

Speech and Language Therapy Ideas for On-Line/Home

As a district the Needham Public Schools Speech and Language Pathologists would like to provide you with some ideas to enrich your child's day with language while we are all home. Below you can find some general suggestions, using items you already have at home! Read, play games, check out some apps and talk about the activities you are doing! Printable worksheets and activities can also be found in the second portion of the document, broken up into different skills and/or age levels.

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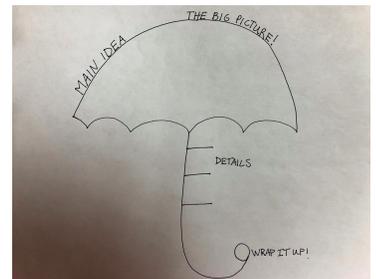
[Middle and High School Language Activities](#)

[Home Practice Sheets](#)

Reading Books

Use books as a way to work on language skills. Example activities include:

- For preschoolers:
 - Use books to teach vocabulary. Have your child point to items that you label.
 - Use books to work on following directions. Give your child 2 step directions (e.g., Point to the monkey then point to the giraffe.)
 - Use books as a description/labeling activity. Describe an animal then have your child name it. (e.g., Tell me the animal on this page that is big, grey and has a trunk.)
- For elementary and middle school students:
 - Ask your child questions about what you have read. These can be factual questions (Who? What? Where?) or inferential questions (Why...? How...? What might happen next...?)
 - Have your child retell the story to you. Try using sequencing words like first, next, last. Encourage them to think about characters, setting, problems, character feelings, actions and the resolution.
 - Draw your favorite character, part of the story, etc. and explain
 - Discuss a new ending to the story, or tell what might happen next
 - Encourage your child to share a related personal narrative with the topic umbrella.
 - Practice producing certain sounds, look for them in books and practice saying them. [Click here](#) for a list of books that are loaded with certain speech sounds.
 - If you need more books, check out Epic and set up an account! <https://www.getepic.com/>



Playing Games

Use the games that you already have at home to work on language skills. Here are some ideas:

- Scattergories/Scattergories Junior: Teams work to come up with different members of different categories (ie. sports, desserts, winter clothes). The twist is that each thing you name has to start with a certain letter. This game works on our understanding of categories and how words go together.
- 5 Second Rule/5 Second Rule Junior: In this fast-paced game, your job is to name three items of a given category in just five seconds. This game works on our understanding of categories, word associations, and thinking on your toes!
- Headbanz: Every player has a picture on their forehead that they cannot see. Your job is to guess what is on your head by asking yes/no questions. This game works on our understanding of categories and item features.
 - *Alternative play*: Instead of asking and answering questions, players can instead describe the pictures to each other. For instance, provide a description such as, “You are a type of transportation that travels in the sky.”
- Heads Up: This is a smartphone app that is very similar to Headbanz. Players hold the phone up to their forehead and a word is displayed. The other players have to describe this word in order to get the player whose turn it is to guess the word correctly.
 - *Alternative play*: You can also use gestures/act it out to get the player to guess the correct word. The app has a feature that video tapes the players acting it out, too, which can be fun.

- Apples to Apples/Apples to Apples Junior: In each round of this game, a judge puts down a green (adjective) card. All the other players play a red (noun) card that “goes with” the adjective word on the green card. The judge decides which red card is the best. The person who put down that card wins the round. This game works on word associations and parts of speech. Clever players think about the judge’s personality and perspective when putting down a card, too.
 - *Alternative*: Add in this fun element - each player must make an argument as to why their red card is the best match. This adds in work with creating clear arguments, reasoning, sentence formulation, and public speaking.
- Taboo: Your job is to get your team to guess a certain word by giving clues and describing the word on the card. The twist is that there is also a list of ‘taboo’ words that you cannot use in your description.
 - *Alternative*: Instead of worrying about the ‘taboo’ words, use them to help you in your descriptions. As you get better at formulating good descriptions, then try playing the true way where you cannot say the ‘taboo’ words.
- Guess Who?: Try to guess which character card your opponent has by asking yes/no questions. This game works on vocabulary, item features, asking questions, and process of elimination.
- Blurt: This game works on listening skills and vocabulary. Listen to a description of a word and “blurt” out the correct word. If you’re the first one to blurt it, you advance on the gameboard. The first player to make it around the board wins!
- Bubble Talk: Match funny or very silly pictures with funny captions. This helps children try to figure out the best title for pictures. Practice creating grammatically-correct sentences and explaining why something happened while also getting a good laugh!
- Rhyme Out: Players take turns drawing cards from the box and reading three clues aloud. The other players try to be the first to answer with three rhyming words that match the clues.
- Rory’s Story Cubes: Roll the cubes and make a story about the pictures you get. You can use just one or two cubes to inspire a story, or try to make a story using all the pictures you have. Follow a story frame such as Somebody-Wanted-But-So-Then to give it a little more structure.
- Go-Fish and Memory: Great ways to work on describing and grammar! When playing Memory, have your child use a complete sentence to describe their match. Use a deck of cards for Go-Fish that can provide opportunities for more language. E.g., animals cards: Do you have something that swims in a bowl?

Word Games

- Would You Rather? Make up silly or serious questions and practice answering them by turning the question around, using complete sentences, and giving reasons why you chose your answer.
- I Went To The... Pick a place and try to name all the things you might see there. For example, “I went to the beach and saw a shovel, pail, towel, wave, whale, etc...”
- Letter Scavenger Hunt: Starting with A and working your way to Z, try to find all the letters of the alphabet on signs, packages, and everyday household items
- Charades: Act out different animals, actions, jobs, etc. without making a peep!
- I Spy: Pick a secret item and give 3 clues to help your partner guess your item

Apps

- Food Frenzy: kids pretend to work in a restaurant and have to fulfill orders. You can customize the level, the concepts addressed, and the allotted time to complete the direction.
- Fun With Directions: touches on a variety of language concepts with varying levels of directions. All can be customized in settings.
- Webber Hear Builder Auditory Memory (hit “take a tour” on the bottom right hand side to access without making an account): As a spy, you catch villains by using active listening skills
- Comparative Adjectives: touch the item that matches the description
- Articulation Station: provides flashcards with pictures for speech sounds at the word, phrase, sentence, and story levels. You can **buy** only the speech sounds your child is working on.
- Puppet Pals: you pick your puppet or upload your own photo and record a story about it
- Lingokids: great app to learn vocabulary, basic linguistic concepts
- Milo sequencing: put three picture events in order to practice sequencing skills
- Splingo: following directions - can be set to follow directions with 1-4 modifiers
- Splingo categories: Sorting items into categories
 - Toca Boca: all of these apps are great for early learners

Other Activities to Try:

Cook/Bake Something Together

- Practice following the directions of a recipe. Use sequential language such as, “First we add the tomatoes, then we stir it all together, and last we add seasoning.”
- Use spatial concept words such as *in*, *on*, *on top*, *next to*, as much as possible.
- Talk about the textures, tastes, smells, and colors of the foods. Use descriptive words.

Use sidewalk chalk

- Draw pictures using sidewalk chalk and have your child describe the pictures using color, shape, and size words
- Draw a hopscotch game and write speech words in each square. These could be words your child is working on pronouncing (ie. they contain their speech sounds) or vocabulary words that they then have to use in a sentence.

Watch a movie

- ...and use some of the same strategies as you would when you read a book
- Ask your child questions about what is happening, why characters feel certain ways, what might happen next, etc.
- Talk about the different characters’ personality traits. Compare and contrast the characters.
- Think of other ways the characters could have solved problems. Come up with silly solutions and talk about why they might not have worked.

Go on a scavenger hunt outside or inside!

- Give your child descriptions of things to find in your home. These could be vague, such as, “Find something large and blue” or specific, such as, “Find something that you use to dry your hands.”
- If your child is working on speech sounds, have them find items that contain their sounds and then have them label the item.

Stories about the Coronavirus:

- [Coronavirus Social Story](#)
- [Coronavirus comic for older kids](#)

Free Educational or Speech and Language websites:

Many companies are offering FREE access to their sites during this period of time when we're all home. Here are a few that could be helpful.

- [Everyday Speech](#) is a website that offers videos, games and activities to target a variety of social skills.
- [Read Works](#) provides stories to target a variety of skills. Choose your interest, grade, reading level and skill you want to target! Students can read the stories or listen to them and answer questions provided.
- [Howard B Wigglebottom](#) is best for younger elementary aged students.
- [Scholastic Learn at Home](#): Day-by-day projects to keep kids reading, thinking, and growing.
- [Speaking of Speech](#): Printable materials categorized by targeted skills.

Social Language Skills Activities/Resources

- [Social Language Videos and Resources](#)
- [Lesson about Thinking Thoughts](#)
- [Lesson about Feeling Feelings](#)
- [Lesson about Figuring Out The Group Plan](#)
- [Jeopardy](#)
- [Problem Solving Videos](#)
- [Slam Dunk Perspective Taking: Speech Therapy, Pragmatics, Social language](#)
- [Social Scenarios for Speech Therapy](#)

Articulation

- ['Th' words Bingo Dab](#)
- [Initial, medial, final /L/](#)
- [Sound Generalization](#)
- [Sound Generalization II](#)

Nonverbal/Developing Language/Visuals

- [This Little Piggy: Adapted Book for Students with Autism & Special Needs](#)
- [Simon Says](#)

Elementary General Suggestions:

- [Speech and Language Home Suggestions for Emergencies for SLPs](#)
- [Summer Speech-Language Therapy Ideas for Parents Handout](#)
- [Expanding Expression Tool](#)
- [Dice and Dot](#)
- [Building Bricks](#)
- [Free Lesson Ideas and Plans](#)

- [Articulation, Language, and Social Language Homework](#)
- [Story Starters: Creative Writing Prompts for Kids](#)
- [Sentence Practice game](#)
- [3 Step Sequencing practice](#)
- [WH-question flip it book](#)
- [Story Comprehension practice](#)

Elementary Receptive language

- [1 Step directions](#)
- [3 step directions](#)
- [Conditional Directions](#)
- [Auditory processing sentences](#)
- [Auditory processing yes/no questions](#)
- [Spring Listen Up! Following Directions](#)
- [Hi There Small Bear: Noun/Verb Phrases, Prepositions, Following Directions](#)
- [Find and Follow In the Home](#)
-

Elementary Expressive Language/Vocabulary:

- [Synonyms Game](#)
- [Milk & Cookies Quick Language Pack](#)
- [Multiple Meaning Words](#)
- [LanguageNotebook](#)
- [Adjectives](#)
- [Practice Categorizing](#)
- [Visual to practice describing](#)
- [Animal Categories](#)
- [Animal Homes Game](#)
- [Appliances category](#)
- [More categories](#)
- [Category board game](#)
- [Categorizing based on attributes](#)
- [Attributes game](#)
- [Pronoun and vocabulary practice](#)
- [Squares game category practice](#)
- [Tools Bingo with descriptive language](#)
- [Vegetable Bingo with descriptive language](#)
- [What doesn't belong?](#)
- [What doesn't belong?](#)
- [Which one doesn't belong?](#)
- [Irregular Plurals](#)
- [Irregular plurals bingo](#)

- [Noun practice](#)
- [Person, Place or Thing?](#)
- [Animal Prepositions](#)
- [Practice First, Second, Last](#)
- [Irregular verb bingo](#)
- [Regular verb bingo](#)
- [Irregular past tense flashcards](#)
- [Pronoun Verb practice](#)

Upper Elementary Vocabulary Suggestions

- [Vocabulary Morning Work or Vocabulary Activities](#)
- [910 Word Analogies](#)
- [Simile Game Board](#)
- [Making-Inferences](#)

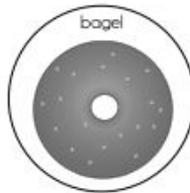
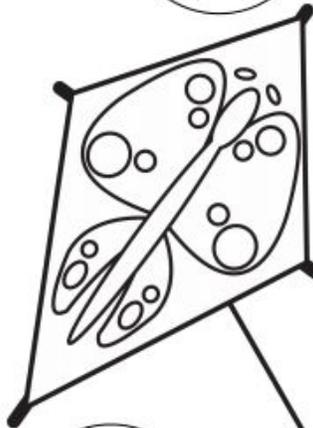
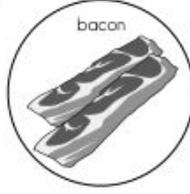
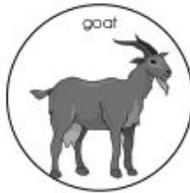
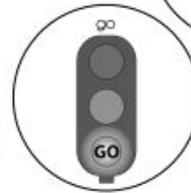
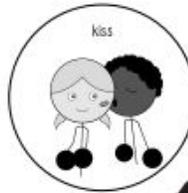
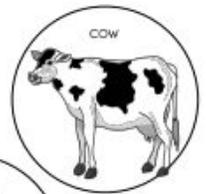
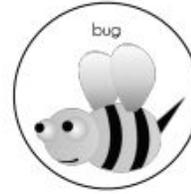
Middle and High School Language Activities

- [Storycorp podcasts with comprehension questions](#)
- [Newsela](#) (Current events leveled grade 5-12)
- [News-O-Matic](#) (App that has a free trial for new users)
- [50 Sets of Homophones - With definitions, sentences and parts of speech](#)

Home Practice Sheets (see pages that follow)

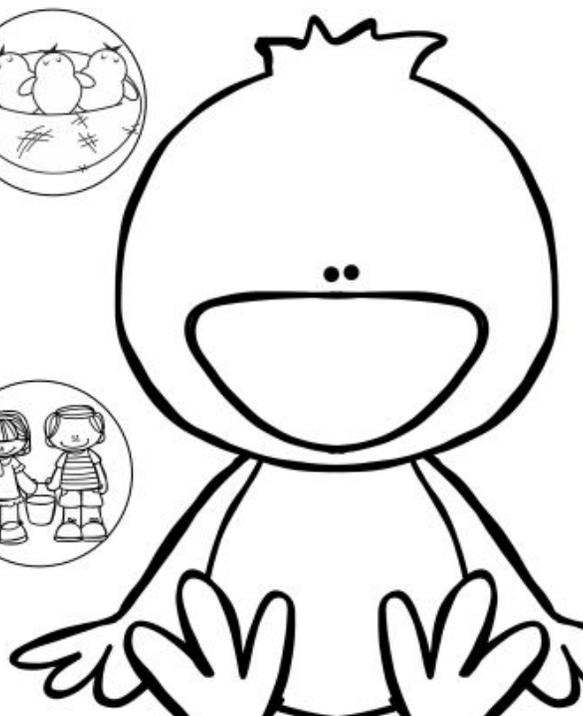
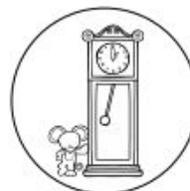
Name: _____

FRONTING:
Make YOUR GOOD /K/ &
/G/ SOUNDS.



Name: _____

PREPOSITIONS/ LOCATIONS



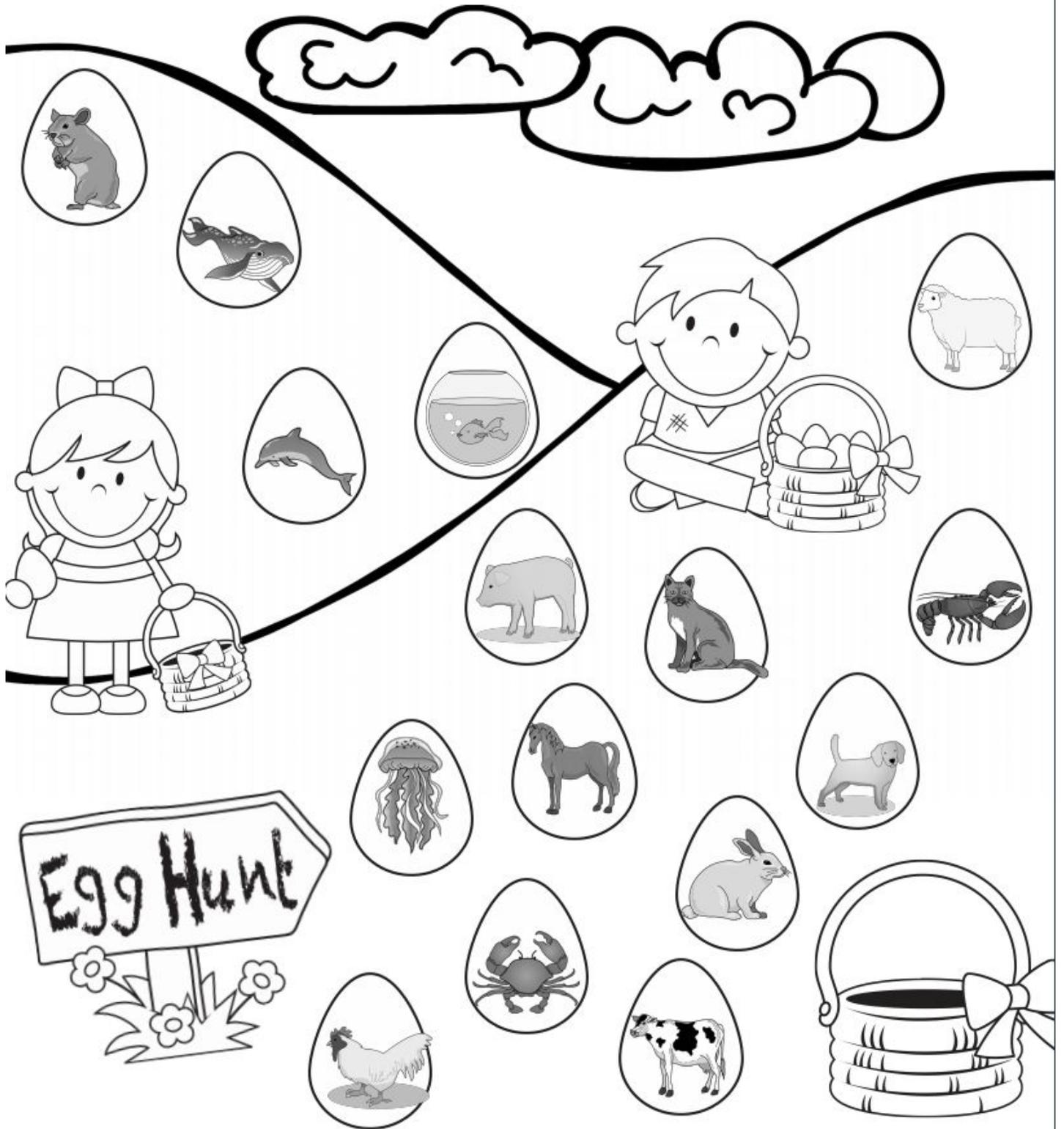
Name: _____

Animal Categories:

FARM ANIMALS = PINK

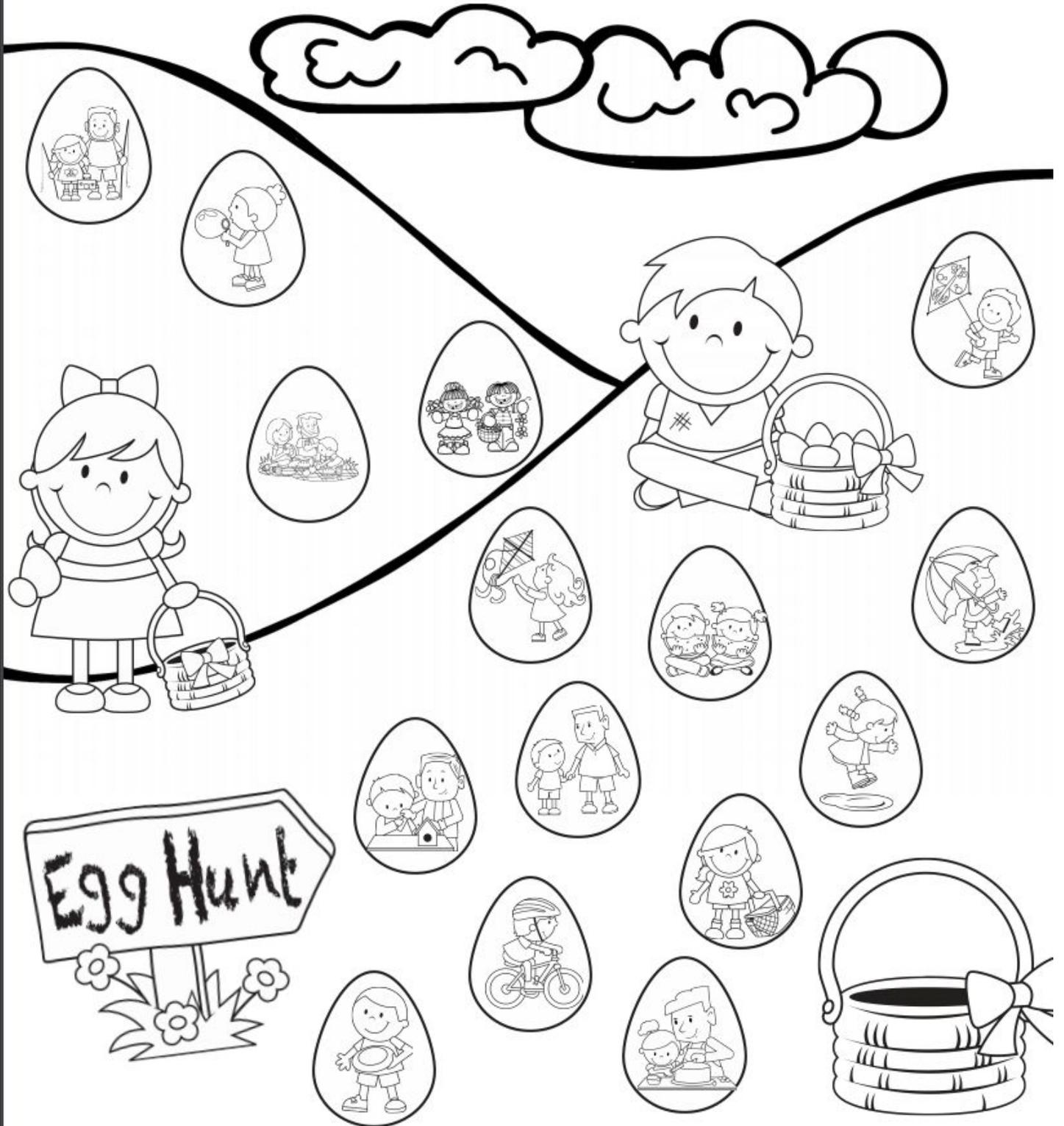
PETS = YELLOW

OCEAN ANIMALS = BLUE



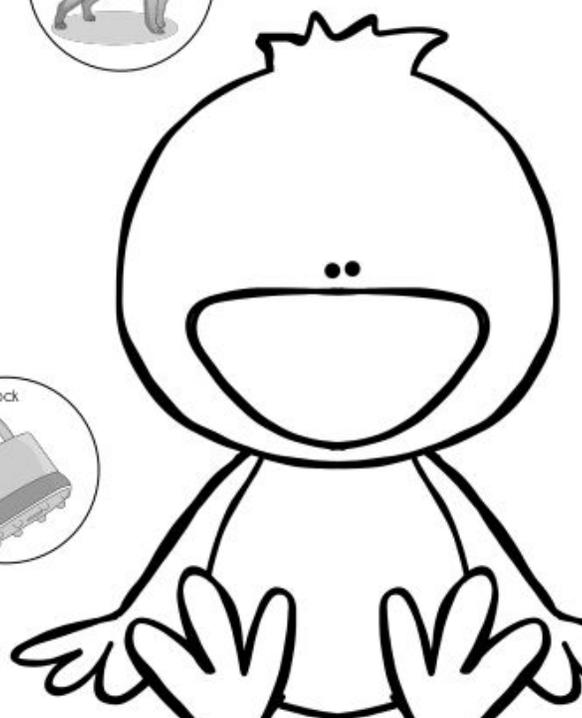
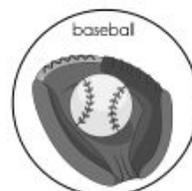
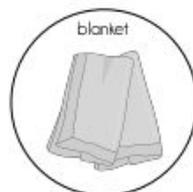
Name: _____

PRONOUNS:
he = ORANGE
she = GREEN
they = PURPLE



Name: _____

Go-togethers:
Match the items that go
together. dot them the same
color.

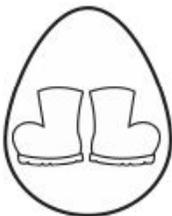
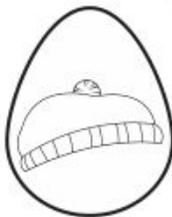
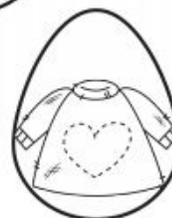
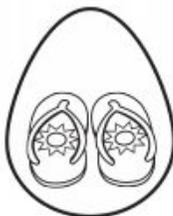
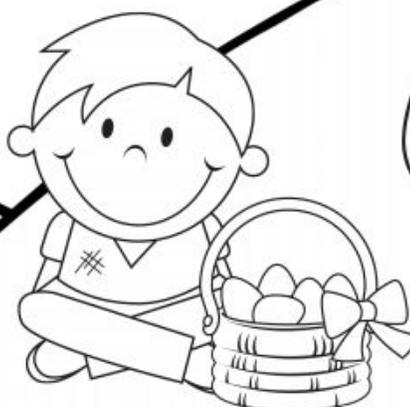


Name: _____

Clothing Categories:

WARM WEATHER CLOTHES = RED

COLD WEATHER CLOTHES = BLUE



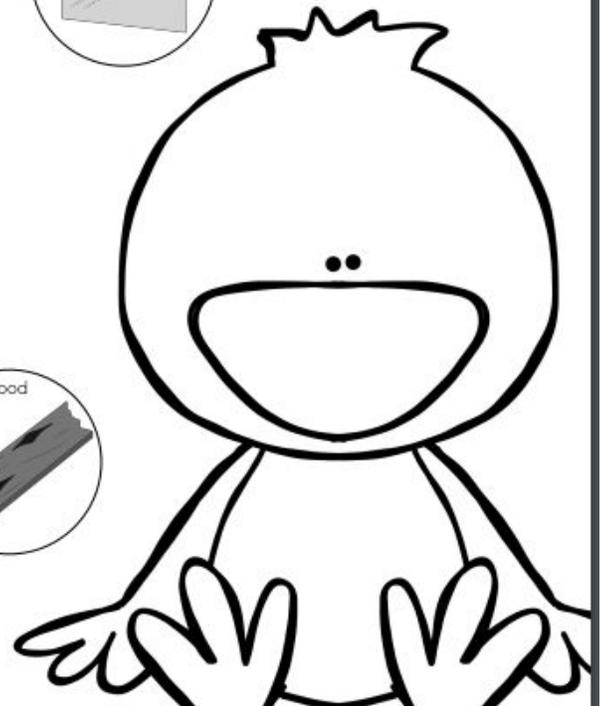
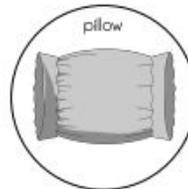
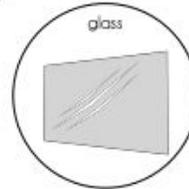
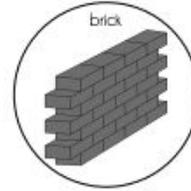
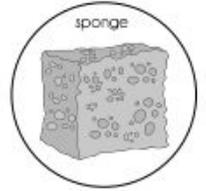
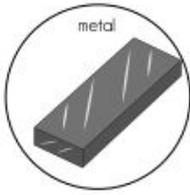
Name: _____

Attributes:

Things that are:

SOFT = GREEN

HARD = BROWN



Name: _____

- Who teaches students?
- Who cooks food at a restaurant?
- Who delivers the mail?
- Who flies in a spaceship?
- Who builds new buildings?
- Who takes care of sick animals?

- Who cleans your school?
- Who grows food for us to eat?
- Who fights fires?
- Who keeps us safe and takes bad people to jail?

Who Questions:

- Who collects the trash?
- Who helps us when we are sick?
- Who keeps us safe while we swim?
- Who helps you check out books at the library?
- Who checks and cleans your teeth?



garbage man



lifeguard



chef



teacher



janitor



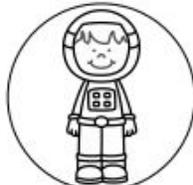
doctor



librarian



mail carrier



astronaut



police officer



fire fighter



construction worker



dentist



farmer



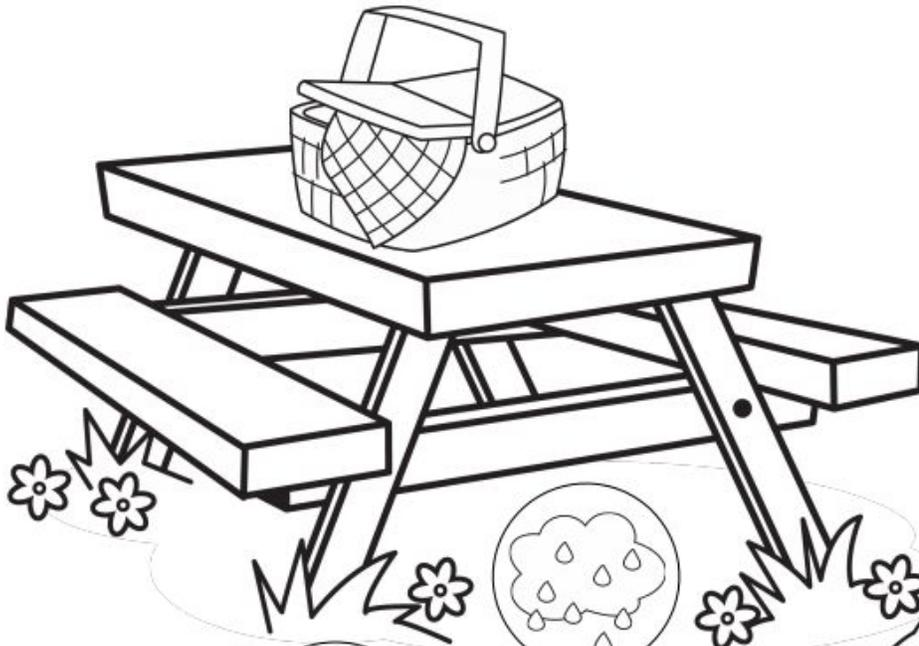
vet

Name: _____

- Where does a kite fly?
- Where do plants grow?
- Where do kids play?
- Where does rain come from?
- Where do we wear rain boots?
- Where do we have a picnic?
- Where do we keep food cold?
- Where do we sleep?
- Where do we wash our hands?
- Where do we sit?

Where Questions:

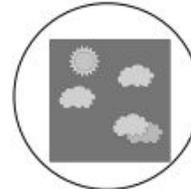
- Where do a king and queen live?
- Where do you go to see many animals?
- Where do we buy things?
- Where do we keep our lunch?



at the playground



on our feet



in the sky



in the refrigerator



the clouds



in the sink



in a bed



at the zoo



in a chair



in the soil



at the store



in a castle



at a picnic table



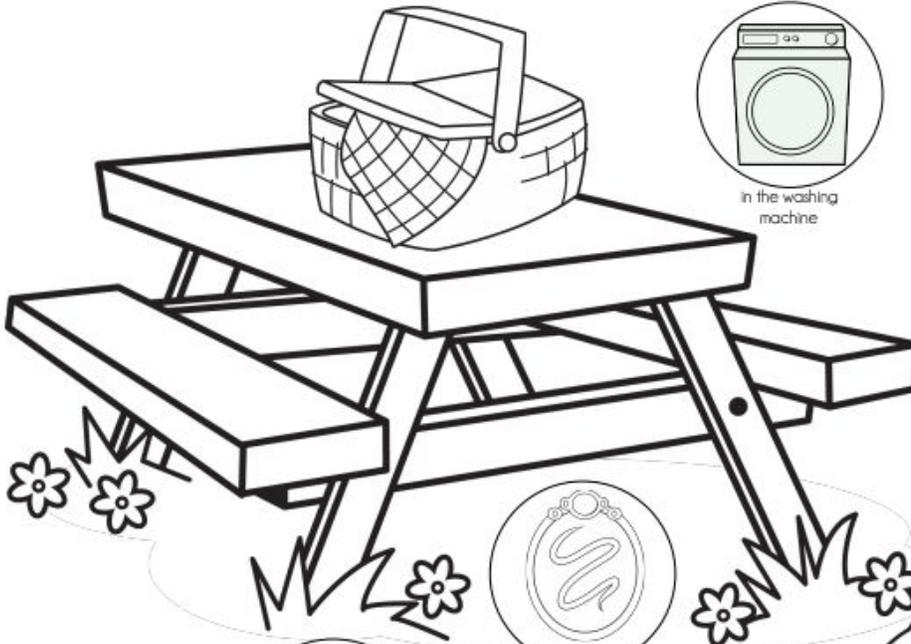
in a lunchbox

Name: _____

- Where do we type?
- Who keeps us safe while we swim?
- What do we plant so flowers grow?
- Where do we sleep?
- Who checks and cleans our teeth?
- Where do we wash clothes?
- Who helps us cross the street?
- What do we use to take a picture?
- Where do we put a bouquet of flowers?

Wh- Questions, Mixed:

- Who protects our country?
- Where do we look to see ourselves?
- Who takes care of the grass and trees?
- What do we hold above our head when it's raining?
- What do we use to dig a hole?



in the washing machine



seeds



a soldier



a gardener



a raincoat



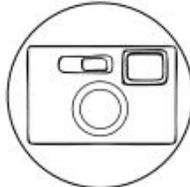
in the mirror



on the computer



a lifeguard



a camera



a crossing guard



an umbrella



in a vase



a shovel



in a bed



a dentist

Name: _____

Categories:
ANIMALS IN THE
AIR = GREEN
ANIMALS IN THE
WATER = BLUE
ANIMALS ON
LAND = PURPLE



Name: _____

Categories:
CLOTHES = ORANGE
VEHICLES = PINK
FOOD = YELLOW



Name: _____

-^aWhat do we hold when it's raining?

-^aWhat do we fly in the wind?

-^aWhat do we bring on a picnic?

-^aWhat do we drink?

-^aWhat do we plant?

-^aWhat do we use to carry our books?

-^aWhat do we use to write?

-^aWhat do we wear on our head?

-^aWhat do we eat?

What function Questions:

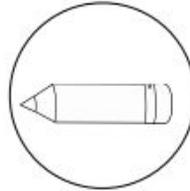
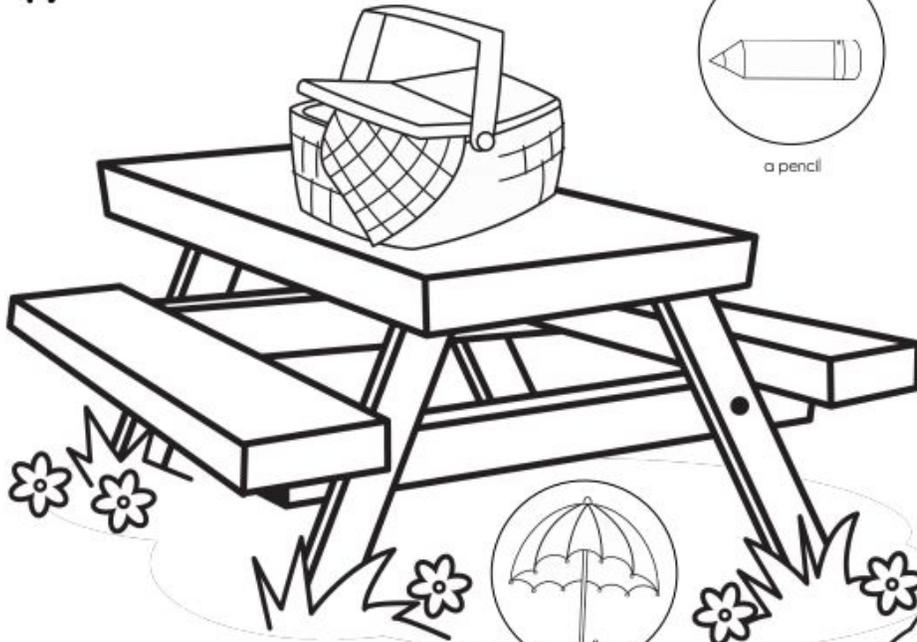
-^aWhat do we use to water the flowers?

-^aWhat do we use to dig a hole?

-^aWhat grows in a garden?

-^aWhat do we use to carry dirt?

-^aWhat does a bird build?



a pencil



a kite



a watering can



water



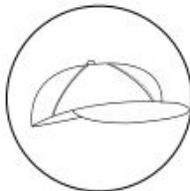
a backpack



an umbrella



shovel



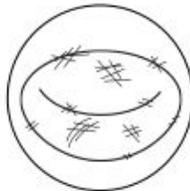
a hat



a picnic basket



food



a nest



fire fighter



seeds



flowers



WHY question/answer matching game

Why do you take a shower?



Because you are dirty.



Why do you throw up?



Because you are sick.



Why do you smile?



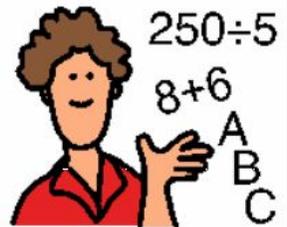
Because you are happy.



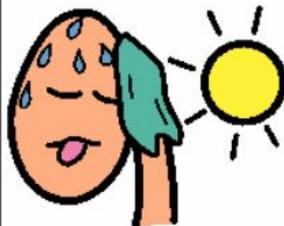
Why do you go to school?



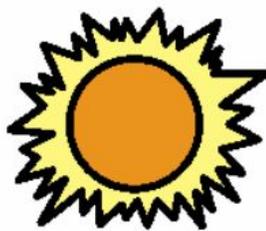
Because you want to learn.



Why do you sweat?



Because you are hot.



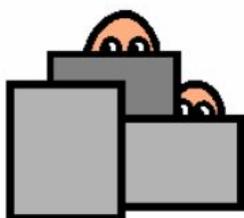
Why do you shiver?



Because you are cold.



Why do you hide?



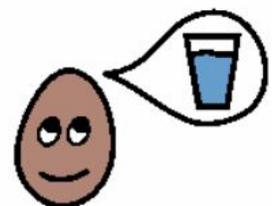
Because you are scared.



Why do you get a drink?



Because you are thirsty.



Why do you hug your mom?



Because you love her.



Why do you do someone a favor?



Because you are nice.



Why do you go to the library?



Because you like to read.



Why do your parents use the Hoover?



Because the rug is dirty.



Why do you wear a cast?



Because you broke your leg.



Why do you get a haircut?



Because your hair is too long.



Why do you go to a dentist?



Because you have a toothache.



Why do you call the fire brigade?



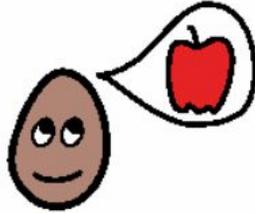
Because there is a fire.



Why do you eat?



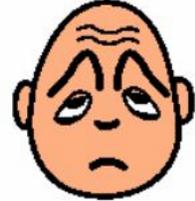
Because you are hungry.



Why do you go to sleep?



Because you are tired.



Why do you go to the doctor's?



Because you are ill.



Why do you cry?



Because you are sad.



Why do we go to the shop?



To buy food.



Why do people go to the cinema?



Because it is fun.



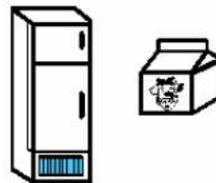
Why do people go to work?



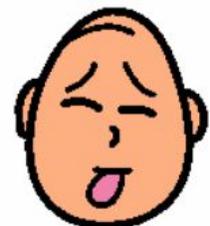
To make money.



Why do we keep milk in the fridge?



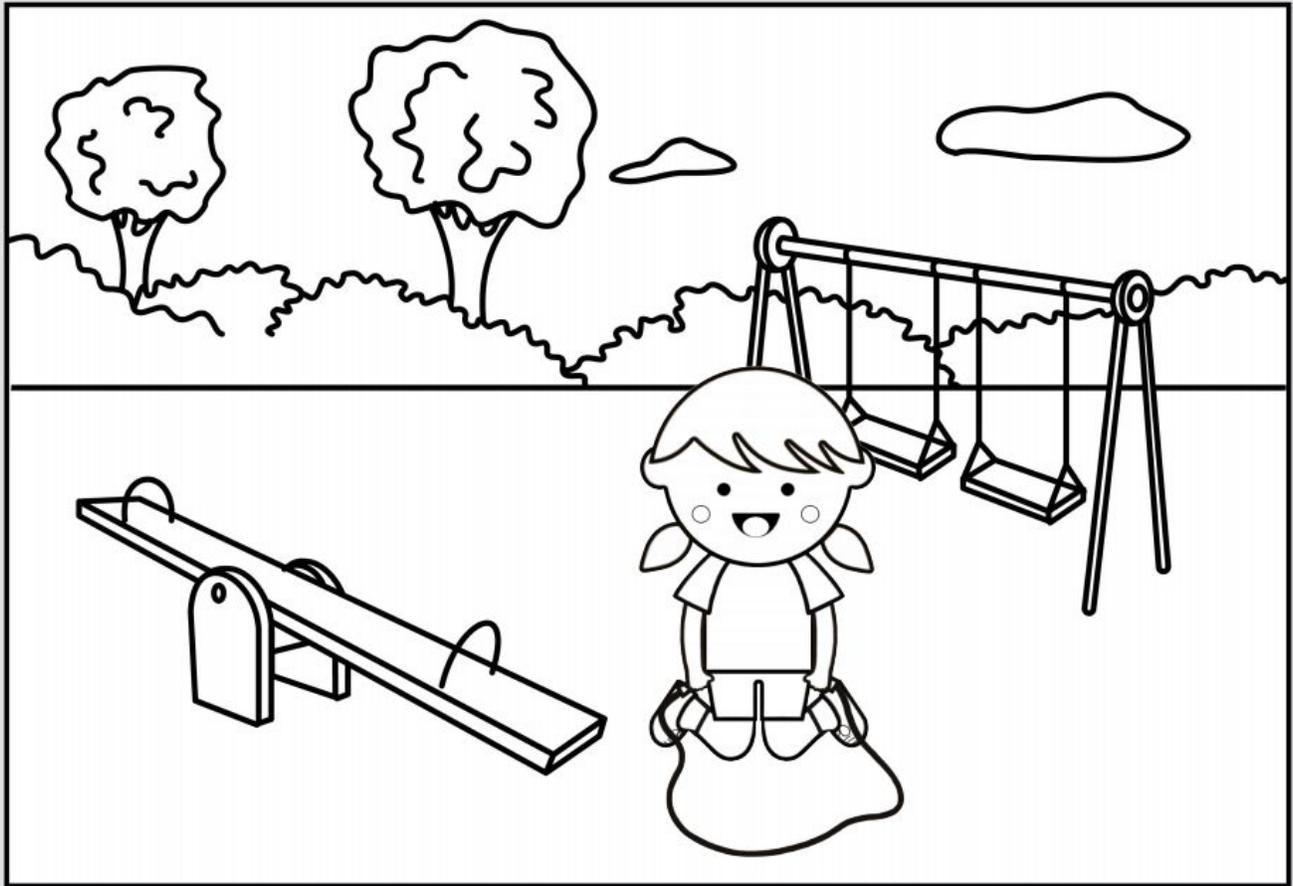
To keep it from going bad.



Describe a Scene

Name: _____

Describe the scene below. Use the WH- Questions below to help you. Check off each box once you have answered the question.



- | | |
|--|--|
| <input type="checkbox"/> Who is in the scene? | <input type="checkbox"/> Where is the girl? |
| <input type="checkbox"/> What is she doing? | <input type="checkbox"/> When do you go to the park? |
| <input type="checkbox"/> What is next to the girl? | <input type="checkbox"/> Why do you go to the park? |
| <input type="checkbox"/> What is behind the girl? | <input type="checkbox"/> Why do you wear tennis shoes? |

Describe a Scene

Name: _____

Describe the scene below. Use the WH- Questions below to help you. Check off each box once you have answered the question.

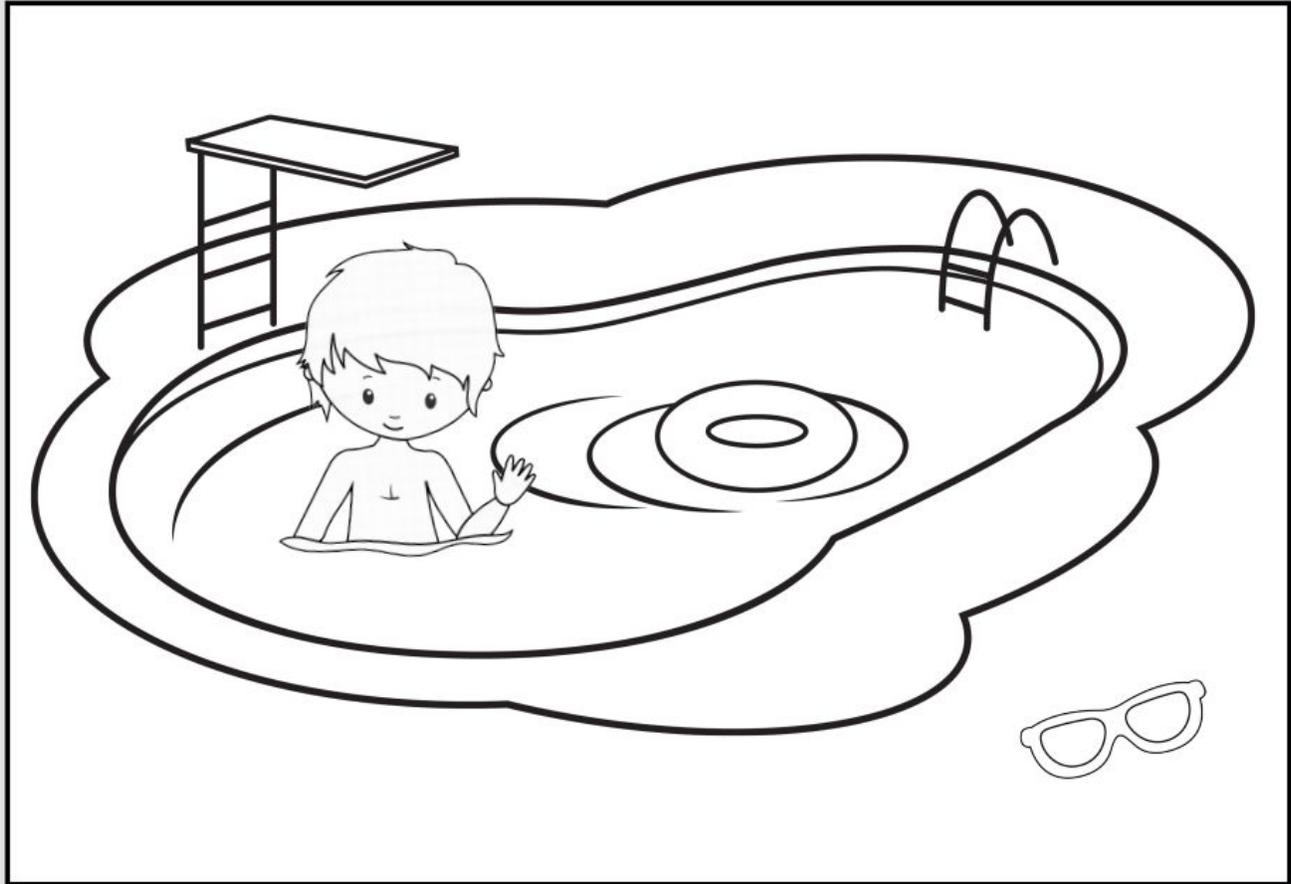


- | | |
|---|--|
| <input type="checkbox"/> Who is in the scene? | <input type="checkbox"/> What is in the room? |
| <input type="checkbox"/> What is she doing? | <input type="checkbox"/> Where is the girl? |
| <input type="checkbox"/> What is on her feet? | <input type="checkbox"/> When do you brush your teeth? |
| <input type="checkbox"/> What does she have? | <input type="checkbox"/> Why do you brush your teeth? |

Describe a Scene

Name: _____

Describe the scene below. Use the WH- Questions below to help you. Check off each box once you have answered the question.



- | | |
|--|---|
| <input type="checkbox"/> Who is in the scene? | <input type="checkbox"/> Where is the boy? |
| <input type="checkbox"/> What is he doing? | <input type="checkbox"/> When do you go swimming? |
| <input type="checkbox"/> What is next to the boy? | <input type="checkbox"/> Why do you wear a swim suit? |
| <input type="checkbox"/> What is next to the pool? | <input type="checkbox"/> Why do you wear sunglasses? |

One is a Feast for Mouse

1

2

3

4



5

6

7

8

