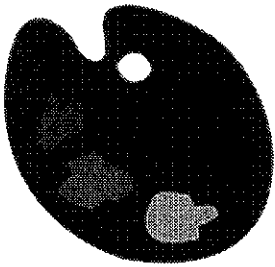
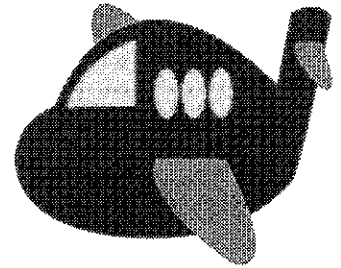
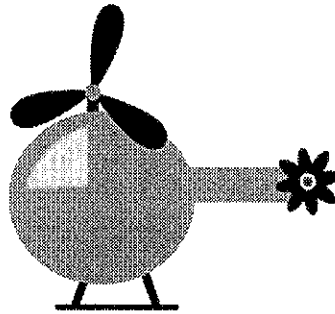
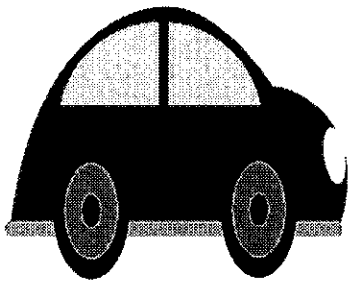
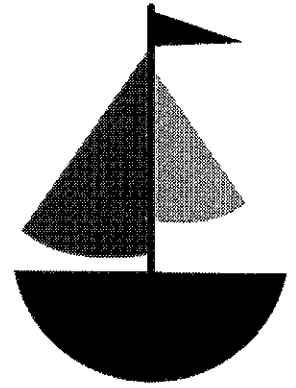
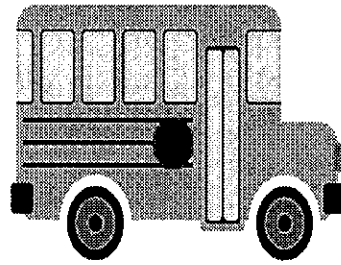
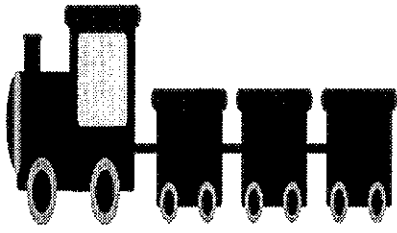
**Fluency:** When your student is asking questions, ask them to try to use a slow, relaxed pace. When they're done, ask how they felt about their turn. Was it smooth, bumpy, or in between? When you ask questions, try to have some "bumps" in your speech. Ask your student to give you a signal (like tugging their ear) every time they hear one of your bumps.

**Bonus:** Ask your student to describe a few of the objects after the game. They should list at least 3-5 features of the object. Cue your student to include: category of the object, function, size, look, feel, location, etc. Target goals as appropriate with the strategies listed above.

**Double Bonus:** When you present, intentionally make the same errors your student makes. Have your student raise their arm every time they hear an error.







# Activity #3

# Let's Compare!

Directions: This game can be played with you and your student or with your student and a sibling while an adult facilitates.

- Explain to everyone playing that they are going to be comparing items from around the house. They will have to name 40 similarities and differences (total) before the game is over.
- Read one of the categories below.
- The two players run through the house and each find one item from the category you name.
- Players work together to describe all of the ways the two objects that were chosen are the same and the ways they are different. Use the attached page as a visual guide.
- Once your student has named 40 similarities and differences between items, the game is over!
- As added motivation, students can race to get the item and back to you. Do the same with collected items—students race to put everything back!

Categories:

1. Get a toy.
2. Get something from the kitchen.
3. Get something that is round.
4. Get something from the bathroom.
5. Get something you can eat.
6. Get something soft.
7. Get an item of clothing.
8. Get something that lights up.
9. Get something red.
10. Get something that is smaller than your hand.





# Activity #3

# Let's Compare! Guide

Use the sentence frames below to compare and contrast items. It is OK if sentences vary from the frames, but this is a good way to get started!

### Similarities:

A \_\_\_\_\_ and a \_\_\_\_\_ are the same because they both...

*Example: An apple and a banana are the same because they are both fruits.*

### Differences:

A \_\_\_\_\_ (a) \_\_\_\_\_ and a \_\_\_\_\_ (b) \_\_\_\_\_ are different because a \_\_\_\_\_ (a) \_\_\_\_\_ has/is \_\_\_\_\_ and a \_\_\_\_\_ (b) \_\_\_\_\_ has/is \_\_\_\_\_.

*Example: An apple and a banana are different because an apple is red and a banana is yellow.*

|   | Number of similarities | Number of differences | Total this round | Total points |
|---|------------------------|-----------------------|------------------|--------------|
| 1. Get a toy.                                     |                        |                       |                  |              |
| 2. Get something from the kitchen.                |                        |                       |                  |              |
| 3. Get something that is round                    |                        |                       |                  |              |
| 4. Get something from the bathroom.               |                        |                       |                  |              |
| 5. Get something you can eat.                     |                        |                       |                  |              |
| 6. Get something soft.                            |                        |                       |                  |              |
| 7. Get an item of clothing.                       |                        |                       |                  |              |
| 8. Get something that lights up.                  |                        |                       |                  |              |
| 9. Get something red.                             |                        |                       |                  |              |
| 10. Get something that is smaller than your hand. |                        |                       |                  |              |

## Activity #3

## Let's Compare Parent Cheat Sheet

**Directions:** See direction page. Follow the strategies below to facilitate great speech and language!

**If your child is working on:**

**Articulation:** While they're comparing, listen for your student's target sound(s). Write down sound errors you hear. At the end of the round, have your student say words that were incorrect 3 times. Then have your student put each word in a sentence. Note: If there are NUMEROUS sound errors, choose 10 for practice.

**Language:** Emphasize the comparing and contrasting aspect of this activity. Cue your child to think about item function, size, color, shape, category, etc of the objects. Make sure sentences make sense. Do not allow a comparison that only talks about one of the items. (Example: if the items are a spoon and a banana, "You can eat one." is not an acceptable answer. An acceptable answer would be, "A banana is something you can eat and the spoon is something you use to help you eat.")

**Social skills:** Encourage your student to think creatively and flexibly. If they are having trouble figuring out a similarity or difference, cue them to think about the item function, size, color, shape, category, etc. Students need to think flexibly and come up with multiple solutions to solve problems in everyday life. Encourage your student to stay positive and not give up, even if this activity is challenging!

**Fluency:** When your student is comparing and contrasting, ask them to try to use a slow, relaxed pace. When they're done, ask how they felt about their presentation. Was it smooth, bumpy, or in between? Since they'll probably be giving you 1-2 short sentences at a time, have them repeat their sentences that are bumpy (unless they begin to become frustrated!)

**Bonus:** Modify a category or two for your student with articulation errors. For example, "Find an object that has the /r/ sound in it. When they compare/contrast, they'll have a lot of target sounds in their speech!

**Double Bonus:** Once you're finished, ask your student to reflect on which two objects that were chosen were the most similar and which object pair was the most different.

When you're all done, every body RACE to see who can put their objects back EXACTLY where they found them!!!

# Activity #4

# Book Study

**Directions:** Ask your child to choose a book. It should be a book the two of you can read together in 15 minutes or less. Read the book with your child while incorporating the speech/language strategies below. See the attached page for additional activities you can complete.

**Articulation:** If your student is a reader, have them read the story. At the EMD of each page, give feedback on sounds. Be sure to point out sounds that were made correctly and sounds made incorrectly. Have your student practice 1-2 incorrect words and re-read the sentence(s) with the incorrect words. If your student is not a reader, read the story to your student. At the end of each page, have them practice any words that have their sounds. They can either then repeat the sentence from the book or make a shorter sentence with the word.

**Language:** At the end of every 1-2 pages ask a comprehension question. Try to ask a variety of questions including Who? What? Where? When? and Why? questions. Be sure your student answer the question correctly. If you ask a "where" question, make sure they give you a location etc.

**Social skills:** Focus on the problem in the story. Ask your student to think of ideas of how to solve the problem. Ask your student to predict what the characters will do. Also, talk about character feelings. (Example: How do you think the dog felt when his owner left the house?) At the end of the book, your student should reflect on how he/she would have handled the problem.

**Fluency:** If your student is a reader, have him/her read the book. At the end of every page, he/she should evaluate their fluency as smooth or bumpy. Sentences that are particularly bumpy could be repeated (unless your student is frustrated). If your student is not a reader, read the book and ask comprehension "Who, what, where, when, why, and how" questions. Have your child evaluate their answers as smooth/ bumpy.

## Activity #4

Book Study  
Follow up activities

**Directions:** See direction page. Ask your student to complete one or more of the activities below after you read your book.

**Story Sequencing:** Ask your student to retell the story. Make sure the story is told in the correct order. Review some sequencing words before your student begins (in the beginning, first, then, next, finally, at the end, etc.) Your student could look through the book and retell the story by looking at the pictures if needed.

**Draw a picture:** Have your student illustrate their favorite scene or the ending of the story. Ask them to present their picture to you and explain why they drew it.

**What comes next?** Ask your student to make up a short story about what might happen next to the characters in the story. They could also make and illustrate a sequel to the book you read together.

**Character traits:** Ask your student to think of a few describing words for each of the main character. They should explain why each word was chosen. (Example: The bully was mean because he always was beating up on other kids.

**Make me read it!** Ask your student to make a "commercial" for the book. The commercial should make someone who watches it WANT to read the book. Tell your student to be sure they don't spoil the ending! As a fun bonus, you can record the commercial with a tablet or phone.

# Other Activities for Speech/Language

Play a game: Play a board game with your student and siblings.

- Articulation-ask student to correct sounds that are produced incorrectly as they play.
- Language-Try to pick a game that the student does not know well. Focus on following directions to learn the game.
- Social skills-Focus on sportsmanship.
- Fluency-Emphasize slow, smooth speech. Have your student repeat sentences as needed. Be sure your speech is also slower and calm.

Cook Something: Ask your students to read the recipe and narrate what they/you are doing while you're cooking.

- Articulation-ask student to correct sounds that are produced incorrectly as you work together.
- Language-Ask your child to figure out which utensils are needed. Have them choose the correct measuring cups and ingredients. Ask your student, "What do we need to do next?" after each step.
- Social skills-Work collaboratively to prepare the food. If your student has a sibling, emphasize turn taking and sharing of jobs/responsibilities.
- Fluency-Emphasize slow, smooth speech. Have your student repeat sentences as needed. Be sure your speech is also slower and calm.

Put on a show: Your student and a sibling or you can put on a show. It could include singing, dancing, or acting!

- Articulation-practice the show a few times and be sure your student knows which words to focus on when they present the show.
- Language-Ask your child to plan the show, write a script, give instructions, etc. Be sure they are speaking in grammatically correct sentences during the show.
- Social skills-Emphasize how the show should be a collaborative effort for two people. Facilitate problem solving as problems occur.
- Fluency-Emphasize slow, smooth speech. Have your student repeat sentences as needed. Be sure your speech is also slower and calm.