

MODERATE-SEVERE PROGRAMS

Parents/Guardians: These activities are meant to be learning opportunities to help augment your child's speech and language development. Remember, you are your child's biggest influencer and best teacher when it comes to learning language. Talk to your child about everything. Expand on his or her language by modeling the use of longer, well-formed sentences. If your child answers in a 1-2 word utterance, repeat back/model the same utterance by inserting an additional word (ex. Your child says, "want water" you model "I want water" or "I want cold water."). Play games you already have at home (e.g. memory, go fish, jenga)! Demonstrate turn taking, how to follow rules and practice making requests and communicating with others. Read frequently! Talk about the pictures and situations in the books. Ask simple questions pertaining to where the story or picture is taking place, what the characters are doing, etc. Watch movies together! Discuss how the characters are feeling and what might happen if they had made different choices. Any interaction can be language building. Below you will find ideas for daily speech and language opportunities. For AAC users, have your student practice answering and participating in these activities while using their device. Below are links to support AAC users as well. Most importantly, have fun!

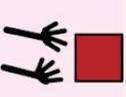
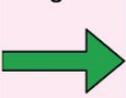
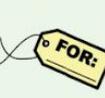
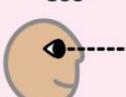
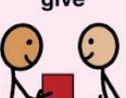
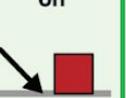
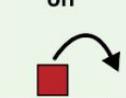
Source: Long Beach Unified School District, Department of Speech-Language Pathology

Videos on modeling if your child uses a communication device: [How to Model on Device - English](#)

[How to Model on Device - Spanish](#)

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	<p>BODY PARTS</p> <p>-label -match icon to body part -find my/your ____ -I see ____ -I use my ____ to ____ -wash ____</p>	<p>-sing head, shoulders, knees, and toes</p> <p>-play doctor and wrap or put bandaids on owies (can be you, student, or a favorite stuffed animal). Model utterances "My (<u>body part</u>) hurts." and "Does your (<u>body part</u>) hurt?"</p>	<p>Book: Parts by Tedd Arnold Model: <i>Where is it?</i> <i>I see ____.</i> <i>It is good/bad.</i></p> <p>Activity: Have your student point to and label basic body parts. "My eyes are on my head.", "My knee is on my leg.", "Teeth are in my mouth."</p>	<p>Book: My Busy Body Model: <i>Where is it?</i> <i>I see ____.</i> <i>It is good/bad.</i></p> <p>Activity: After listening to the story, have your student sequence and retell 2 events from each page. "First __, then __."</p>	<p>Articulation & Social Skills Friday!</p> <p><u>Articulation</u> Let's practice the /sh/ sound! Have your child pucker their lips and place their index finger to their lips. Practice telling someone to "shhh!"</p> <p><u>Social Skills</u> -Discuss different ways to ask a friend to be quiet. "Please be quiet." or "I can't hear my teacher."</p>
WEEK 2	<p>FURNITURE</p> <p>-label, match icon to item, find the ____, I see ____, I ____ on/with the ____, the ____ is in the (<u>room</u>).</p>	<p>In On Under Story/Song</p> <p>-use a toy to practice prepositions with furniture items (in, on, under, behind)</p> <p>-talk about where the item is. "The toy is on the sofa.", "The toy is under the chair."</p>	<p>Book: Home For a Bunny Model: <i>It is under/in.</i> <i>I see it go.</i> <i>Go under/in.</i> <i>Where? Here.</i></p> <p>Activity: Where questions! Ask your student where each animal lives. "Where does the frog live?" and have your student answer with the utterance "(<u>animal</u>) lives in the (<u>place</u>)." "Frog lives in the water."</p>	<p>Book: Froggy Goes to Grandma's</p> <p>Activity: have fun repeating froggy's 3-4 word utterances after froggy says them. "I want to help!", "Boing, boing, boing!", "I already did.", "Don't touch it.", "I ready did!"</p>	<p>Articulation & Social Skills Friday!</p> <p><u>Articulation</u> Practice labeling eating utensils (fork, knife, spoon, cup, plate). Make sure to finish your words and make all your ending sounds!</p> <p><u>Social Skills</u> Read a Dr. Seuss book. Determine whether the behavior is expected or unexpected. Talk about the way the behavior makes others feel.</p>

W E E K 3	FOOD (breakfast, lunch, dinner, snack, drinks) -label, match icon to item, find the ____, eat ____, I want ____, more ____, all done.	Breakfast -talk about breakfast food and where they come from <i>Milk comes from cows. Eggs come from chickens.</i> <i>Pancakes come from the kitchen.</i> <i>Cereal comes from a box.</i>	Lunch Lunch - Go Noodle Activity: Sequence how to make a sandwich. "First we get bread, then we ____, finally we ____."	Dinner Storytelling: Tell a story about a time you went to eat at a restaurant. Make sure to include who you were with, where you went and what you ate!	Articulation & Social Skills Friday! <u>Articulation</u> Practice saying "yummy!" with a good M sound in the middle of the word. Remember to close your lips in the middle of the word. <u>Social Skills</u> Play restaurant and practice ordering food. "May I have ____?" Don't forget your please and thank you!
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People 	Things 	Food 	Places 	Actions 	Describe 	Chat 	Help 	Questions? 	Activities 	Little Words <i>And It The</i> WORDS <i>Up</i>

CORE WORDS 12

