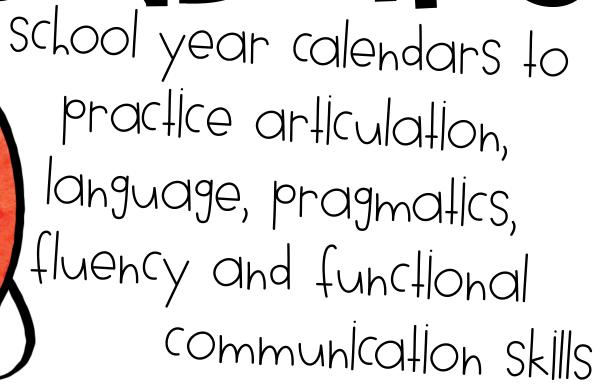
speech & language YEAR LONG BUNDLE!

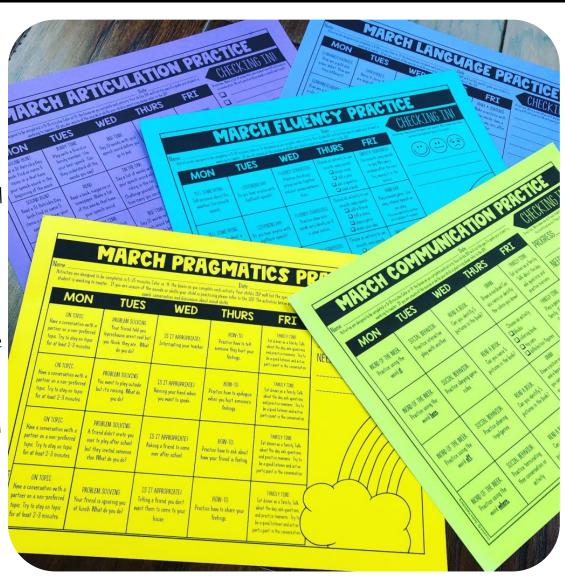
C G L E N D G R S



CREATED BY: DEANA KAHLENBERG

SPEECH AND LANGUAGE CALENDARS

This pack was created for children to practice their speech and language skills throughout the school year. I have included five calendars for five different areas of communication: articulation, language, fluency, pragmatics, and functional/social communication. One calendar is included for each are for the following months: September, October, November, December, January, February, March, April and May. The functional communication calendars cover social skills, play skills and using/learning basic vocabulary. The pragmatic calendars focus on topic maintenance, feelings, problem solving and appropriate vs. inappropriate behavior. On each calendar I recommend parents refer to the child's IEP for specific sounds or goals they are currently working to master. I have also included a parent letter to explain the purpose of the calendars. You'll notice that each calendar has similar, if not the same activities month to month and week to week. This was intentional to promote carryover and consistency with practice throughout the school year. Some skills will spiral back during the school year. If students return their calendar (completed or even partially completed) at the beginning of the new month \boldsymbol{I} give them a treat for their hard work. Happy practicing!



 ${\rm I}$ often print the different calendars on different color paper to help keep them straight when handing them out and when collecting them.

SPEECH & LANGUAGE HOMEWORK

Dear Parents,

Welcome back to school. Your student will be working very hard in speech all school year.

Throughout the year you can help your child continue to make progress. The following calendars focus

on speech and language skills that we will target this school year. Activities were chosen that foster expressive language, receptive language, articulation skills, play skills and/or social skills. You'll notice the skills/activities are similar week to week and month to month. This helps promote a routine and develop better carryover of the skills. Activities are designed to be completed in 5–15 minutes. Color in the boxes as you complete each activity. Your child's IEP will list specific goals we are working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. Return the calendar at the end of each month and your child will receive a small prize for their hard work. I have not listed any homework for Saturday or Sunday. Those days can be time to take a break or to use your previously practiced skills when out and about with friends and family! If you have any questions or concerns please don't hesitate to let me know! Happy practicing!

Created By: Deana Kahlenberg

SEPTEMBER ARTICULATION PRACTICE

Name: CHECKING IN! Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. MON Directions: Make a list of words that your student had difficulty saying **TUES THURS** FRI WED in conversation. We will practice these words in speech next month. BUDDY TTMF: SOUND HUNT: BFD TTMF: MAKE A LIST: Play with a friend or FAMTLY TTMF: Find 5 items around your family member. Use Say 10 words with your Make a list of 5 words room that have your Eat dinner as a family. speech sound before you that are tricky for you your best speech. Can speech sound in the Use your best speech! they understand all the go to bed. to say. Practice them! beginning of the word. words you say? MAKE A LTST: SOUND HUNT: WAKE UP: READ: Make a list of 5 words Find 5 items in your FAMTLY TIME: Read a book Make a list that are tricky for you Say 10 words with your room that have your Read a book as a family. of the words that have speech sound when you to say. Make a silly Use your best speech! speech sound in the sentence for each word. your speech sound. wake up. middle of the word Practice it!

SOUND HUNT:

Find 5 items in your room that have your speech sound at the end of the word.

SOUND HUNT:

Find 5 items in the

house that have your

speech sound in the

beginning of the word.

your best speech. Can they understand all the

BUDDY TTMF:

Play with a friend or

family member. Use

words you say?

RFAD: Read a magazine. Make a list of the words that have your speech sound.

Say 10 words with your speech sound before you

BED TIME:

go to bed.

Say 10 words with your

speech sound when you

wake up.

MAKE A LTST: WAKE UP: Make a list of 5 words

> that are tricky for you to say. Make a silly sentence for each word Practice it!

MAKE A LIST:

Make a list of 5 words

that are tricky for you

to say. Practice them!

FAMTLY TTME:

FAMTLY TTMF:

Draw a picture as a

family. Use your best

speech!

Play a game as a family. Use your best speech!

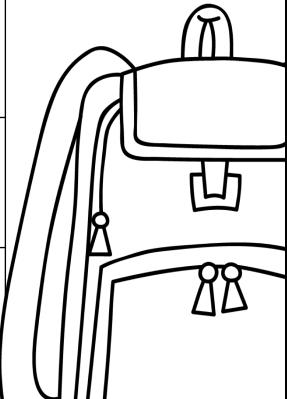
SEPTEMBER LANGUAGE PRACTICE

Name: ______ Date: ______ Date: ______ Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON **TUES WED THURS** FRI SEQUENCE: COMPARE/CONTRAST: MAKE A SENTENCE: CATEGORTES: WORD MFANTNGS: Read a story. Tell what Make a sentence with How are a bike and a Name 3 items that Give two meanings for happened in the skateboard alike? How these words: "to. back. are furniture. beginning, middle and "wave". are they different? school welcome" end. COMPARE/CONTRAST: GRAMMAR: CATEGORTES: DESCRIBE: ADJFCTTVFS: How are the sun and Use the following Name 3 items that Describe a pencil. Name 5 items that the moon alike? How word in the past tense: are tools (color, parts, function) are sticky. are they different? eat. SEQUENCE: MAKE A SENTENCE: COMPARE/CONTRAST: CATEGORTES: WORD MFANTNGS: Read a story. Tell what Make a sentence with How are a cup and a Name 3 items that are happened in the Give two meanings for mug alike? How are these words: "missed. jewelry. "bat". beginning, middle and they different? bus. I. the". end COMPARE/CONTRAST: GRAMMAR: CATEGORTES: DESCRTBE: ADJFCTTVFS: Created By: Deana Kahlenberg Use the following How are a car and a Name 3 items that Name 5 items that Describe a school bus. truck alike? How are word in the plural are school tools. are colorful. (color, parts, function) they different? form: mouse

CHECKING IN!

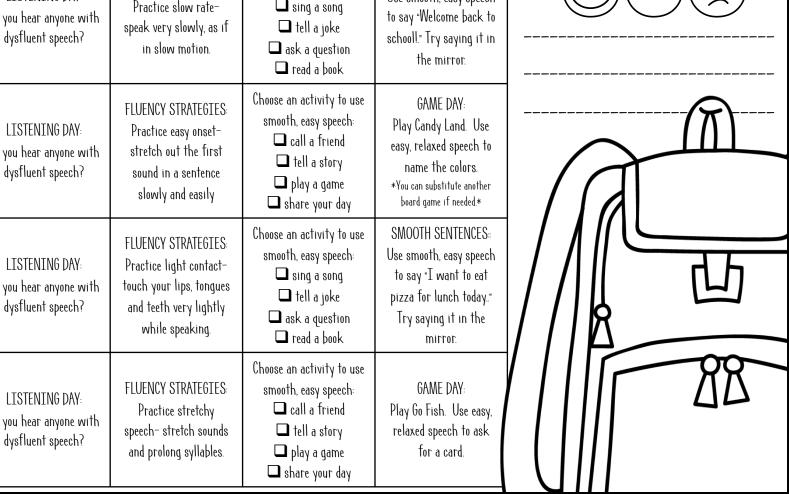
iculty practice	, , ,	,	



SEPTEMBER FLUENCY PRACTICE

			Date: activity. Your child's IEP will list the ld is practicing please refer to the IEI		CHECKING IN!
MON	TUES	WED	THURS	FRI	Directions: How do you feel about your speech? Write down any times you have had dysfluent speech this month.

	MON	TUES	WED	THURS	FRI
	TELL SOMETHING: Tell someone about your new teacher: Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice slow rate- speak very slowly, as if in slow motion.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Welcome back to schooll." Try saying it in the mirror.
	TELL SOMETHING: Tell someone about your new classmates. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice easy onset- stretch out the first sound in a sentence slowly and easily	Choose an activity to use smooth, easy speech: call a friend tell a story play a game share your day	GAME DAY: Play Candy Land. Use easy, relaxed speech to name the colors. *You can substitute another board game if needed.*
	TELL SOMETHING: Tell someone about your family. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice light contact— touch your lips, tongues and teeth very lightly while speaking.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES:: Use smooth, easy speech to say "I want to eat pizza for lunch today." Try saying it in the mirror.
Created By: Deana Kahlenberg	TELL SOMETHING: Tell someone about your favorite things. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice stretchy speech- stretch sounds and prolong syllables.	Choose an activity to use smooth, easy speech: call a friend tell a story play a game share your day	GAME DAY: Play Go Fish. Use easy, relaxed speech to ask for a card.



EMBER COMMUNICATION PRACTICE

Name:	Date:
Activities are designed to be completed in 5–15 m	ninutes. Color or *X* the boxes as you complete each activity. Your child's IEP will list the specific goals your student is
working to master	If you are unsure of the sounds or skills your child is practicing please refer to the TEP

	MON	TUES	WED	THURS	FRI
	WORD OF THE WEEK: Practice using the word <u>want</u> :	SOCIAL BEHAVIOR: Practice taking turns.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
	WORD OF THE WEEK: Practice using the word go .	SOCIAL BEHAVIOR: Practice making requests.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playdough blocks toy cars bubbles	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)
	WORD OF THE WEEK: Practice using the word <u>like</u> .	SOCIAL BEHAVIOR: Practice greetings.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
Created By: Deana Kahlenberg	WORD OF THE WEEK: Practice using the word <u>no.</u>	SOCIAL BEHAVIOR: Practice making requests.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playdough blocks toy cars bubbles	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)

CHECKING IN!

Directions: Write down one skill your student has made progress with this month and one skill they still need to work on. PROGRESS:_____ NEEDS PRACTICE:

EMBER PRACEMATICS PRACTICE

yourself to someone new.

be a good listener and active

participant in the conversation.

Name: Date: Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your

student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. The activities below are meant to spark conversation and discussion about social skills.

	spark convensation and discussion about social skins.							
	MON	TUES	WED	THURS	FRI			
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: Your friend has something you want. You ask to see it but they say no. What do you do?	IS IT APPROPRIATE?: Picking your nose.	HOW-TO: Practice how to ask your friend to stop bothering you.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.			
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: Your friend is whispering to someone else and looking at you. When you come over they stop talking. What do you do?	IS IT APPROPRIATE?: Telling a joke.	HOW-TO: Practice how to tell your teacher you forgot your homework.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.			
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: Your brother or sister borrowed something important from you and hasn't given it back. What do you do?	IS IT APPROPRIATE?: Copying your friend's work.	HOW-TO: Practice how to ask your friend if they want to play. or hang out	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.			
Deana Kahlenberg	ON TOPIC: Have a conversation with a partner on a non-preferred	PROBLEM SOLVING: You asked your parents if a friend could come over to	IS IT APPROPRIATE?: Playing a video game.	HOW-TO: Practice how to introduce	FAMILY TIME: Eat dinner as a family, Talk about the day, ask questions, and practice manners. Try to			

topic. Try to stay on topic

for at least 2-3 minutes.

spend the night and they

said no. What do you do?.

CHECKING IN!

Directions: Write down one skill your student has made progress with this month and one skill they still need to work on.

PROGRESS:_____

NEEDS PRACTICE:

OCTOBER ARTICULATION PRACTICE

			the boxes as you complete each ac			CHECKING IN!
Ì	MON	TUES	WED	THURS	FRI	Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.
	SOUND HUNT: Find or name 5 items on a farm that have your speech sound in the beginning of the word.	BUDDY TIME: Play with a friend or family member. Use your best speech. Can they understand all the words you say?	BED TIME: Say 10 words with your speech sound before you go to bed.	GAME DAY: Play Candy Land. Use your best speech sounds to play. *You can substitute another board game if needed.*	FAMILY TIME: Eat dinner as a family. Use your best speech!	
	SOUND HUNT: Find or name 5 items on a farm that have your speech sound in the middle of the word.	READ: Read a book. Make a list of the words that have your speech sound.	IN THE CAR: Say a list of words with your speech sound while riding in the car. Challenge yourself to see how many you can name!	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	FAMILY TIME: Read a book as a family. Use your best speech!	
	SOUND HUNT: Find or name 5 items on a farm that have your speech sound at the end of the word:	BUDDY TIME: Play with a friend or family member. Use your best speech. Can they understand all the words you say?	BED TIME: Say 10 words with your speech sound before you go to bed.	GAME DAY: Play GoFish. Use your best speech sounds to play. *You can substitute game if needed*	FAMILY TIME: Draw a picture as a family. Use your best speech!	
edied by: Pedild Nameliberg	SOUND HUNT: Find 5 scary items that have your speech sound in the beginning of the word.	READ: Read a book. Make a list of the words that have your speech sound.	IN THE CAR: Say a list of words with your speech sound while riding in the car: Challenge yourself to see how many you can name!	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	FAMILY TIME: Play a game as a family. Use your best speech!	

how many you can name!

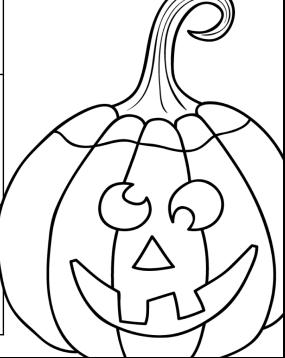
OCTOBER LANGUAGE PRACTICE

Name: ______ Date: ______ Date: ______ Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
COMPARE/CONTRAST: How are a ghost and a mummy alike? How are they different?	CATEGORIES: Name 3 items that are vehicles.	WORD MEANINGS: Give two meanings for "star".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "candy, he, all, ate, the"".
COMPARE/CONTRAST: How are a cat and a dog alike? How are they different?	CATEGORIES: Name 3 items that are clothes .	GRAMMAR: Use the following word in the past tense: drink.	DESCRIBE: Describe a pumpkin. (color, parts, function)	ADJECTIVES: Name 5 items that are scary.
COMPARE/CONTRAST: How are a pumpkin and an orange alike? How are they different?	CATEGORIES: Name 3 items that are food.	WORD MEANINGS: Give two meanings for "saw".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "movie, was, that, very, scary".
COMPARE/CONTRAST: How are a leaf and a tree alike? How are they different?	CATEGORIES: Name 3 items that are candy.	GRAMMAR: Use the following word in the plural form: leaf.	DESCRIBE: Describe a witch. (color, parts, function)	ADJECTIVES: Name 5 items that are disgusting.

CHECKING IN!

	•	 lls your stud eech next mo	



OCTOBER FLUENCY PRACTICE

 \Box play a game

☐ share your day

You can substitute another board game if needed.

Name: ______ Date: _____ Date: _____ Activities are designed to be completed in 5–15 minutes. Color or *X* the boxes as you complete each activity. Your child's TEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the TEP.

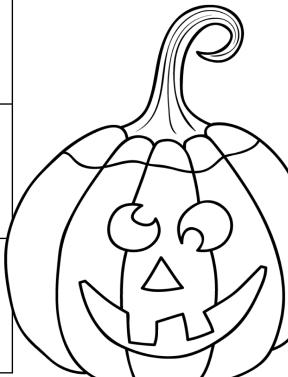
working to master. It you are unsure ot the sounds or skills your child is practicing please reter to the LEP.						
MON	TUES	WED	THURS	FRI		
TELL SOMETHING: Tell someone about a story you have read. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice chunking- group words together and put pauses between them.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Let's watch a scary movie!." Try saying it in the mirror.		
TELL SOMETHING: Tell someone about what you want to be for Halloween. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice cancellation— after a stutter: stop, take a breath and say it again.	Choose an activity to use smooth, easy speech: call a friend tell a story play a game share your day	GAME DAY: Play Candy Land. Use easy, relaxed speech to name the colors. *You can substitute another board game if needed.*		
TELL SOMETHING: Tell someone about your favorite candy. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice pull-out- stop in the middle of a stutter, pause and state the word again in and easier manner:	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES:: Use smooth, easy speech to say "I want to be a ghost for Halloween" Try saying it in the mirror.		
TELL SOMETHING: Tell someone about something that scares	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice stretchy speech- stretch sounds	Choose an activity to use smooth, easy speech: call a friend tell a story	GAME DAY: Play Go Fish. Use easy, relaxed speech to ask for a card.		

and prolong syllables.

CHECKING IN

Directions: How do you feel about your speech? Write down any times you have had dysfluent speech this month.





Created By: Deana Kahlenberg

you. Use smooth speech.

OCTOBER COMMUNICATION PRACTICE

☐ toy cars

□ bubbles

Simon Says,

CandyLand, etc.)

Name:	Date:
Activities are designed to be completed in 5–15 minutes. Color or *X" the boxes as y	ou complete each activity. Your child's IEP will list the specific goals your student is
working to master. If you are unsure of the sounds	or skills your child is practicing please refer to the TFD

	MON	TUES	WED	THURS	FRI
	WORD OF THE WEEK: Practice using the word get .	SOCIAL BEHAVIOR: Practice taking turns.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a fall picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
	WORD OF THE WEEK: Practice using the word <u>look</u> .	SOCIAL BEHAVIOR: Practice making requests.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playdough blocks toy cars bubbles	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)
	WORD OF THE WEEK: Practice using the word <u>make</u> .	SOCIAL BEHAVIOR: Practice greetings.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a fall picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
: Deana Kahlenberg	WORD OF THE WEEK: Practice using the	SOCIAL BEHAVIOR: Practice farewells.	READ A BOOK: Can you name 5	Choose an activity: playdough blocks	FAMILY TIME: Play a game as a family. (Ex. Go fish,

pictures in the book?

word **turn**.

CHECKING IN!

Directions: Write down one skill your student has made progress with this month and one skill they still need to work on. PROGRESS:_____ NEEDS PRACTICE: _____

OCTOBER PRAGMATICS PRACTICE

Name: ______ Date: ______ Date: _____

Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. The activities below are meant to spark conversation and discussion about social skills.

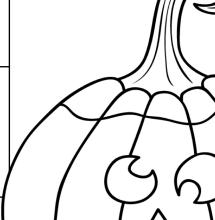
		opani oonii	croditori dila dioodootori apodi oo		
	MON	TUES	WED	THURS	FRI
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: Your friend wants to dress up as the same thing as you for Halloween. What do you do?	IS IT APPROPRIATE?: Chewing on your pencil.	HOW-TO: Practice how to ask for help on your math assignment.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: You parents say you are too old to go trick-or- treating this year: What do you do?	IS IT APPROPRIATE?: Telling a scary story.	HOW-TO: Practice how to tell your teacher you forgot your lunch money.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: Your mother only lets you eat one piece of candy but you want more. What do you do?	IS IT APPROPRIATE?: Repeating a bad word your friend said at school.	HOW-TO: Practice how to ask your friend if they want to hang out after school.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.
ahlenberg	ON TOPIC: Have a conversation with a	PROBLEM SOLVING: You forgot you had	IS IT APPROPRIATE?	HOW-TO:	FAMILY TIME: Eat dinner as a family. Talk

CHECKING INI

Directions: Write down one skill your student has made progress with this month and one skill they still need to work on.

PROGRESS:_____

NEEDS PRACTICE: _____



Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes. PROBLEM SOLVING: You forgot you had homework last night and didn't complete it. What do you do?

IS IT APPROPRIATE?:
Breaking a class rule
because you thought it

didn't make sense.

HOW-TO:
Practice how to trick-ortreat..

FAMILY TIME:
Eat dinner as a family. Talk
about the day, ask questions,
and practice manners. Try to
be a good listener and active
participant in the conversation.

NOVEMBER ARTICULATION PRACTICE

Name: CHECKING IN! Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. MON FRI Directions: Make a list of words that your student had difficulty saying **TUES THURS** WED in conversation. We will practice these words in speech next month. BUDDY TIME: SOUND HUNT: GAME DAY: BFD TTMF: Play with a friend or Find or name 5 items in FAMTLY TTMF: Play Sorry. Use your best family member. Use Say 10 words with your a garden that have your Eat dinner as a family. speech sounds to play. speech sound before you your best speech. Can speech sound in the Use your best speech! *You can substitute another board they understand all the go to bed. dame if needed.* beginning of the word. words you say? TN THE CAR: MAKE A LTST: SOUND HUNT: READ: Say a list of words with Make a list of 5 words FAMTLY TIME: Find or name 5 items in Read a book Make a list your speech sound while that are tricky for you Read a book as a family. a garden that have your of the words that have riding in the car. to say. Make a silly Use your best speech! speech sound in the sentence for each word your speech sound. Challenge yourself to see middle of the word. how many you can name! Practice it! BUDDY TTMF: SOUND HUNT: GAME DAY: BED TIME: Play with a friend or FAMTLY TIME: Find or name 5 items in Play iSpy. Use your best family member. Use Say 10 words with your a garden that have your Eat dinner as a family. speech sounds to play. speech sound before you your best speech. Can speech sound at the end Use your best speech! *You can substitute game if go to bed. they understand all the needed.* of the word. words you say? TN THE CAR: MAKE A LTST: SOUND HUNT: RFAD: Say a list of words with Make a list of 5 words FAMTLY TTME: Find 5 fall items that Read a book Make a list your speech sound while that are tricky for you have your speech sound Play a game as a family. of the words that have riding in the car. to say. Make a silly in the beginning of the Use your best speech! your speech sound. Challenge yourself to see sentence for each word. word. how many you can name! Practice it!

NOVEMBER LANGUAGE PRACTICE

Name: _ CHECKING INI Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. MON **FRI** Directions: Write a note below with any language skills your student is **TUES WED THURS** having difficulty practice. We will practice them in speech next month. SEQUENCE: COMPARE/CONTRAST: MAKE A SENTENCE: CATEGORTES: WORD MFANTNGS: Read a story. Tell what Make a sentence with How are a turkey and Name 3 items that Give two meanings for happened in the a chicken alike? How these words: "thankful. are pets. "chest". beginning, middle and are they different? I, you, for, am". end. COMPARE/CONTRAST: GRAMMAR: CATEGORTES: DESCRIBE: ADJFCTTVFS: How are corn and Use the following Name 5 items that Name 3 items that Describe a turkey. carrots alike? How word in the past tense: are fruits. (color, parts, function) are cute. are they different? sleep. SEQUENCE: COMPARE/CONTRAST: MAKE A SENTENCE: CATEGORTES: WORD MEANINGS: Read a story. Tell what Make a sentence with How are an apple and Name 3 items that are happened in the Give two meanings for cherries alike? How these words: "he, too, vegetables. "well". beginning, middle and are they different? much, ate". end COMPARE/CONTRAST: GRAMMAR: CATEGORTES: DESCRIBE: ADJECTTVES: Created By: Deana Kahlenberg How are a bat and a Use the following Name 3 items that Describe a garden. Name 5 items that bird alike? How are word in the plural are desserts. (color, parts, function) are wet. they different? form: foot

NOVEMBER FLUENCY PRACTICE

Ná	ıme:			Date:		CHECK THE THE
				ctivity. Your child's IEP will list the is practicing please refer to the IE		CHECKING INI
	MON	TUES	WED	THURS	FRI	Directions: How do you feel about your speech? Write down any times you have had dysfluent speech this month.
	TELL SOMETHING: Tell someone about a story you have read. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice chunking- group words together and put pauses between them.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "I want to eat turkey and piel." Try saying it in the mirror.	
	TELL SOMETHING: Tell someone about your favorite meal. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice slow rate- speak very slowly, as if in slow motion.	Choose an activity to use smooth, easy speech: call a friend tell a story play a game share your day	GAME DAY: Play Trouble. Use easy, relaxed speech to name the colors. *You can substitute another board game if needed.*	
	TELL SOMETHING: Tell someone about your favorite candy. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice easy onset- stretch out the first sound in a sentence slowly and easily	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES:: Use smooth, easy speech to say "What are you thankful for?" Try saying it in the mirror	
Sreated By: Deana Kahlenberg	TELL SOMETHING: Tell someone about something that you are thankful for: Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice light contact— touch your lips, tongues and teeth very lightly while speaking.	Choose an activity to use smooth, easy speech: call a friend tell a story play a game share your day	GAME DAY: Play iSpy. Use easy, relaxed speech to ask for a card. *You can substitute game if needed.*	Winn.

NOVEMBER COMMUNICATION PRACTICE

V۵		 pleted in 5-15 minutes. Color or *X: king to master If you are unsure				CHECKING IN!
	MON	TUES	WED	THURS	FRI	Directions: Write down one skill your student has made progress with this month and one skill they still need to work on.
	WORD OF THE WEEK: Practice using the word <u>good</u> .	SOCIAL BEHAVIOR: Practice taking turns.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a fall picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.	PROGRESS: NEEDS PRACTICE:
	WORD OF THE WEEK: Practice using the word <u>more</u> .	SOCIAL BEHAVIOR: Practice making requests.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playdough blocks toy cars bubbles	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)	
	WORD OF THE WEEK: Practice using the word <u>help</u> .	SOCIAL BEHAVIOR: Practice greetings.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a fall picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.	
reated By: Deana Kahlenberg	WORD OF THE WEEK: Practice using the word <u>different.</u>	SOCIAL BEHAVIOR: Practice farewells.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playdough blocks toy cars bubbles	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)	My Cun

NOVEMBER PRAGMATICS PRACTICE

Name: _ CHECKING IN! Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's TEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. The activities below are meant to spark conversation and discussion about social skills. Directions: Write down one skill your student has made progress with this month and one skill they still need to work on. MON **TUES** WED **THURS** FRI PROGRESS:_____ FAMTLY TTMF: ON TOPTC: PROBLEM SOLVING: Eat dinner as a family. Talk HOW-TO: Have a conversation with a Your mom wants you to TS TT APPROPRTATE? about the day, ask questions, partner on a non-preferred eat turkey for dinner but Practice how to ask for NEEDS PRACTICE: _____ and practice manners. Try to Burping at the table. second helpings at dinner. topic. Try to stay on topic you hate turkey. What do be a good listener and active for at least 2-3 minutes. you do? participant in the conversation. ON TOPTC: PROBLEM SOLVING: FAMILY TIME: Eat dinner as a family. Talk Have a conversation with a You want to tell your TS TT APPROPRTATE?: HOW-TO: about the day, ask questions, partner on a non-preferred parents you are thankful Wiping your mouth on Practice how to say what and practice manners. Try to for them but aren't sure topic. Try to stay on topic your sleeve. you are thankful for. be a good listener and active for at least 2-3 minutes. how. What do you do? participant in the conversation. PROBLEM SOLVING: ON TOPTC: FAMTLY TTMF: Your uncle wants to talk Eat dinner as a family. Talk TS TT APPROPRTATE?: HOW-TO: Have a conversation with a to you at Thanksgiving about the day, ask questions, partner on a non-preferred Saying excuse me when Practice how to follow a and practice manners. Try to dinner but it makes you topic. Try to stay on topic you sheeze. recipe. be a good listener and active uncomfortable. What do for at least 2-3 minutes. participant in the conversation you do? ON TOPTC: FAMTLY TTMF: PROBLEM SOLVING: Eat dinner as a family. Talk TS TT APPROPRTATE? HOW-TO: Have a conversation with a You are finished eating about the day, ask questions, partner on a non-preferred Putting your elbows on the Practice how to clean the and practice manners. Try to dinner and want to be topic. Try to stay on topic table during dinner. table. be a good listener and active excused. What do you do? for at least 2-3 minutes. participant in the conversation.

DECEMBER ARTICULATION PRACTICE

	Me: Activities are designed to be com	 pleted in 5-15 minutes Color or "X	the boxes as you complete each ac	Date: structy Your child's TEP will list th	e specific anals your student is		HEC	KIN	1 T C	
Ì			of the sounds or skills your child			Directions: M	ake a list of wo	rds that your studer actice these words i	nt had difficulty	saying
	SOUND HUNT: Find or name 5 items in a toy store that have your speech sound in the beginning of the word.	BUDDY TIME: Play with a friend or family member. Use your best speech. Can they understand all the words you say?	BED TIME: Say 10 words with your speech sound before you go to bed.	GAME DAY: Play Trouble. Use your best speech sounds to play. *You can substitute another board game if needed*	FAMILY TIME: Eat dinner as a family. Use your best speech!					
	SOUND HUNT: Find or name 5 items in a toy store that have your speech sound in the middle of the word.	READ: Read a book. Make a list of the words that have your speech sound.	IN THE CAR: Say a list of words with your speech sound while riding in the car. Challenge yourself to see how many you can name!	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	FAMILY TIME: Read a book as a family. Use your best speech!					
	SOUND HUNT: Find or name 5 items in a toy store that have your speech sound at the end of the word.	BUDDY TIME: Play with a friend or family member: Use your best speech. Can they understand all the words you say?	BED TIME: Say 10 words with your speech sound before you go to bed.	GAME DAY: Make 2 sets of word cards with your sound. Play Memory. Use your best speech sounds to play. *You can substitute game if needed.*	FAMILY TIME: Eat dinner as a family. Use your best speech!))		
Created By: Deana Kanlenberg	SOUND HUNT: Find 5 winter items that have your speech sound in the beginning of the word.	READ: Read a book. Make a list of the words that have your speech sound.	IN THE CAR: Say a list of words with your speech sound while riding in the car: Challenge yourself to see how many you can name!	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	FAMILY TIME: Play a game as a family. Use your best speech!					

DECEMBER LANGUAGE PRACTICE

Name: _ CHECKING INI Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. MON **FRI** Directions: Write a note below with any language skills your student is **TUES WED THURS** having difficulty practice. We will practice them in speech next month. SEQUENCE: COMPARE/CONTRAST: MAKE A SENTENCE: CATEGORTES: WORD MFANTNGS: Read a story. Tell what How are a reindeer and Make a sentence with Name 3 items that Give two meanings for happened in the a horse alike? How these words: "Santa. are shapes. "bar". beginning, middle and are they different? been, dear, I've, good". end. COMPARE/CONTRAST: GRAMMAR: CATEGORTES: DESCRIBE: ADJFCTTVFS: How are cookies and Use the following Name 3 items that Describe a present. Name 5 items that cake alike? How are word in the past tense: (color, parts, function) are numbers. are nice. they different? write. COMPARE/CONTRAST: SEQUENCE: MAKE A SENTENCE: CATEGORTES: WORD MFANTNGS: How are an candy cane Read a story. Tell what Make a sentence with and a lollipop alike? Name 3 items that are happened in the Give two meanings for these words: "got, he, letters. "date". How are they beginning, middle and for coal Christmas". different? end COMPARE/CONTRAST: GRAMMAR: CATEGORTES: DESCRTBE: ADJECTTVFS: Use the following How are holly and a Name 3 items that Describe a cookie. Name 5 items that poinsettia alike? How word in the plural are colors. (color, parts, function) are naughty. are they different? form: sheep.

DECEMBER FLUENCY PRACTICE

Vá	ime:			Date:		CHEC	I/TNI	, T/I	
				ctivity. Your child's IEP will list th is practicing please refer to the Il		< CHEC	KINU	J LIV	ļ.
	MON	TUES	WED	THURS	FRI	Directions: How do you feel o you have had d	about your speech? V ysfluent speech this		times
	TELL SOMETHING: Tell someone about a story you have read. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice chunking- group words together and put pauses between them.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "What do you want for Christmas? Try saying it in the mirror.		•••	() () () () () () () () () ()	
	TELL SOMETHING: Tell someone your holiday plans. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice cancellation- after a stutter; stop, take a breath and say it again.	Choose an activity to use smooth, easy speech: call a friend tell a story play a game share your day	GAME DAY: Play UNO. Use easy, relaxed speech to name the colors. *You can substitute another board game if needed.*			\rightarrow	ϵ
	TELL SOMETHING: Ask someone about their holiday plans. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice pull-out- stop in the middle of a stutter, pause and state the word again in and easier manner.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Where are you traveling for winter break?" Try saying it in the mirror:				
Created By: Deana Kahlenberg	TELL SOMETHING: Tell someone about something about the holiday you celebrate in December: Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice stretchy speech- stretch sounds and prolong syllables.	Choose an activity to use smooth, easy speech: call a friend tell a story play a game share your day	GAME DAY: Play iSpy. Use easy, relaxed speech to ask for a card. *You can substitute game if needed.*				

DECEMBER COMMUNICATION PRACTICE

Vi				Date: ctivity. Your child's IEP will list th is practicing please refer to the II		CHECKING IN!
	MON	TUES	WED	THURS	FRI	Directions: Write down one skill your student has made progress with this month and one skill they still need to work on.
	WORD OF THE WEEK: Practice using the word <u>I/me</u> .	SOCIAL BEHAVIOR: Practice taking turns.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a fall picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.	PROGRESS: NEEDS PRACTICE:
	WORD OF THE WEEK: Practice using the word you .	SOCIAL BEHAVIOR: Practice making requests.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playdough blocks toy cars bubbles	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)	Some !
	WORD OF THE WEEK: Practice using the word <u>stop</u> .	SOCIAL BEHAVIOR: Practice greetings.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a holiday picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.	
reated By: Deana Kahlenberg	WORD OF THE WEEK: Practice using the word <u>on.</u>	SOCIAL BEHAVIOR: Answering yes/no questions.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playdough blocks toy cars bubbles	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)	

DECEMBER PRAGMATICS PRACTICE

Name: __ CHECKING IN! Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's TEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. The activities below are meant to spark conversation and discussion about social skills. Directions: Write down one skill your student has made progress with this month and one skill they still need to work on. **THURS** MON **TUES WED FRI** PROGRESS:_____ FAMTLY TTMF: ON TOPTC: TS TT APPROPRTATE? HOW-TO: PROBLEM SOLVTNG: Eat dinner as a family. Talk Have a conversation with a You got a present for Telling someone "I already Practice how to tell about the day, ask questions, partner on a non-preferred NEEDS PRACTICE: _____ and practice manners. Try to Hanukah that you already have this" when you open a someone what you want topic. Try to stay on topic be a good listener and active have.. What do you do? for the holiday. present... for at least 2-3 minutes. participant in the conversation. PROBLEM SOLVTNG: ON TOPTC: FAMTLY TIME: You want to buy your Eat dinner as a family. Talk TS TT APPROPRTATE? Have a conversation with a HOW-TO: friend a present for about the day, ask questions, partner on a non-preferred Opening a card just to take Practice how to say thank and practice manners. Try to Christmas but don't know topic. Try to stay on topic the money out. you for getting a gift. be a good listener and active what to get. What do you for at least 2-3 minutes. participant in the conversation. 905 FAMTLY TTMF: ON TOPTC: PROBLEM SOLVTNG: TS TT APPROPRTATE? Eat dinner as a family. Talk HOW-TO: Have a conversation with a You want a new video Saying thank you for about the day, ask questions, partner on a non-preferred game for Christmas but Practice how to wrap a and practice manners. Try to getting a gift even if you topic. Try to stay on topic your mom says no. What present. be a good listener and active don't like it. for at least 2-3 minutes. do you do? participant in the conversation. ON TOPTC: PROBLEM SOLVING: FAMILY TIME: HOW-TO: Eat dinner as a family. Talk TS TT APPROPRTATE?: Have a conversation with a You have to visit your Practice how to shop for about the day, ask questions, partner on a non-preferred aunt's house for the Giving someone else a gift and practice manners. Try to someone else for the topic. Try to stay on topic holiday and you don't want you previously received. be a good listener and active holiday. for at least 2-3 minutes. to go.. What do you do? participant in the conversation.

JANUARY ARTICULATION PRACTICE

Name: _ CHECKING INI Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. MON FRI Directions: Make a list of words that your student had difficulty saying **TUES THURS** WED in conversation. We will practice these words in speech next month. BUDDY TTMF: SOUND HUNT: GAME DAY: BFD TTMF: Read a winter book Find Play with a friend or FAMTLY TTMF: Play a board game. or name 5 items in a family member. Use Say 10 words with your Before each turn use a Eat dinner as a family. speech sound before you that have your speech your best speech. Can word with your speech Use your best speech! sound in the beginning they understand all the go to bed. sound in a sentence. of the word. words you say? SOUND HUNT: TN THE CAR: MAKE A LTST: RFAD: FAMTLY TTME: Read a winter book Find Say a list of words with Make a list of 5 words Read a book, magazine or or name 5 items in a your speech sound while that are tricky for you Go on an adventure as a newspaper.. Make a list that have your speech family. Use your best riding in the car. to say. Make a silly of the words that have sound in the middle of sentence for each word Challenge yourself to see speech! your speech sound. the word how many you can name! Practice it! SOUND HUNT: BUDDY TTMF: GAME DAY: BFD TTMF: Read a winter book Find Play with a friend or Make 2 sets of word cards FAMTLY TIME: or name 5 items in a family member. Use Say 10 words with your with your sound. Play Eat dinner as a family. speech sound before you Memory or Go Fish. Use that have your speech your best speech. Can Use your best speech! your best speech sounds to sound at the end of the they understand all the go to bed. play. words you say? word TN THE CAR: MAKE A LTST: SOUND HUNT: RFAD: Say a list of words with Make a list of 5 words FAMTLY TTME: Find 5 winter items that Read a book, magazine or your speech sound while that are tricky for you have your speech sound newspaper. Make a list Play a game as a family. riding in the car. to say. Make a silly in the beginning of the Use your best speech! of the words that have sentence for each word Challenge yourself to see your speech sound. word. how many you can name! Practice it!

JANUARY LANGUAGE PRACTICE

Name: ______ Date: _____ Date: _____ Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is

working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

	MON	TUES	WED	THURS	FRI
	COMPARE/CONTRAST: How are a sled and skis alike? How are they different?	CATEGORIES: Name 3 items that are weather:	WORD MEANINGS: Give two meanings for "cool".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "today, snow, it, will".
	COMPARE/CONTRAST: How are snow and rain alike? How are they different?	CATEGORIES: Name 3 items that are feelings.	GRAMMAR: Use the following word in the past tense: give.	DESCRIBE: Describe a snowman. (color, parts, function)	ADJECTIVES: Name 5 items that are cold.
	COMPARE/CONTRAST: How are polar bear and a penguin alike? How are they different?	CATEGORIES: Name 3 items that are kitchen tools.	WORD MEANINGS: Give two meanings for "park".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with \$ these words: "your, forget, gloves, don't".
3y: Deana Kahlenberg	COMPARE/CONTRAST: How are gloves and a hat alike? How are they different?	CATEGORIES: Name 3 items that are toys.	GRAMMAR: Use the following word in the plural form: child.	DESCRIBE: Describe a sled. (color, parts, function)	ADJECTIVES: Name 5 items that are hot.

CHECKING IN!

Directions: Write a note below with any language skills your student is having difficulty practice. We will practice them in speech next month.



JANUARY FLUENCY PRACTICE

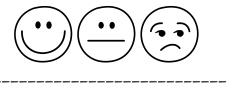
Name:	Date:
Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes as yo	u complete each activity. Your child's IEP will list the specific goals your student is

working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

	MON	TUES	WED	THURS	FRI	Ţ
	TELL SOMETHING: Tell someone about a story you have read. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice chunking- group words together and put pauses between them.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Do you want to build a snowman? Try saying it in the mirror.	
	TELL SOMETHING: Tell someone how to build a snowman. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice slow rate- speak very slowly, as if in slow motion.	Choose an activity to use smooth, easy speech: call a friend tell a story play a game share your day	GAME DAY: Play a board game. Use easy, relaxed speech as you play. *You can substitute another activity/game if needed*	
	TELL SOMETHING: Ask someone about things you can do in the winter: Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice easy onset— stretch out the first sound in a sentence slowly and easily	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES:: Use smooth, easy speech to say "What is the weather like today?" Try saying it in the mirror.	
Created By: Deana Kahlenberg	TELL SOMETHING: Tell someone about snow. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice light contact— touch your lips, tongues and teeth very lightly while speaking.	Choose an activity to use smooth, easy speech: call a friend tell a story play a game share your day	GAME DAY: Play iSpy. Use easy, relaxed speech to ask for a card. *You can substitute another game if needed.*	

CHECKING IN!

Directions: How do you feel about your speech? Write down any times you have had dysfluent speech this month.





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ctivities are designed to be completed in 5–15 minutes. Color or "X" the boxes as you com/ working to master. If you are unsure of the sounds or skill:	, , ,	CHEC

	MON	TUES	WED	THURS	FRI
	WORD OF THE WEEK: Practice using the word <u>open</u>	SOCIAL BEHAVIOR: Practice inviting another to play.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a winter picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
	WORD OF THE WEEK: Practice using the word <u>do</u> .	SOCIAL BEHAVIOR: Practice obeying game rules:	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playdough blocks toy cars bubbles	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)
	WORD OF THE WEEK: Practice using the word <u>that</u> .	SOCIAL BEHAVIOR: Practice sharing toys/games.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a cold weather picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
Created By: Deana Kahlenberg	WORD OF THE WEEK: Practice using the word <u>up</u> .	SOCIAL BEHAVIOR: Answering yes/no questions.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playdough blocks toy cars bubbles	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)

KING IN!

Directions: Write down one skill your student has made progress with this month and one skill they still need to work on. PROGRESS:_____ NEEDS PRACTICE:

JANUARY PRAGMATICS PRACTICE

Name: ______ Date: _____ Date: _____ Date: _____ Date: _____ Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. The activities below are meant to

		spark conve	ersation and discussion about so	cial skills.	
	MON	TUES	WED	THURS	FRI
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: Your friend wants to go sledding but you want to snowboard. What do you do?	IS IT APPROPRIATE?: Playing in the snow without a coat.	HOW-TO: Practice how to tell someone you don't want to play what they're playing.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: Your brother wants to play out in the snow but you don't. What do you do?	IS IT APPROPRIATE?: Throwing snow at someone.	HOW-TO: Practice how to ask someone to come over to your house.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: You can't find your hat and your gloves to go outside. What do you do?	IS IT APPROPRIATE?: Building a snowman in your neighbor's yard.	HOW-TO: Practice how to ask your teacher for help on a project.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.
Created By: Deana Kahlenberg	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: You have a snow day from school and mom says you need to work on a project but you don't want to What do you do?	IS IT APPROPRIATE?: Building a snow fort.	HOW-TO: Practice how to explain to your mom you can't find something.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.

CHECKING IN!

Directions: Write down one skill your student has made progress with this month and one skill they still need to work on.

PROGRESS:_____

NEEDS PRACTICE: _____



FEBRUARY ARTICULATION PRACTICE

						CHECKING INI
	MON	TUES	WED	THURS	FRI	Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.
	SOUND HUNT: Read a Valentine's Day book. Find or name 5 items in a that have your speech sound in the beginning of the word.	BUDDY TIME: Play with a friend or family member: Use your best speech. Can they understand all the words you say?	BED TIME: Say 10 words with your speech sound before you go to bed.	GAME DAY: Play a board game. Before each turn use a word with your speech sound in a sentence.	FAMILY TIME: Eat dinner as a family. Use your best speech!	
	SOUND HUNT: Read a Valentine's Day book Find or name 5 items in a that have your speech sound in the middle of the word.	READ: Read a book, magazine or newspaper Make a list of the words that have your speech sound.	IN THE CAR: Say a list of words with your speech sound while riding in the car: Challenge yourself to see how many you can name!	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	FAMILY TIME: Tell someone in your family you love them. Use your best speech!	
	SOUND HUNT: Read a Valentine's Day book. Find or name 5 items in a that have your speech sound at the end of the word.	BUDDY TIME: Play with a friend or family member. Use your best speech. Can they understand all the words you say?	BED TIME: Say 10 words with your speech sound before you go to bed.	GAME DAY: Play iSpy! How many words can you find that have your speech sound? Practice saying each word.	FAMILY TIME: Eat dinner as a family. Use your best speech!	
reated By: Deana Kahlenberg	SOUND HUNT: Find 5 winter items that have your speech sound in the beginning of the word.	READ: Read a book, magazine or newspaper. Make a list of the words that have your speech sound.	IN THE CAR: Say a list of words with your speech sound while riding in the car. Challenge yourself to see how many you can name!	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	FAMILY TIME: Tell someone in your family what you love about them. Use your best speech!	

Name: Date:

Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

	MON	TUES	WED	THURS	FRI
	COMPARE/CONTRAST: How are a heart and a diamond alike? How are they different?	CATEGORIES: Name 3 items that are colors.	WORD MEANINGS: Give two meanings for "band".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "you, will, my, be, valentine".
	COMPARE/CONTRAST: How are president and a king alike? How are they different?	CATEGORIES: Name 3 items that are musical instruments.	GRAMMAR: Use the following word in the past tense: sing.	DESCRIBE: Describe a groundhog. (color, parts, function)	ADJECTIVES: Name 5 items that are delicious.
	COMPARE/CONTRAST: How are teddy bear and a robot alike? How are they different?	CATEGORIES: Name 3 items that are body parts.	WORD MEANINGS: Give two meanings for "letter".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "groundhog, see, will, shadow, his".
ted By: Deana Kahlenberg	COMPARE/CONTRAST: How are a groundhog and a possum alike? How are they different?	CATEGORIES: Name 3 items that are electronics.	GRAMMAR: Use the following word in the plural form: man.	DESCRIBE: Describe a president. (color, parts, function)	ADJECTIVES: Name 5 items that are yucky.

	rite a note below	with any langua	ge skills your stu n in speech next n	dent is
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EBRUARY FLUENCY PRAC

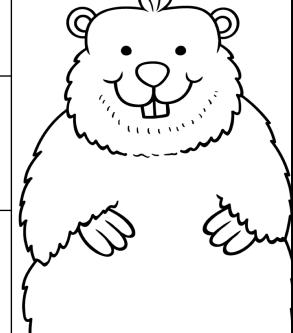
Name:	Date:
Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes as v	you complete each activity. Your child's IEP will list the specific goals your student is
working to master. If you are unsure of the sounds	or skills your child is practicing please refer to the IEP.

	MON	TUES	WED	THURS	FRI
	TELL SOMETHING: Tell someone about a story you have read. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice chunking- group words together and put pauses between them.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Did the groundhog see his shadow? Try saying it in the mirror:
	TELL SOMETHING: Tell someone about something you love. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice cancellation— after a stutter; stop, take a breath and say it again.	Choose an activity to use smooth, easy speech:	GAME DAY: Play a board game. Use easy, relaxed speech as you play. *You can substitute another activity/game if needed.*
	TELL SOMETHING: Ask someone about the groundhog. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice pull-out- stop in the middle of a stutter, pause and state the word again in and easier manner.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES:: Use smooth, easy speech to say "Will you be my valentine?" Try saying it in the mirror.
Created By: Deana Kahlenberg	TELL SOMETHING: Tell someone about our president. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice stretchy speech- stretch sounds and prolong syllables.	Choose an activity to use smooth, easy speech:	GAME DAY: Play a card game. Use easy, relaxed speech as you play. *You can substitute another activity/game if needed*

CHECKING IN!

Directions: How do you feel about your speech? Write down any times you have had dysfluent speech this month.





FEBRUARY COMMUNICATION PRACTICE

Name: ______ Date: _____ Date: ______ Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

	MON	TUES	WED	THURS	FRI
	WORD OF THE WEEK: Practice using the word <u>play</u>	SOCIAL BEHAVIOR: Practice inviting another to play.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a picture with shapes! Can you name or identify the shapes you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
	WORD OF THE WEEK: Practice using the word <u>put</u> .	SOCIAL BEHAVIOR: Practice obeying game rules.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playdough blocks toy cars dolls/action figures	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)
	WORD OF THE WEEK: Practice using the word <u>same</u> .	SOCIAL BEHAVIOR: Practice sharing toys/games.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a picture with lots of colors! Can you name or identify the colors you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
reated By: Deana Kahlenberg	WORD OF THE WEEK: Practice using the word <u>all.</u>	SOCIAL BEHAVIOR: Answering yes/no questions.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playdough blocks toy cars dolls/action figures	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)

CHECKING IN!

this month and one skill to this month and one skill to the pROGRESS:	they still need to work on.
NEEDS PRACTI	 CE:
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FEBRUARY PRAGMATICS PRACTICE

Name: _____ Date: _____ Date: _____ Date: _____

Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. The activities below are meant to spark conversation and discussion about social skills.

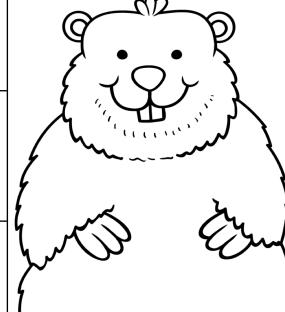
	MON	TUES	WED	THURS	FRI
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: Someone asked you be your valentine but you don't want to be What do you do?	IS IT APPROPRIATE?: Giving a valentine only to the classmates you like.	HOW-TO: Practice how to tell someone you don't want to play what they're playing.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: You want to give someone a special valentine. What do you do?	IS IT APPROPRIATE?: Laughing at someone who didn't get a valentine.	HOW-TO: Practice how to ask someone if you want to play after school.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: A friend didn't give you anything for Valentine's Day and it hurt your feelings. What do you do?	IS IT APPROPRIATE?: Handing out valentines to your whole class.	HOW-TO: Practice how to tell your teacher you didn't do your homework.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.
eated By: Deana Kahlenberg	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: You forget to write down an assignment for school. What do you do?	IS IT APPROPRIATE?: Writing a love note.	HOW-TO: Practice how to explain to your mom you didn't write down your assignment and aren't sure what to do.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.

CHECKING IN!

Directions: Write down one skill your student has made progress with this month and one skill they still need to work on.

PROGRESS:_____

NEEDS PRACTICE: _____



MARCH ARTICULATION PRACTICE

Name:			Date:	OUTOL/TNIO TNI		
Activities are designed to be completed in 5–15 minutes. Color or *X* the working to master. If you are unsure of the					CHECKING INI	
	MON	TUES	WED	THURS	FRI	Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.
	SOUND HUNT: Read a St. Patrick's Day book. Find or name 5 items in a that have your speech sound in the beginning of the word.	BUDDY TIME: Play with a friend or family member. Use your best speech. Can they understand all the words you say?	BED TIME: Say 10 words with your speech sound before you go to bed.	GAME DAY: Play a board game. Before each turn use a word with your speech sound in a sentence.	FAMILY TIME: Eat dinner as a family. Use your best speech!	
	SOUND HUNT: Read a St. Patrick's Day book Find or name 5 items in a that have your speech sound in the middle of the word.	READ: Read a book, magazine or newspaper. Make a list of the words that have your speech sound.	IN THE CAR: Say a list of words with your speech sound while riding in the car: Challenge yourself to see how many you can name!	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	FAMILY TIME: Tell someone in your family about the weather. Use your best speech!	
	SOUND HUNT: Read a St. Patrick's Day book. Find or name 5 items in a that have your speech sound at the end of the word.	BUDDY TIME: Play with a friend or family member. Use your best speech. Can they understand all the words you say?	BED TIME: Say 10 words with your speech sound before you go to bed.	GAME DAY: Play iSpy! How many words can you find that have your speech sound? Practice saying each word.	FAMILY TIME: Eat dinner as a family. Use your best speech!	
realed by: Deand Namenberg	SOUND HUNT: Find 5 spring items that have your speech sound in the beginning of the word.	READ: Read a book, magazine or newspaper. Make a list of the words that have your speech sound.	IN THE CAR: Say a list of words with your speech sound while riding in the car: Challenge yourself to see how many you can name!	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	FAMILY TIME: Tell someone in your family about St. Patrick's Day. Use your best speech!	

MARCH LANGUAGE PRACTICE

Name: _____ CHECKING IN! Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. MON Directions: Write a note below with any language skills your student is **TUES** WED **THURS FRI** having difficulty practice. We will practice them in speech next month. MAKE A SENTENCE: SEQUENCE: COMPARE/CONTRAST: CATEGORTES: WORD MFANTNGS: Read a story. Tell what Make a sentence with How are a gold and Name 3 days of the Give two meanings for happened in the these words: "saw. a silver alike? How are week. "chest". beginning, middle and rainbow. we. rain. after. they different? the". end. COMPARE/CONTRAST: GRAMMAR: DESCRIBE: ADJFCTTVFS: CATEGORTES: How are a rainbow and Use the following Name 5 items that Describe a kite. (color. a cloud alike? How are Name 3 months word in the past tense: parts, function) are sneaky. they different? blow. SEQUENCE: COMPARE/CONTRAST: MAKE A SENTENCE: WORD MFANTNGS: Read a story. Tell what CATEGORTES: Make a sentence with How are leprechaun happened in the Give two meanings for and an elf alike? How Name 3 holidays. these words: "gold, the, "scales". beginning, middle and want. to. I. find". are they different? end COMPARE/CONTRAST: GRAMMAR: Created By: Deana Kahlenberg DESCRTBE: ADJECTTVES: CATEGORTES: How are a lion and a Use the following Describe a rainbow. Name 5 items that lamb alike? How are Name 3 seasons. word in the plural (color, parts, function) are colorful they different? form: dice

MARCH FLUENCY PRACTICE

V	ame:			Date:		OUTOL/TNIO TNI
				ctivity. Your child's IEP will list th is practicing please refer to the IE		CHECKING IN!
	MON	TUES	WED	THURS	FRI	Directions: How do you feel about your speech? Write down any times you have had dysfluent speech this month
	TELL SOMETHING: Tell someone about the weather: Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice chunking- group words together and put pauses between them.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "We saw a rainbow after the rain." Try saying it in the mirror.	
	TELL SOMETHING: Tell someone about a leprechaun. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice slow rate- speak very slowly, as if in slow motion.	Choose an activity to use smooth, easy speech: call a friend tell a story play a game share your day	GAME DAY: Play a board game. Use easy, relaxed speech as you play. *You can substitute another activity/game if needed.*	
	TELL SOMETHING: Tell someone about a rainbow. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice easy onset- stretch out the first sound in a sentence slowly and easily	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES:: Use smooth, easy speech to say "Did you find the gold?" Try saying it in the mirror.	
Sreated By: Deana Kahlenberg	TELL SOMETHING: Tell someone about flying a kite. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice light contact— touch your lips, tongues and teeth very lightly while speaking.	Choose an activity to use smooth, easy speech: call a friend tell a story play a game share your day	GAME DAY: Play a card game. Use easy, relaxed speech as you play. *You can substitute another activity/game if needed.*	

MARCH COMMUNICATION PRACTICE

i u			the boxes as you complete each a	Vale: ctivity. Your child's IEP will list th is practicing please refer to the II	e specific goals your student is	CHECKING IN!
	MON	TUES	WED	THURS	FRI	Directions: Write down one skill your student has made progress with this month and one skill they still need to work on.
,=	WORD OF THE WEEK: Practice using the word <u>it</u> .	SOCIAL BEHAVIOR: Practice interactive play with another:	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a rainbow! Can you name or identify the colors you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.	PROGRESS: NEEDS PRACTICE:
	WORD OF THE WEEK: Practice using the word <u>here</u> .	SOCIAL BEHAVIOR: Practice obeying game rules.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: blocks coloring book toy cars dolls/action figures	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)	
	WORD OF THE WEEK: Practice using the word <u>off</u> .	SOCIAL BEHAVIOR: Practice sharing toys/games.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a picture with gold and a leprechaun! Can you name or identify the any of the pictures you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.	
ealea by: Poalia Calleline 8	WORD OF THE WEEK: Practice using the word <u>where</u> .	SOCIAL BEHAVIOR: Practice terminating thee conversation or activity.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity:	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)	

MARCH PRAGMATICS PRACTICE

Name: _____ CHECKING IN! Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. The activities below are meant to spark conversation and discussion about social skills. Directions: Write down one skill your student has made progress with this month and one skill they still need to work on. MON **TUES** WED **THURS FRI** PROGRESS:_____ FAMTLY TTMF: ON TOPTC: PROBLEM SOLVING HOW-TO: Eat dinner as a family. Talk Have a conversation with a Your friend told you TS TT APPROPRTATE? Practice how to tell about the day, ask questions, partner on a non-preferred leprechauns aren't real but NEEDS PRACTICE: _____ someone they hurt your and practice manners. Try to Interrupting your teacher. you think they are.. What topic. Try to stay on topic be a good listener and active feelings.. for at least 2-3 minutes. do you do? participant in the conversation. ON TOPTC: FAMILY TIME: PROBLEM SOLVING: HOW-TO: Eat dinner as a family. Talk Have a conversation with a TS TT APPROPRTATE?: You want to play outside Practice how to apologize about the day, ask questions, partner on a non-preferred Raining your hand when and practice manners. Try to but it's raining. What do when you hurt someone's topic. Try to stay on topic you want to speak. be a good listener and active you do? feelings. for at least 2-3 minutes. participant in the conversation. ON TOPTC: PROBLEM SOLVTNG: FAMTLY TTMF: Eat dinner as a family. Talk TS TT APPROPRTATE?: HOW-TO: Have a conversation with a A friend didn't invite you about the day, ask questions, partner on a non-preferred over to play after school Asking a friend to come Practice how to ask about and practice manners. Try to over after school topic. Try to stay on topic but they invited someone how your friend is feeling. be a good listener and active for at least 2-3 minutes. else. What do you do? participant in the conversation. ON TOPTC: FAMTLY TTME: TS TT APPROPRTATE? Eat dinner as a family. Talk PROBLEM SOLVING: HOW-TO: Have a conversation with a Telling a friend you don't about the day, ask questions, partner on a non-preferred Your friend is ignoring you Practice how to share your and practice manners. Try to want them to come to your topic. Try to stay on topic at lunch. What do you do? feelings. be a good listener and active house. for at least 2-3 minutes. participant in the conversation.

APRIL ARTICULATION PRACTICE

	 npleted in 5–15 minutes. Color or *X rking to master. If you are unsure			CHECKING IN!	
MON	TUES	WED	THURS	FRI	Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.
SOUND HUNT: Read a spring book. Find or name 5 items in a that have your speech sound in the beginning of the word.	BUDDY TIME: Play with a friend or family member: Use your best speech. Can they understand all the words you say?	BED TIME: Say 10 words with your speech sound before you go to bed.	GAME DAY: Play a card game. Before each turn use a word with your speech sound in a sentence.	FAMILY TIME: Eat dinner as a family. Use your best speech!	
SOUND HUNT: Read a spring book Find or name 5 items in a that have your speech sound in the middle of the word.	MOVIE: Watch a movie. Make a list of the words that have your speech sound.	IN THE CAR: Say a list of words with your speech sound while riding in the car: Challenge yourself to see how many you can name!	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	FAMILY TIME: Tell someone in your family about your day. Use your best speech!	
SOUND HUNT: Read a spring book. Find or name 5 items in a that have your speech sound at the end of the word.	BUDDY TIME: Play with a friend or family member: Use your best speech. Can they understand all the words you say?	BED TIME: Say 10 words with your speech sound before you go to bed.	GAME DAY: Play iSpy! How many words can you find that have your speech sound? Practice saying each word.	FAMILY TIME: Eat dinner as a family. Use your best speech!	

SOUND HUNT: Created By: Deana Kahlenberg Find 5 items in your backyard that have your speech sound in the beginning of the word.

have your speech sound.

TV SHOW: Watch a TV show. Make a list of the words that IN THE CAR:

how many you can name!

Say a list of words with your speech sound while riding in the car. Challenge yourself to see

DRAW A PICTURE: Draw a picture of 5

words/pictures that are tricky for you to say. Make a silly sentence for each word. Practice it!

FAMILY TIME:

Tell someone something you like to do in the spring time. Use your best speech!

APRIL LANGUAGE PRACTICE

Name:	Date:
Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes	as you complete each activity. Your child's IEP will list the specific goals your student is
working to master If you are unsure of the sour	nds or skills your child is practicing please refer to the IEP.

MON **THURS FRI TUES** WED SEQUENCE: COMPARE/CONTRAST: MAKE A SENTENCE: WORD MFANTNGS: Read a story. Tell what CATEGORTES: Make a sentence with How are a plant and a Give two meanings for happened in the flower alike? How are Name 3 oceans. these words: "chicken. "quarter". beginning, middle and they different? three, laid, the, eggs". end. COMPARE/CONTRAST: GRAMMAR: CATEGORIES: DESCRIBE: ADJFCTTVFS: How are a coat and a Use the following Describe a chicken. Name 5 items that Name 3 types of jacket alike? How are word in the past tense: (color, parts, function) plants. are smooth. they different? drow. SEQUENCE: MAKE A SENTENCE: COMPARE/CONTRAST: CATEGORTES: WORD MFANTNGS: Read a story. Tell what Make a sentence with How are worm and a happened in the Name 3 types of Give two meanings for these words: "butterfly, caterpillar alike? How the, caterpillar, did, into, flowers. "bank". beginning, middle and are they different? end turn" COMPARE/CONTRAST: GRAMMAR: CATEGORTES: DESCRTBE: ADJFCTTVFS: How are a bee and a Use the following Name 5 items that Name 3 types of Describe a rabbit. butterfly alike? How word in the past tense: birds. are fluffy. (color, parts, function) are they different? lay.

CHECKING IN!

Directions: Write a note below with any language skills your student is having difficulty practice. We will practice them in speech next month.



FLUENCY PRACTICE

Name: Activities are designed to be com woi	npleted in 5–15 minutes. Color or "X' king to master. If you are unsure	CHECKIN			
MON	TUES	WED	THURS	FRI	Directions: How do you feel about your spec you have had dysfluent speech
TELL SOMETHING: Tell someone about the butterfly life cycle. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice chunking- group words together and put pauses between them.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "The chicken laid three eggs" Try saying it in the mirror.	

Choose an activity to use GAME DAY: FLUFNCY STRATEGTES: TELL SOMETHING: smooth, easy speech: Play a board game. Use LTSTENTNG DAY: Practice cancellationacall a friend Tell someone about the easy, relaxed speech as after a stutter; stop, Do you hear anyone with chicken's life cycle. Use ☐ tell a story you play. dysfluent speech? take a breath and say it ☐ play a game smooth speech. *You can substitute another aqain. ☐ share your day activity/game if needed.* SMOOTH SENTENCES:: FLUENCY STRATEGIES: Choose an activity to use TELL SOMETHING: smooth, easy speech: Use smooth, easy speech Practice pull-out-LTSTFNTNG DAY: Tell someone about a stop in the middle of a sing a song to say "Did the Do you hear anyone with worm. Use smooth stutter, pause and state ☐ tell a joke caterpillar turn into a dysfluent speech? the word again in and \square ask a question butterfly?" Try saying it speech. read a book in the mirror. easier manner. Choose an activity to use GAME DAY:

TELL SOMETHING: Tell someone about Do you hear anyone with growing a flower. Use dysfluent speech? smooth speech.

LTSTENTNG DAY:

FLUFNCY STRATEGTES: Practice stretchy

speech-stretch sounds

and prolong syllables.

acall a friend ☐ tell a story □ play a game

smooth, easy speech:

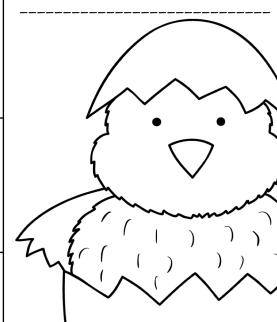
□ share your day

Play a card game. Use easy, relaxed speech as you play.

You can substitute another activity/game if needed.

ech? Write down any times h this month.





Created By: Deana Kahlenberg

APRIL COMMUNICATION PRACTICE

Name:	Date:
Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes	as you complete each activity. Your child's IEP will list the specific goals your student is
working to master. If you are unsure of the sou	nds or skills your child is practicing please refer to the IEP.

MON FRI TUES **WED THURS** FAMILY TIME: DRAW: WORD OF THE WEEK: SOCTAL BEHAVTOR: RFAD A BOOK: Eat dinner as a family. Draw a rainy weather Practice using the Can you identify 5 picture! Can you name Talk about the day, Practice interactive word close. play with another. pictures in the book? or identify the objects ask questions, and you drew? practice manners. SOCTAL BEHAVTOR: FAMILY TIME: Choose an activity: WORD OF THE WEEK: READ A BOOK: □ blocks Practice attending to a Play a game as a Practice using the picture book. Can you Can you name 5 a coloring book family. (Ex. Go fish, pictures in the book? □ bybbles/chalk Simon Says, answer/ask questions word who. about the book? ☐ dolls/action figures CandyLand, etc.) FAMILY TIME: DRAW: WORD OF THE WEEK: SOCTAL BEHAVTOR: READ A BOOK: Eat dinner as a family. Draw a spring picture! Can you identify 5 Talk about the day, Practice using the Practice greetings and Can you name or word **big**. farewells pictures in the book? identify the any of the ask questions, and pictures you drew? practice manners. FAMTLY TTMF: Choose an activity: SOCIAL BEHAVIOR: WORD OF THE WEEK: READ A BOOK: □ blocks Play a game as a Practice initiating thee Can you name 5 a coloring book family. (Ex. Go fish, Practice using the

pictures in the book?

□ bubbles/chalk

☐ dolls/action figures

Simon Says,

CandyLand, etc.)

conversation or

activity.

word little.

CHECKING INI

Directions: Write down one skill your student has made progress with this month and one skill they still need to work on.

PROGRESS:

NEEDS PRACTICE: _____

assignments are due.

Name: Date:

Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. The activities below are meant to spark conversation and discussion about social skills.

	MON	TUES	WED	THURS	FRI	
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: You forgot your jacket to wear at recess. What do you do?	IS IT APPROPRIATE?: Playing a joke on your teacher:	HOW-TO: Practice how to write down your assignments.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.	
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: You forgot your lunch money. What do you do?	You forgot your lunch Playing a joke on your		FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.	
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: You forgot to turn in your homework. What do you do?	IS IT APPROPRIATE?: Playing a joke on your brother or sister.	HOW-TO: Practice how to keep your binder or notebooks organized.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.	
By: Deana Kahlenberg	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic	PROBLEM SOLVING: You forgot your backpack on the bus. What do you	IS IT APPROPRIATE?: Playing a joke on your Mom or Dad.	HOW-TO: Practice how to remind yourself when	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active	

for at least 2-3 minutes.

CHECKING IN!

Directions: Write down one skill your student has made progress with this month and one skill they still need to work on.

PROGRESS:__

NEEDS PRACTICE:

be a good listener and active participant in the conversation

Name:	npleted in 5–15 minutes. Color or *X	a #	Date:	f	CUTCK THIS THE
MON	rking to master. If you are unsure				Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.
SOUND HUNT: Read an animal book. Find or name 5 items in a that have your speech sound in the beginning of the word.	BUDDY TIME: Play with a friend or family member. Use your best speech. Can they understand all the words you say?	SELF-CHECK: How would you rate your speech today?	GAME DAY: Play a card game. Before each turn use a word with your speech sound in a sentence.	FAMILY TIME: Eat dinner as a family. Use your best speech!	
SOUND HUNT: Read an animal book Find or name 5 items in a that have your speech sound in the middle of the word.	MOVIE: Watch a movie. Make a list of the words that have your speech sound.	SELF-CHECK: How would you rate your speech today?	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	FAMILY TIME: Tell someone in your family about your day. Use your best speech!	
SOUND HUNT: Read an animal book. Find or name 5 items in a that have your speech sound at the end of the word.	BUDDY TIME: Play with a friend or family member: Use your best speech. Can they understand all the words you say?	SELF-CHECK: How would you rate your speech today?	GAME DAY: Play iSpy! How many words can you find that have your speech sound? Practice saying each word.	FAMILY TIME: Eat dinner as a family. Use your best speech!	
SOUND HUNT: Find 5 items in your room that have your	TV SHOW: Watch a TV show. Make	SELF-CHECK: How would you rate your speech today?	DRAW A PICTURE: Draw a picture of 5 words/pictures that are	FAMILY TIME: Tell someone something you like to do in the	

tricky for you to say.

Make a silly sentence for

each word. Practice it!

spring time. Use your

best speech!

speech sound in the

beginning of the word.

a list of the words that

have your speech sound.

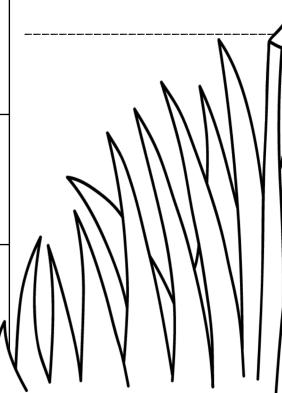
MAY LANGUAGE PRACTICE

Name: ______ Date: ______ Date: ______ Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
COMPARE/CONTRAST: How are a bird and a bee alike? How are they different?	CATEGORIES: Name 3 types of mammals.	WORD MEANINGS: Give two meanings for "wind".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "frog, a, is amphibian, an".
COMPARE/CONTRAST: How are a frog and a toad alike? How are they different?	CATEGORIES: Name 3 types of fish.	GRAMMAR: Use the following word in the past tense: read.	DESCRIBE: Describe a sunflower. (color, parts, function)	ADJECTIVES: Name 5 items that are furry.
COMPARE/CONTRAST: How are daisy and a rose alike? How are they different?	CATEGORIES: Name 3 types of reptiles.	WORD MEANTNGS: Give two meanings for "present".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "insects, bees, ants, and, are".
COMPARE/CONTRAST: How are a tree and grass alike? How are they different?	CATEGORIES: Name 3 types of amphibians.	GRAMMAR: Use the following word in the past tense: hide.	DESCRIBE: Describe a lizard. (color, parts, function)	ADJECTIVES: Name 5 items that are rough.

CHECKING IN!

ng difficult	1 praorio	 . pr domoc	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Pecon no,	



MAY FLUENCY PRACTICE

Name:			Date:				
Activities are designed to be completed in 5–15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is							
10W	working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.						
MONI	THE	WED	THIDC	EDT			

touch your lips, tongues

and teeth very lightly

while speaking.

Do you hear anyone with

dysfluent speech?

_	10W	king to master It you are unsure	ot the sounds or skills your child	is practicing please reter to the It	<u>-P. </u>	OHLOIVEINO
	MON	TUES	WED	THURS	FRI	Directions: How do you feel about your speech? Wr you have had dysfluent speech this m
	TELL SOMETHING: Tell someone about insects. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice chunking- group words together and put pauses between them.	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Frogs and toads are amphibians." Try saying it in the mirror.	
	TELL SOMETHING: Tell someone about fish. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice slow rate- speak very slowly, as if in slow motion.	Choose an activity to use smooth, easy speech:	GAME DAY: Play a board game. Use easy, relaxed speech as you play. *You can substitute another activity/game if needed*	. \ \
	TELL SOMETHING: Tell someone about reptiles. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice easy onset— stretch out the first sound in a sentence slowly and easily	Choose an activity to use smooth, easy speech: sing a song tell a joke ask a question read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Can you name three types of fish?" Try saying it in the mirror:	
a Kahlenberg	TELL SOMETHING: Tell someone about	LISTENING DAY:	FLUENCY STRATEGIES: Practice light contact—	Choose an activity to use smooth, easy speech:	GAME DAY: Play a card game. Use easy, relaxed speech as	////

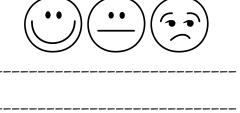
☐ tell a story

 \square play a game

☐ share your day

CHECKING IN!

Write down any times month..



easy, relaxed speech as

you play.

*You can substitute another

activity/game if needed.*

Created By: Deana Kal

amphibians. Use smooth

speech.

Name:Activities are designed to be completed in 5–15 minutes. Color or *X* the boxes			" the boxes as you complete each a		CHECKING IN!	
	MON	king to master. If you are unsure	of the sounds or skills your child	is practicing please refer to the II	FRI	Directions: Write down one skill your student has made progress with this month and one skill they still need to work on.
	WORD OF THE WEEK: Practice using the word <u>come</u> .	SOCIAL BEHAVIOR: Practice interactive play with a friend.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a picture of animals! Can you name or identify the animals you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.	PROGRESS: NEEDS PRACTICE:
	WORD OF THE WEEK: Practice using the word <u>down</u> .	SOCIAL BEHAVIOR: Practice making requests.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: playground coloring book bubbles/chalk dolls/action figures	FAMILY TIME: Play a game as a family. (Ex. Go fish, Simon Says, CandyLand, etc.)	
	WORD OF THE WEEK: Practice using the word <u>in</u> .	SOCIAL BEHAVIOR: Practice taking turns.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a picture of plants! Can you name or identify the plants you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.	

Created By: Deana Kahlenberg

WORD OF THE WEEK:

Practice using the word <u>out</u>.

SOCIAL BEHAVIOR: Practice answering

yes/no questions.

READ A BOOK: Can you name 5

pictures in the book?

□ playground a coloring book

□ bubbles/chalk ☐ dolls/action figures

Choose an activity:

Play a game as a family. (Ex. Go fish,

FAMILY TIME:

Simon Says,

CandyLand, etc.)

Y PRACEMATICS PRACE

Name: Date: Activities are designed to be completed in 5-15 minutes. Color or "X" the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP. The activities below are meant to

	spark conversation and discussion about social skills.					
	MON	TUES	WED	THURS	FRI	
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: You got mud on your new shoes What do you do?	IS IT APPROPRIATE?: Walking around your classroom.	HOW-TO: Practice how to make a lunch order:	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.	
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: You tore a hole in your jacket: What do you do?	IS IT APPROPRIATE?: Sitting at your friend's desk.	HOW-TO: Practice how to make a breakfast order:	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.	
	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: You lost your favorite hat. What do you do?	IS IT APPROPRIATE?: Walking in a line.	HOW-TO: Practice how to wash dishes.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation.	
eated By: Deana Kahlenberg	ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2–3 minutes.	PROBLEM SOLVING: Your friend took your favorite pencil. What do you do?	IS IT APPROPRIATE?: Holding the door for someone.	HOW-TO: Practice how to set the table.	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners. Try to be a good listener and active participant in the conversation	

CHECKING IN!

Directions: Write down one skill your student has made progress with this month and one skill they still need to work on. PROGRESS:_____

NEEDS PRACTICE: _____

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