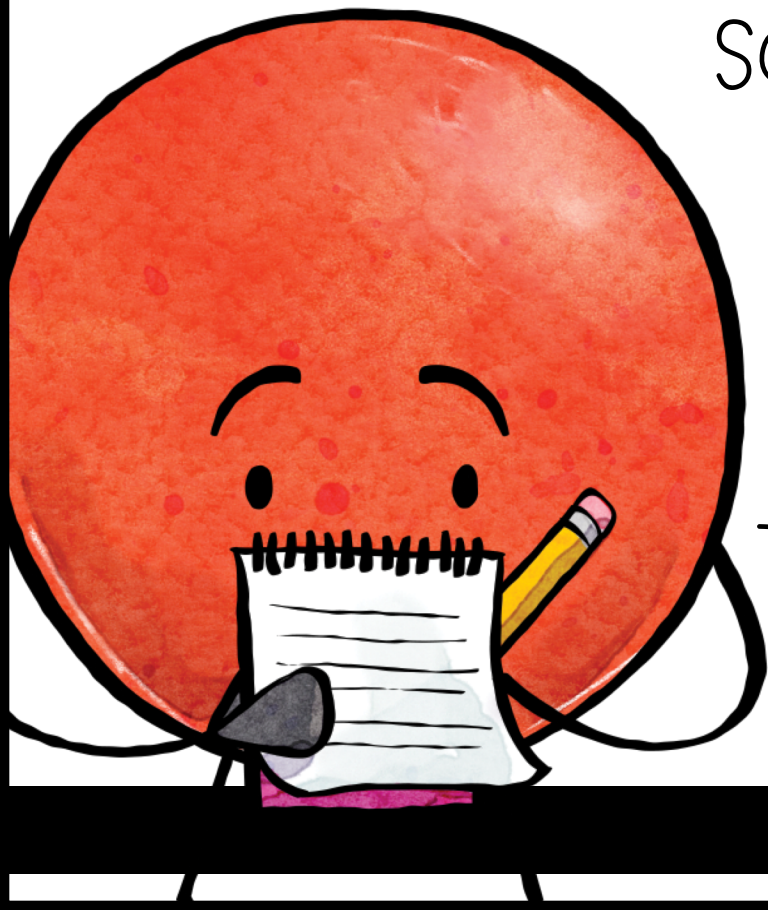


speech & language

Calendars

**YEAR LONG
BUNDLE!**



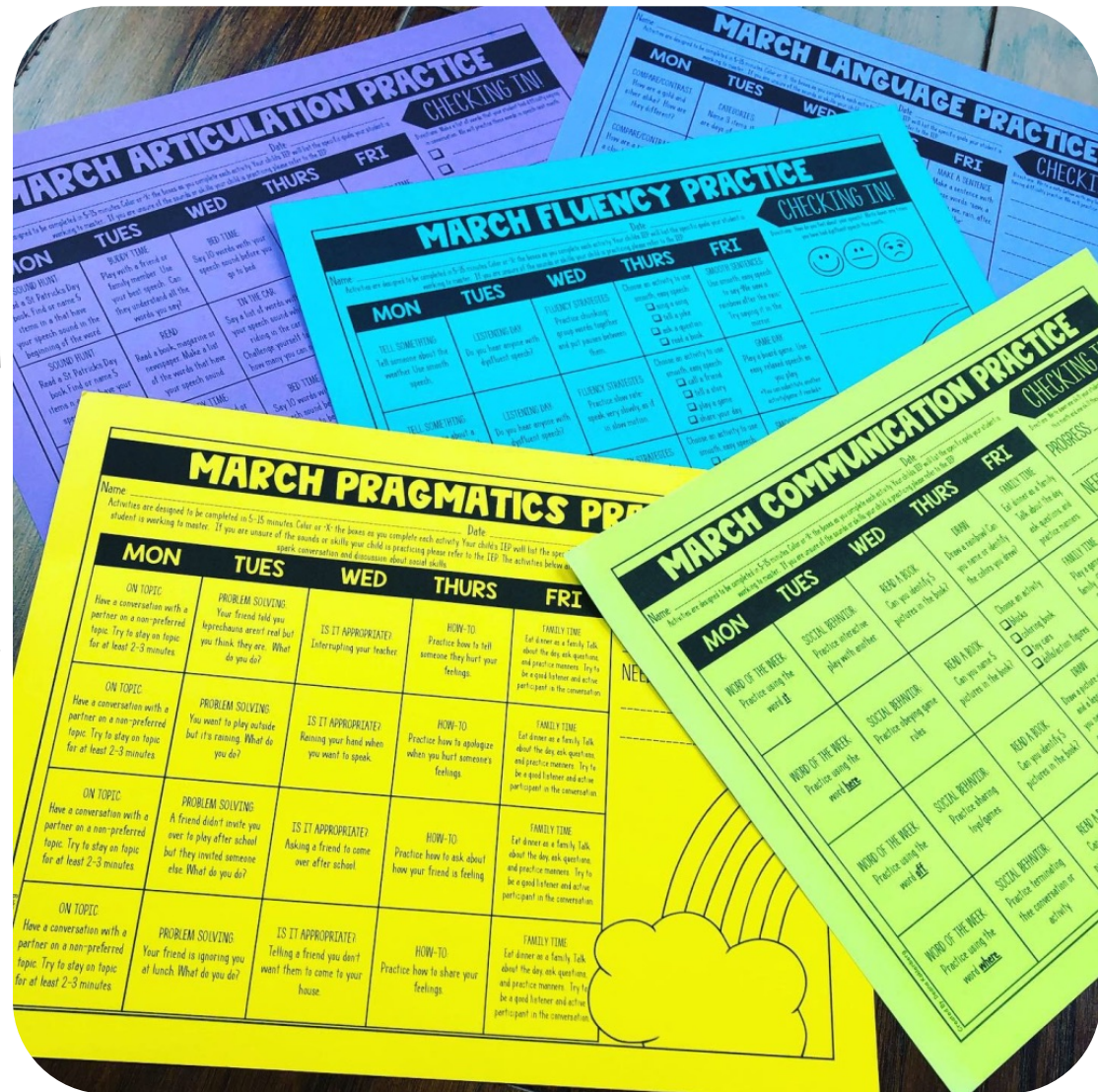
school year calendars to
practice articulation,
language, pragmatics,
fluency and functional
communication skills

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 I give them a treat for their hard work. Happy practicing!

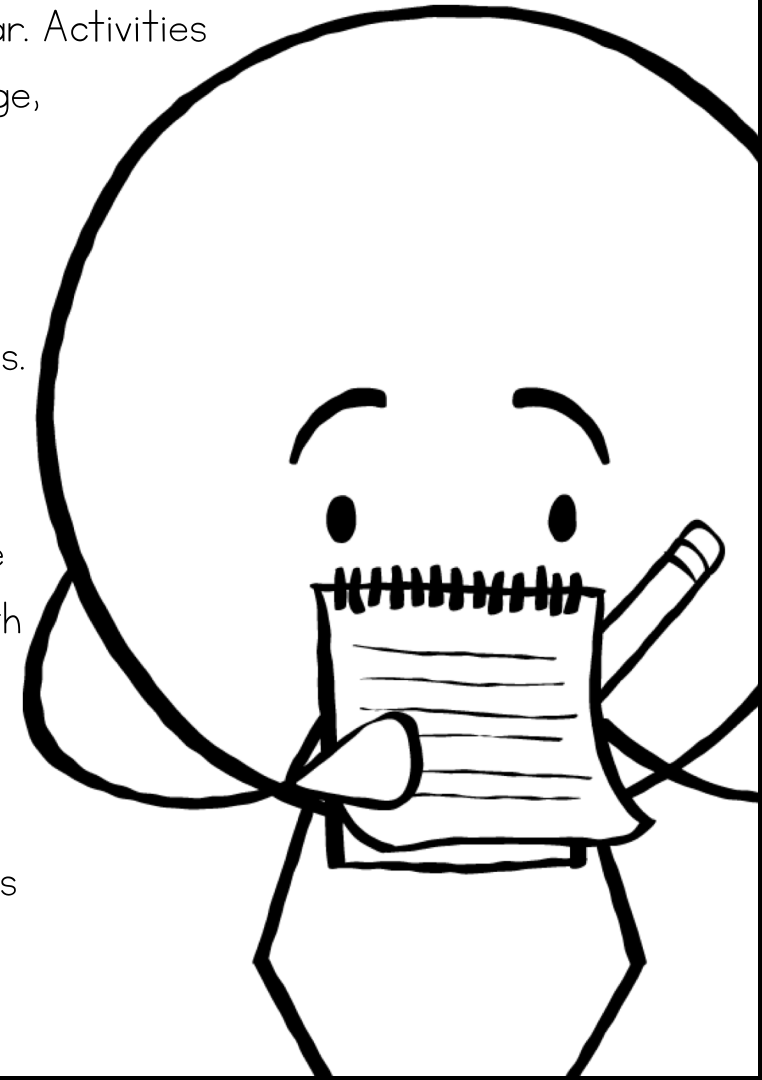


I often print the different calendars on different color paper to help keep them straight when handing them out and when collecting them.

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!



SEPTEMBER ARTICULATION PRACTICE

Name: _____ Date: _____

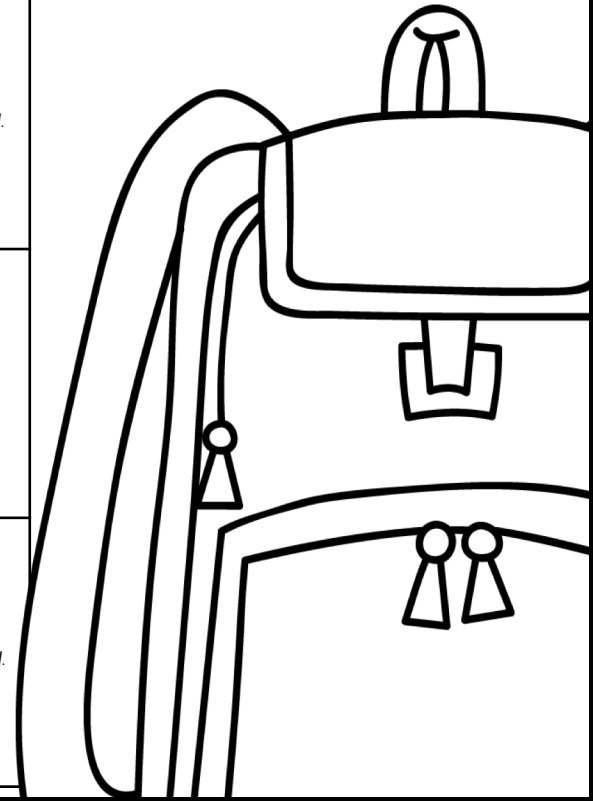
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
SOUND HUNT: Find 5 items around your room 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.	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Practice them!	FAMILY TIME: Eat dinner as a family. Use your best speech!
SOUND HUNT: Find 5 items in your room 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.	WAKE UP: Say 10 words with your speech sound when you wake up.	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 5 items in your room 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.	MAKE A LIST: Make a list of 5 words that are tricky for you to say. Practice them!	FAMILY TIME: Draw a picture as a family. Use your best speech!
SOUND HUNT: Find 5 items in the house that have your speech sound in the beginning of the word.	READ: Read a magazine. Make a list of the words that have your speech sound.	WAKE UP: Say 10 words with your speech sound when you wake up.	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!

CHECKING IN!

Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.

☐ _____
☐ _____
☐ _____
☐ _____



SEPTEMBER LANGUAGE PRACTICE

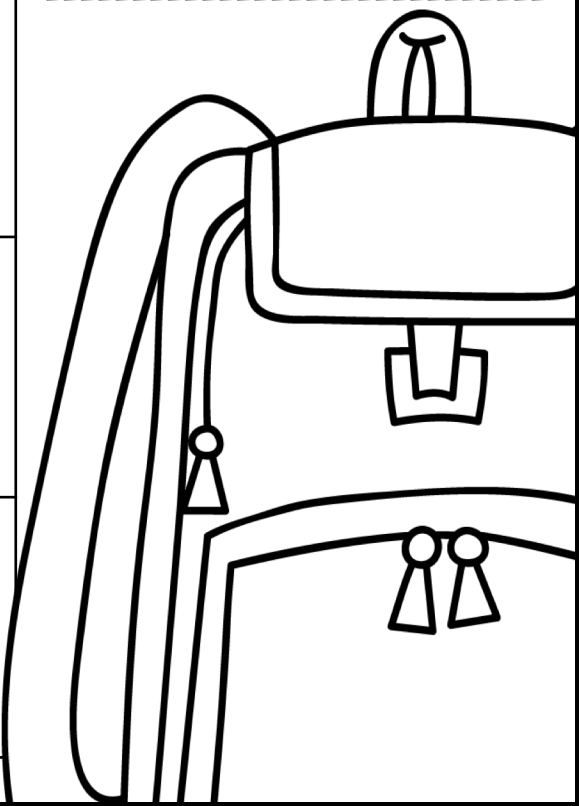
Name: _____ Date: _____

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 sounds or skills your child is practicing please refer to the IEP.

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.

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



SEPTEMBER FLUENCY PRACTICE

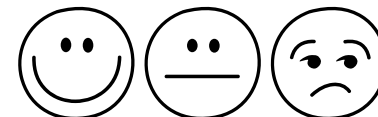
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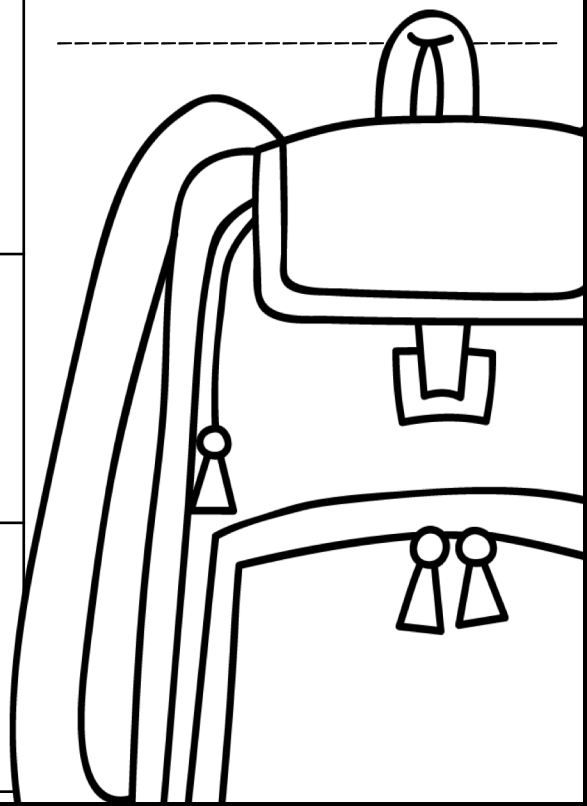
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Welcome back to school!" 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> 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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> 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.
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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play Go Fish. Use easy, relaxed speech to ask for a card.

CHECKING IN!

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





SEPTEMBER 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 sounds or skills your child is practicing please refer to the IEP.

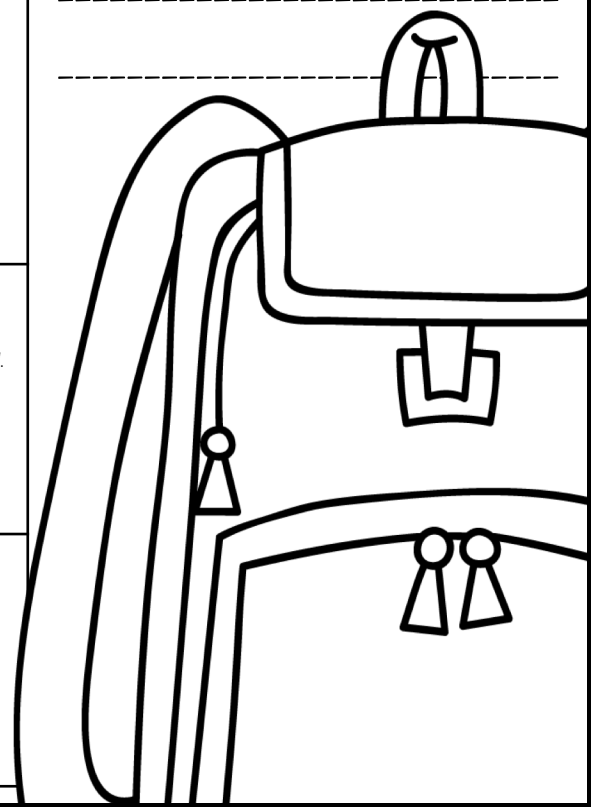
MON	TUES	WED	THURS	FRI
WORD OF THE WEEK: Practice using the word <u>want</u> .	SOCIAL BEHAVIOR: Practice taking turns.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
WORD OF THE WEEK: Practice using the word <u>go</u> .	SOCIAL BEHAVIOR: Practice making requests.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> 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.
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: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> 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: _____



SEPTEMBER PRAGMATICS 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 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.

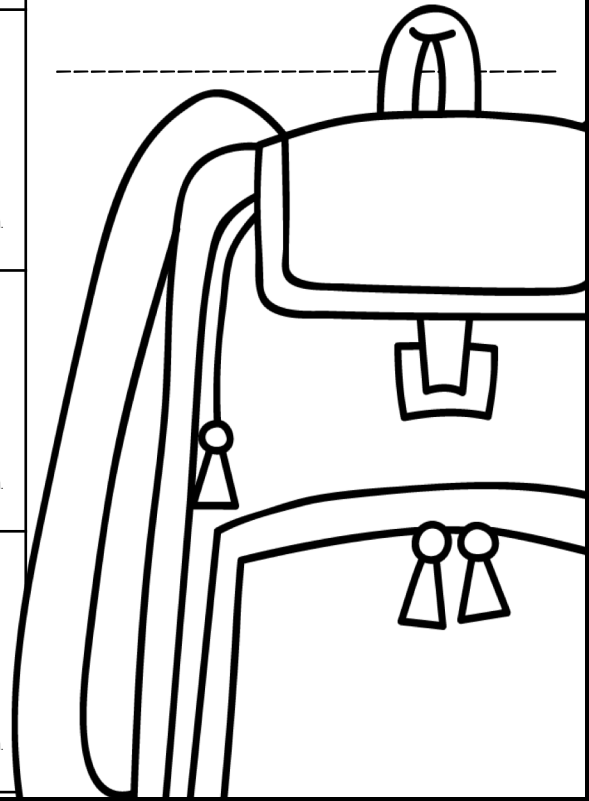
MON	TUES	WED	THURS	FRI
ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.	PROBLEM SOLVING: Your friend has something you want. You ask to see it but they say no. What do you do?	IS IT APPROPRIATE?: Picking your nose.	HOW-TO: Practice 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.
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 asked your parents if a friend could come over to spend the night and they said no. What do you do?	IS IT APPROPRIATE?: Playing a video game.	HOW-TO: Practice how to introduce yourself to someone new.	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: _____



OCTOBER ARTICULATION PRACTICE

Name: _____ Date: _____

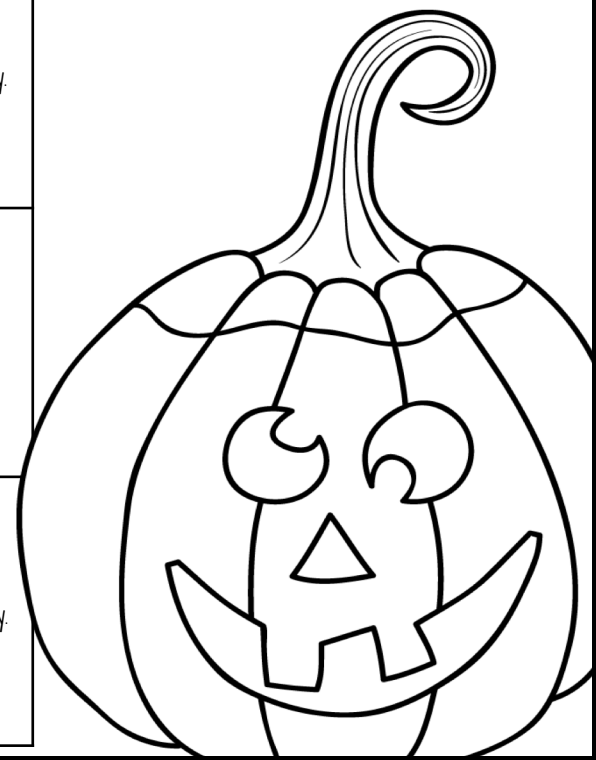
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
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. <i>*You can substitute another board game if needed.*</i>	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. <i>*You can substitute game if needed.*</i>	FAMILY TIME: Draw a picture as a family. Use your best speech!
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!

CHECKING IN!

Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.

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OCTOBER LANGUAGE PRACTICE

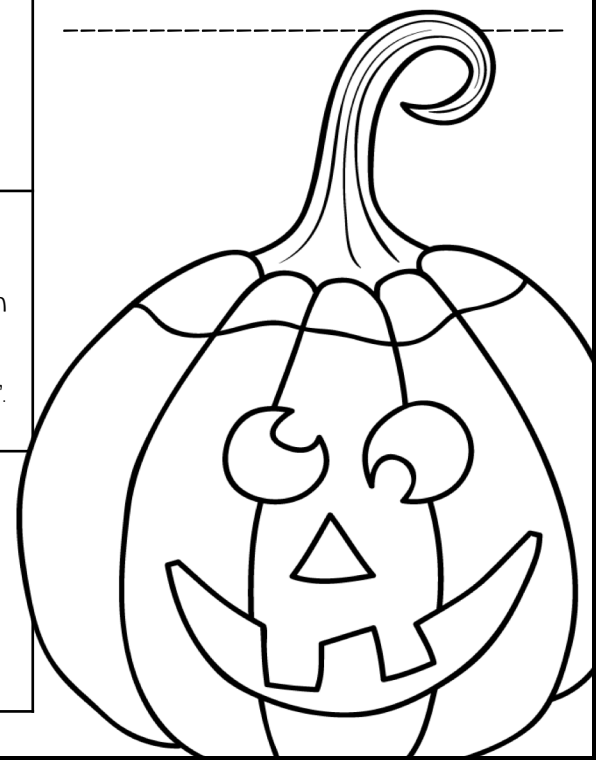
Name: _____ Date: _____

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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.

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.



OCTOBER FLUENCY PRACTICE

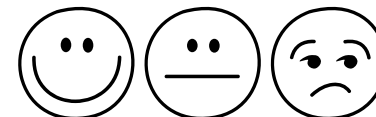
Name: _____ Date: _____

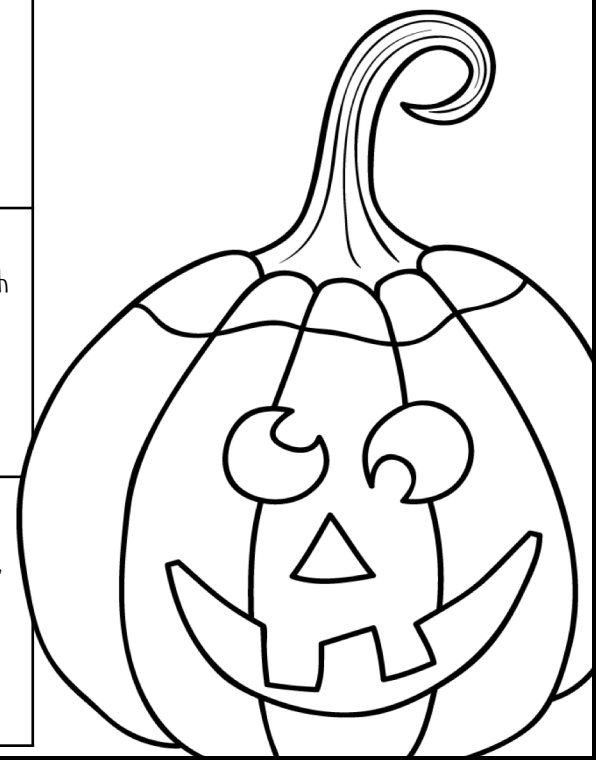
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MON	TUES	WED	THURS	FRI
TELL SOMETHING: Tell someone about a story you have read. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice chunking-group words together and put pauses between them.	Choose an activity to use smooth, easy speech: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play Candy Land. Use easy, relaxed speech to name the colors. <i>*You can substitute another board game if needed.*</i>
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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> 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 you. 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play Go Fish. Use easy, relaxed speech to ask for a card. <i>*You can substitute another board game if needed.*</i>

CHECKING IN!

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





OCTOBER 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 sounds or skills your child is practicing please refer to the IEP.

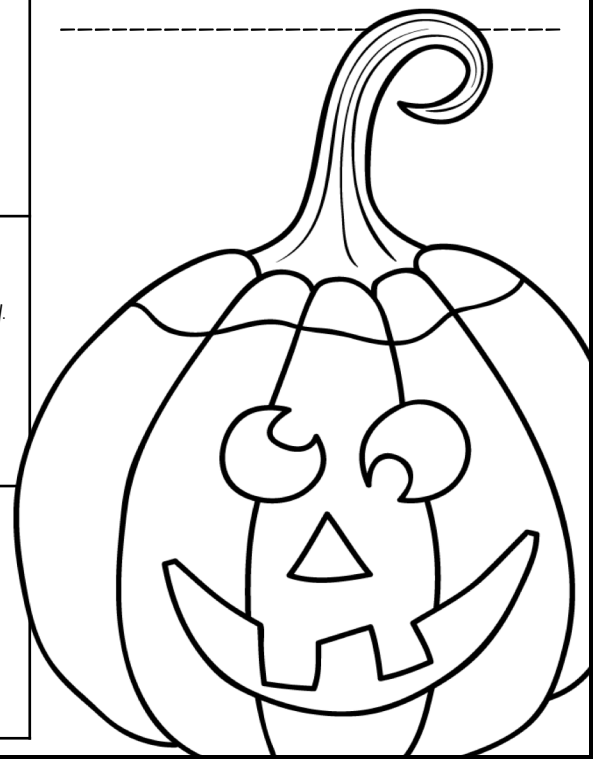
MON	TUES	WED	THURS	FRI
WORD OF THE WEEK: Practice using the word <u>get</u> .	SOCIAL BEHAVIOR: Practice taking turns.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a fall picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
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: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> 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.
WORD OF THE WEEK: Practice using the word <u>turn</u> .	SOCIAL BEHAVIOR: Practice farewells.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> 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: _____



OCTOBER PRAGMATICS 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 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.

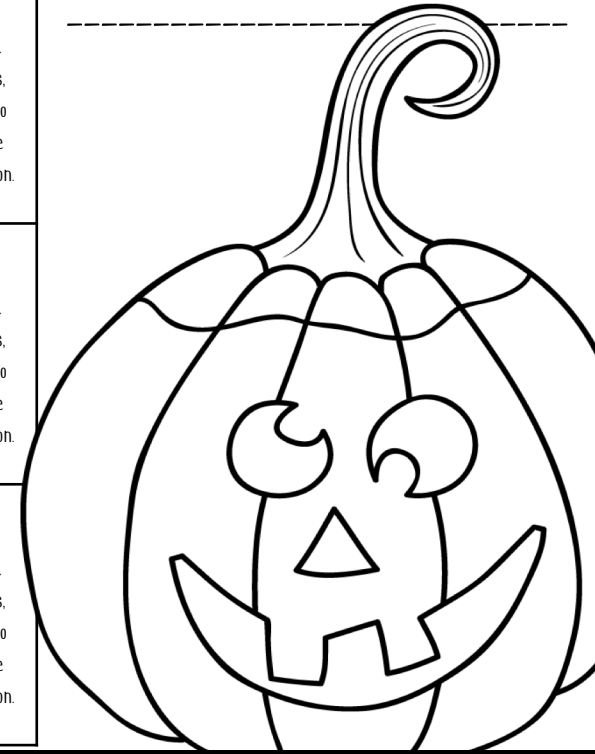
MON	TUES	WED	THURS	FRI
ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.	PROBLEM SOLVING: Your friend wants to dress up as the same thing as you for Halloween. What do you do?	IS IT APPROPRIATE?: Chewing on your pencil.	HOW-TO: Practice 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.
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 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-or-treat.	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: _____



NOVEMBER ARTICULATION 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 sounds or skills your child is practicing please refer to the IEP.

CHECKING IN!

Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.

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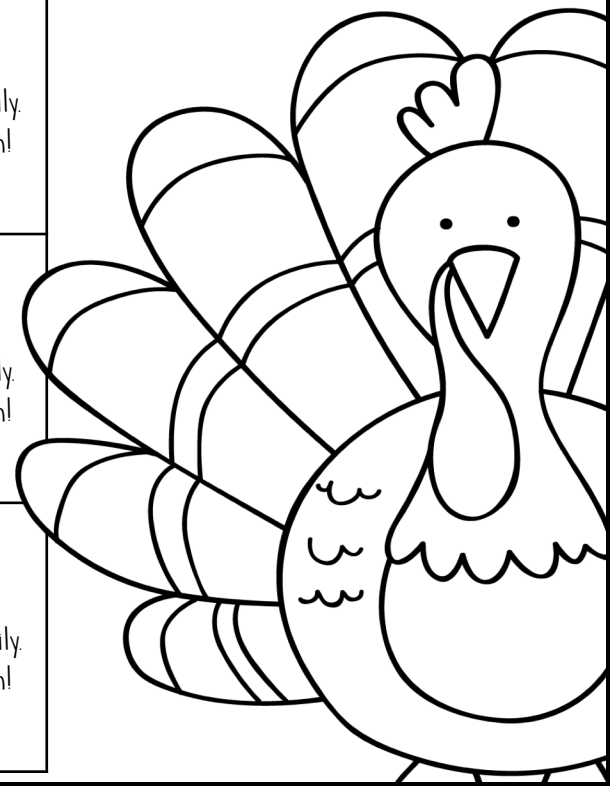
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MON	TUES	WED	THURS	FRI
SOUND HUNT: Find or name 5 items in a garden that have your speech sound in the beginning of the word.	BUDDY TIME: Play with a friend or family member. Use your best speech. Can they understand all the words you say?	BED TIME: Say 10 words with your speech sound before you go to bed.	GAME DAY: Play Sorry. 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 garden 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 garden 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. Use your best speech sounds to play. *You can substitute game if needed*	FAMILY TIME: Eat dinner as a family. Use your best speech!
SOUND HUNT: Find 5 fall 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!



NOVEMBER LANGUAGE PRACTICE

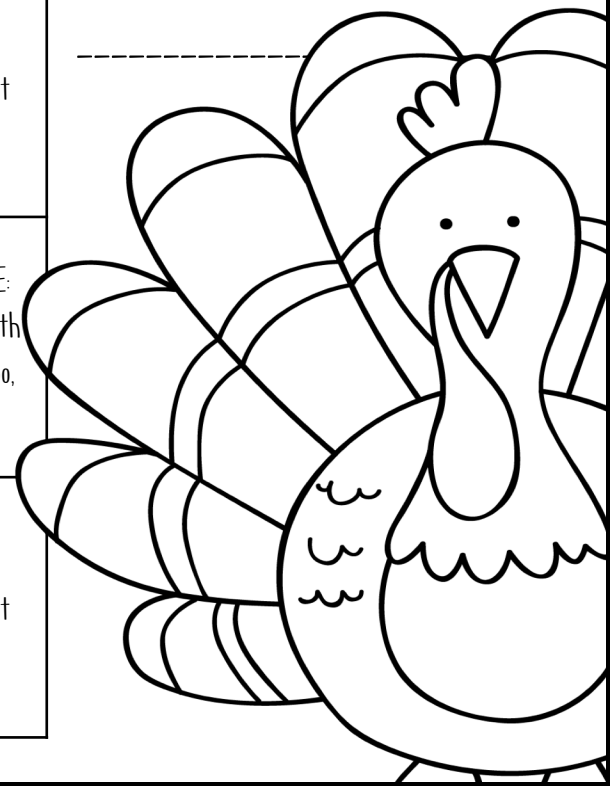
Name: _____ Date: _____

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 sounds or skills your child is practicing please refer to the IEP.

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.

MON	TUES	WED	THURS	FRI
COMPARE/CONTRAST: How are a turkey and a chicken alike? How are they different?	CATEGORIES: Name 3 items that are pets.	WORD MEANINGS: Give two meanings for "chest".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "thankful, I, you, for, am".
COMPARE/CONTRAST: How are corn and carrots alike? How are they different?	CATEGORIES: Name 3 items that are fruits.	GRAMMAR: Use the following word in the past tense: sleep.	DESCRIBE: Describe a turkey. (color, parts, function)	ADJECTIVES: Name 5 items that are cute.
COMPARE/CONTRAST: How are an apple and cherries alike? How are they different?	CATEGORIES: Name 3 items that are vegetables.	WORD MEANINGS: Give two meanings for "well".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "he, too, much, ate".
COMPARE/CONTRAST: How are a bat and a bird alike? How are they different?	CATEGORIES: Name 3 items that are desserts.	GRAMMAR: Use the following word in the plural form: foot.	DESCRIBE: Describe a garden. (color, parts, function)	ADJECTIVES: Name 5 items that are wet.



NOVEMBER FLUENCY PRACTICE

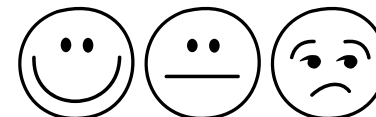
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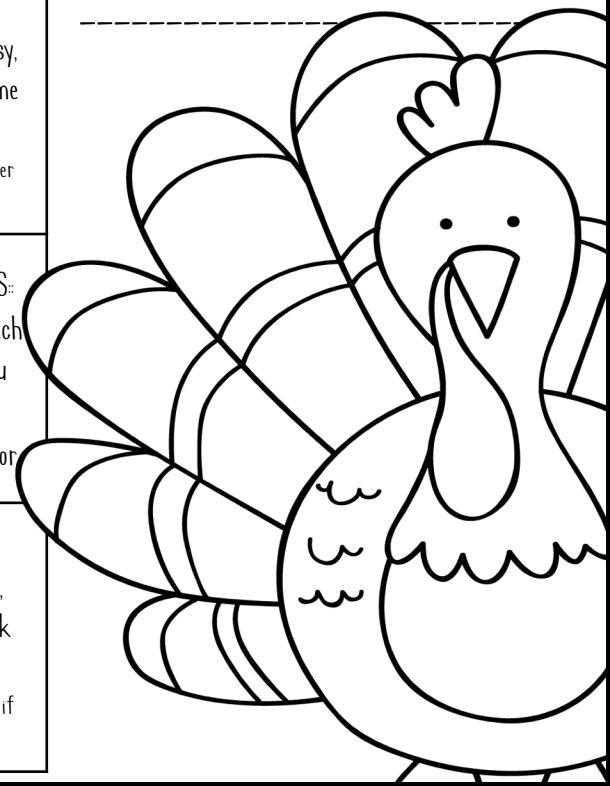
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "I want to eat turkey and pie!" 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> 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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "What are you thankful for?" Try saying it in the mirror.
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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play iSpy. Use easy, relaxed speech to ask for a card. *You can substitute game if needed*

CHECKING IN!

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





NOVEMBER 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 sounds or skills your child is practicing please refer to the IEP.

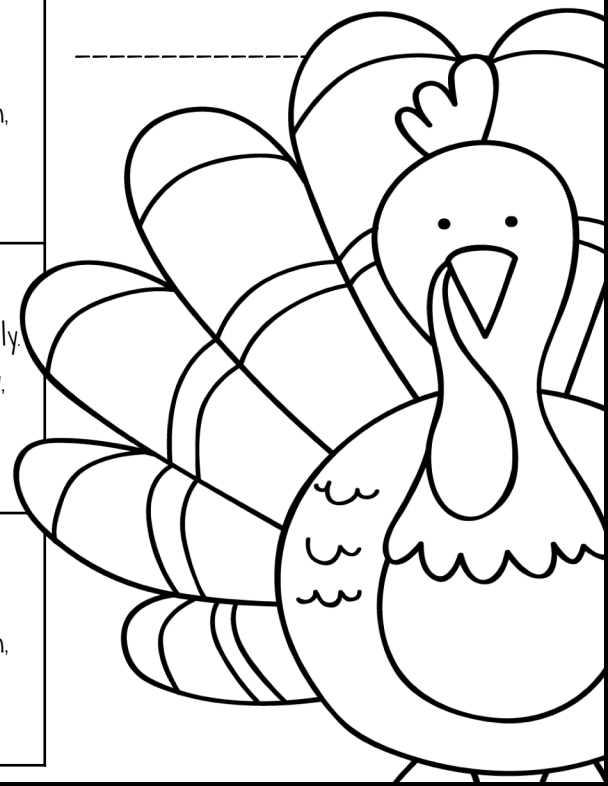
MON	TUES	WED	THURS	FRI
WORD OF THE WEEK: Practice using the word <u>good</u> .	SOCIAL BEHAVIOR: Practice taking turns.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a fall picture! Can you name the things you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
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: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> 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.
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: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> 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: _____



NOVEMBER PRAGMATICS 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 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.

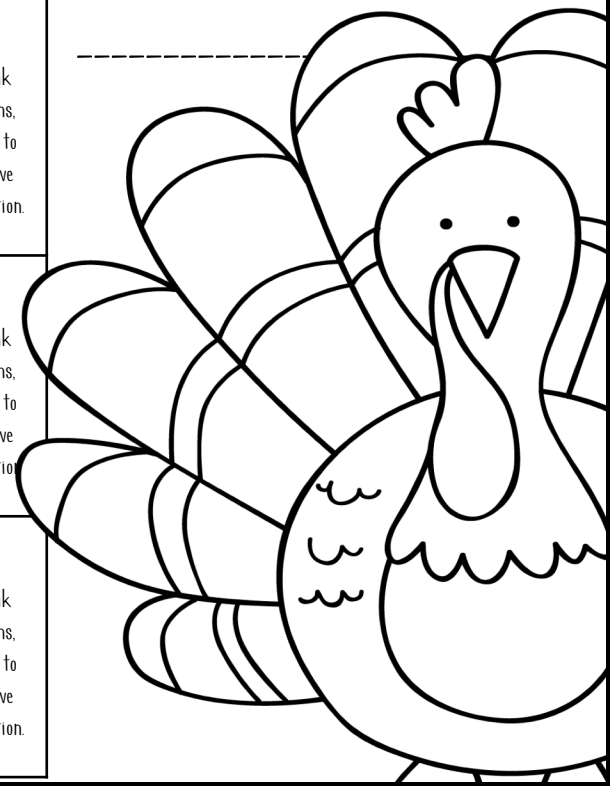
MON	TUES	WED	THURS	FRI
ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.	PROBLEM SOLVING: Your mom wants you to eat turkey for dinner but you hate turkey. What do you do?	IS IT APPROPRIATE?: Burping at the table.	HOW-TO: Practice how to ask for second helpings at dinner.	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 tell your parents you are thankful for them but aren't sure how. What do you do?	IS IT APPROPRIATE?: Wiping your mouth on your sleeve.	HOW-TO: Practice how to say what you are thankful for.	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 uncle wants to talk to you at Thanksgiving dinner but it makes you uncomfortable. What do you do?	IS IT APPROPRIATE?: Saying excuse me when you sneeze.	HOW-TO: Practice how to follow a recipe.	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 are finished eating dinner and want to be excused. What do you do?	IS IT APPROPRIATE?: Putting your elbows on the table during dinner.	HOW-TO: Practice how to clean 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: _____



DECEMBER ARTICULATION PRACTICE

Name: _____ Date: _____

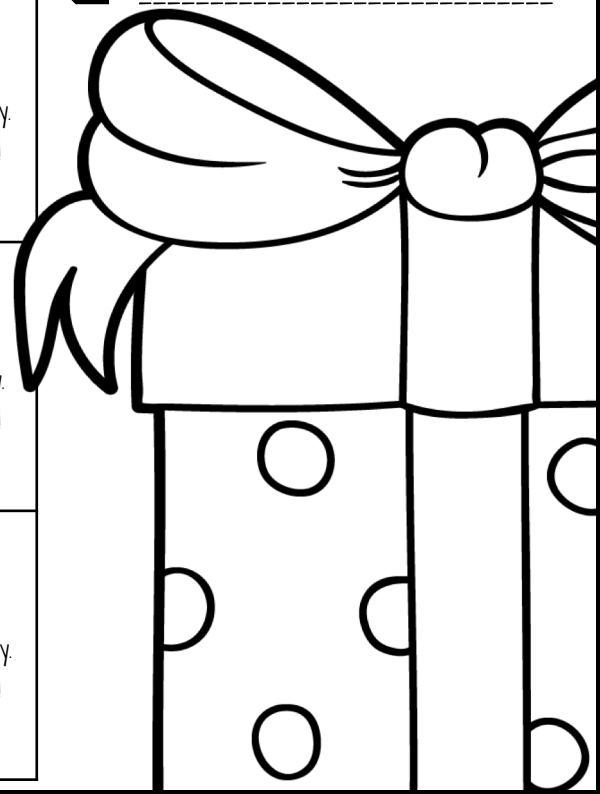
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
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. <i>*You can substitute another board game if needed.*</i>	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. <i>*You can substitute game if needed.*</i>	FAMILY TIME: Eat dinner as a family. Use your best speech!
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!

CHECKING IN!

Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.

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DECEMBER LANGUAGE PRACTICE

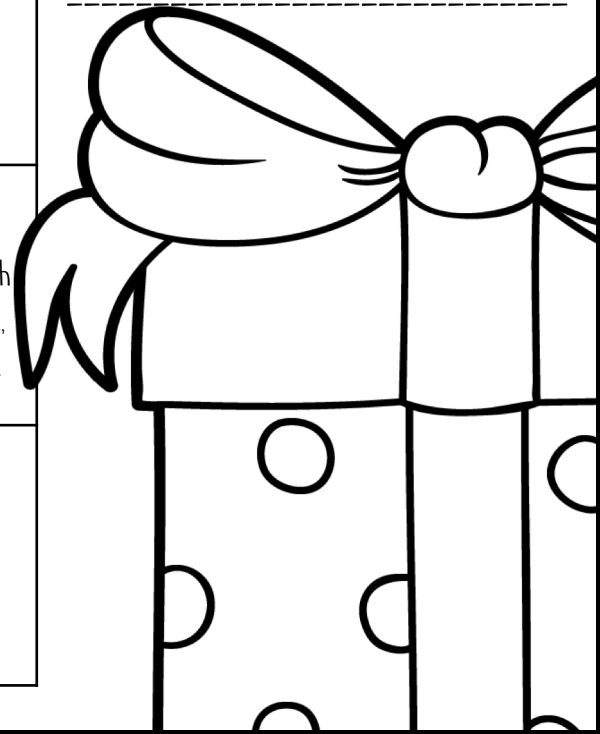
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CHECKING IN!

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

MON	TUES	WED	THURS	FRI
COMPARE/CONTRAST: How are a reindeer and a horse alike? How are they different?	CATEGORIES: Name 3 items that are shapes.	WORD MEANINGS: Give two meanings for "bar".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "Santa, been, dear, I've, good".
COMPARE/CONTRAST: How are cookies and cake alike? How are they different?	CATEGORIES: Name 3 items that are numbers.	GRAMMAR: Use the following word in the past tense: write.	DESCRIBE: Describe a present. (color, parts, function)	ADJECTIVES: Name 5 items that are nice.
COMPARE/CONTRAST: How are an candy cane and a lollipop alike? How are they different?	CATEGORIES: Name 3 items that are letters.	WORD MEANINGS: Give two meanings for "date".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "got, he, for, coal, Christmas".
COMPARE/CONTRAST: How are holly and a poinsettia alike? How are they different?	CATEGORIES: Name 3 items that are colors.	GRAMMAR: Use the following word in the plural form: sheep.	DESCRIBE: Describe a cookie. (color, parts, function)	ADJECTIVES: Name 5 items that are naughty.



DECEMBER FLUENCY PRACTICE

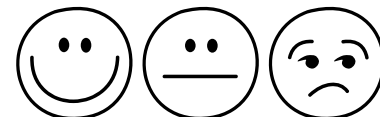
Name: _____ Date: _____

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 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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play UNO. Use easy, relaxed speech to name the colors. *You can substitute another board game if needed.*
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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Where are you traveling for winter break?" Try saying it in the mirror.
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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play iSpy. Use easy, relaxed speech to ask for a card. *You can substitute game if needed.*

CHECKING IN!

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





DECEMBER 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 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>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.
WORD OF THE WEEK: Practice using the word <u>you</u> .	SOCIAL BEHAVIOR: Practice making requests.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> 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>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.
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: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> 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: _____



DECEMBER PRAGMATICS 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 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 a present for Hanukah that you already have. What do you do?	IS IT APPROPRIATE?: Telling someone "I already have this" when you open a present.	HOW-TO: Practice how to tell someone what you want for the holiday.	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 buy your friend a present for Christmas but don't know what to get. What do you do?	IS IT APPROPRIATE?: Opening a card just to take the money out.	HOW-TO: Practice how to say thank you for getting a gift.	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 a new video game for Christmas but your mom says no. What do you do?	IS IT APPROPRIATE?: Saying thank you for getting a gift even if you don't like it.	HOW-TO: Practice how to wrap a present.	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 have to visit your aunt's house for the holiday and you don't want to go. What do you do?	IS IT APPROPRIATE?: Giving someone else a gift you previously received.	HOW-TO: Practice how to shop for someone else for the holiday.	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: _____



JANUARY ARTICULATION 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 sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
SOUND HUNT: Read a winter 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 winter 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: Go on an adventure as a family. Use your best speech!
SOUND HUNT: Read a winter 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: Make 2 sets of word cards with your sound. Play Memory or Go Fish. Use your best speech sounds to play.	FAMILY TIME: Eat dinner as a family. Use your best speech!
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: Play a game as a family. Use your best speech!

CHECKING IN!

Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.

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JANUARY 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 sounds or skills your child is practicing please refer to the IEP.

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.



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".
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.

JANUARY 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 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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play a board game. Use easy, relaxed speech as you play. <i>*You can substitute another activity/game if needed*</i>
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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "What is the weather like today?" Try saying it in the mirror.
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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play iSpy. Use easy, relaxed speech to ask for a card. <i>*You can substitute another game if needed*</i>

CHECKING IN!

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





JANUARY 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 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>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: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> 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.
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: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> 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: _____



JANUARY PRAGMATICS 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 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.

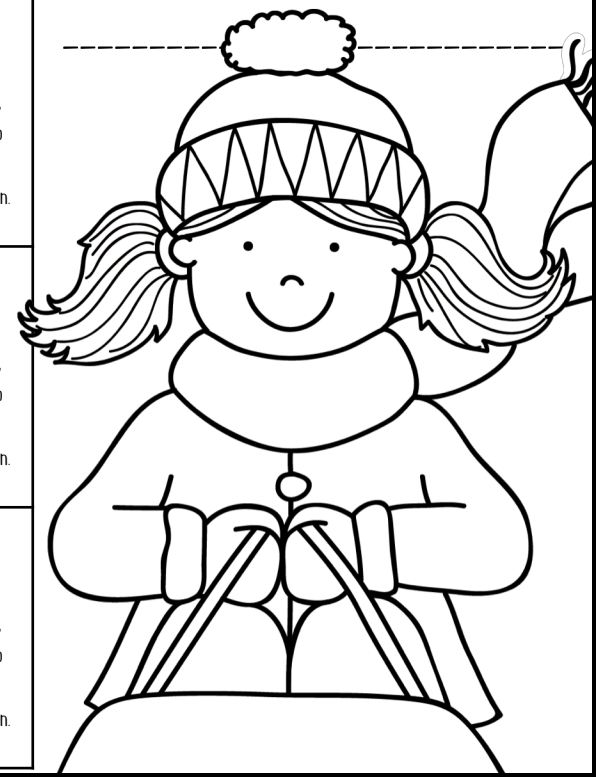
MON	TUES	WED	THURS	FRI
ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.	PROBLEM SOLVING: Your friend wants to go sledding but you want to snowboard. What do you do?	IS IT APPROPRIATE?: Playing in the snow without a coat.	HOW-TO: Practice 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.
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

Name: _____ Date: _____

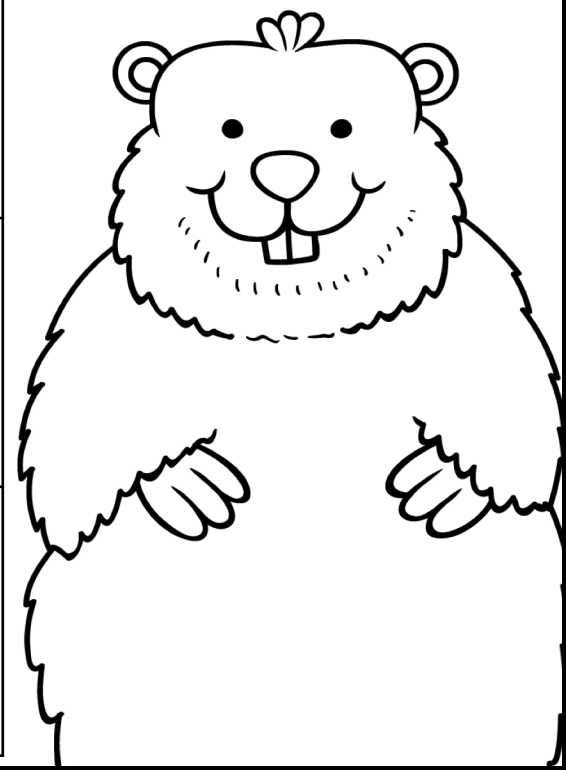
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
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!
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!

CHECKING IN!

Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.

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FEBRUARY LANGUAGE PRACTICE

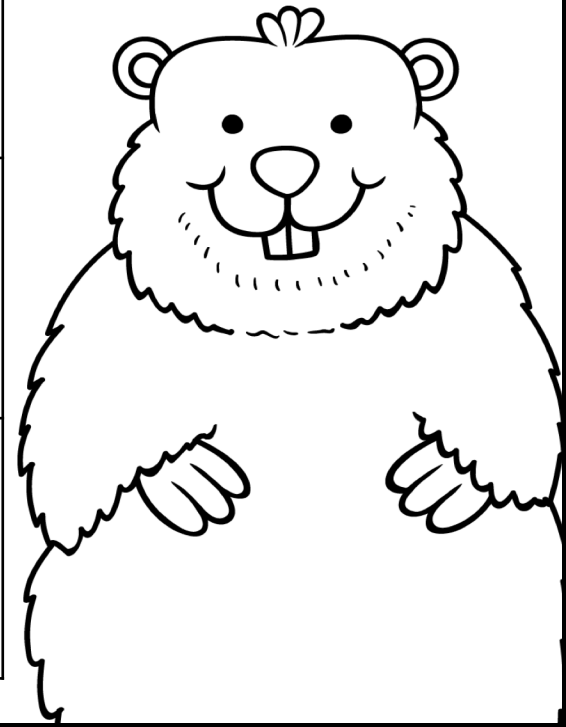
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Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is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

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.

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".
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.



FEBRUARY FLUENCY PRACTICE

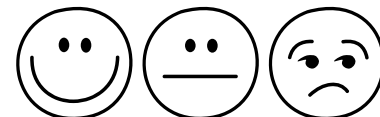
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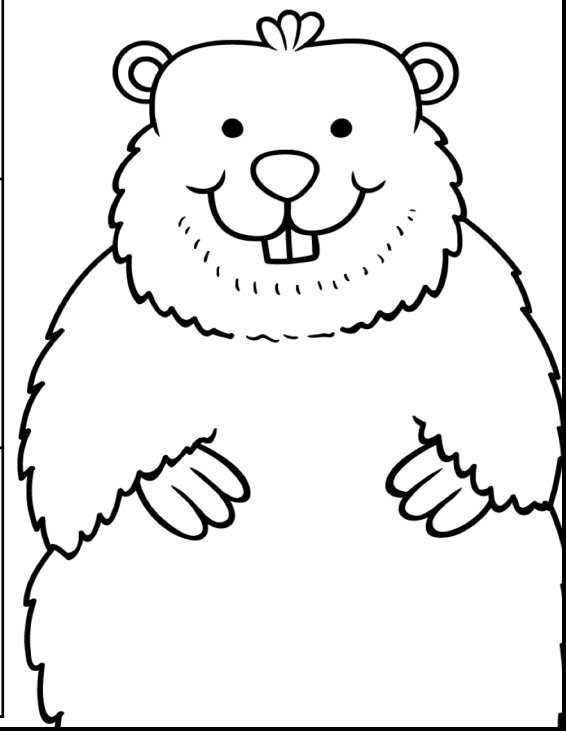
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play a board game. Use easy, relaxed speech as you play. <i>*You can substitute another activity/game if needed*</i>
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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Will you be my valentine?" Try saying it in the mirror.
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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play a card game. Use easy, relaxed speech as you play. <i>*You can substitute another activity/game if needed*</i>

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: _____

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.

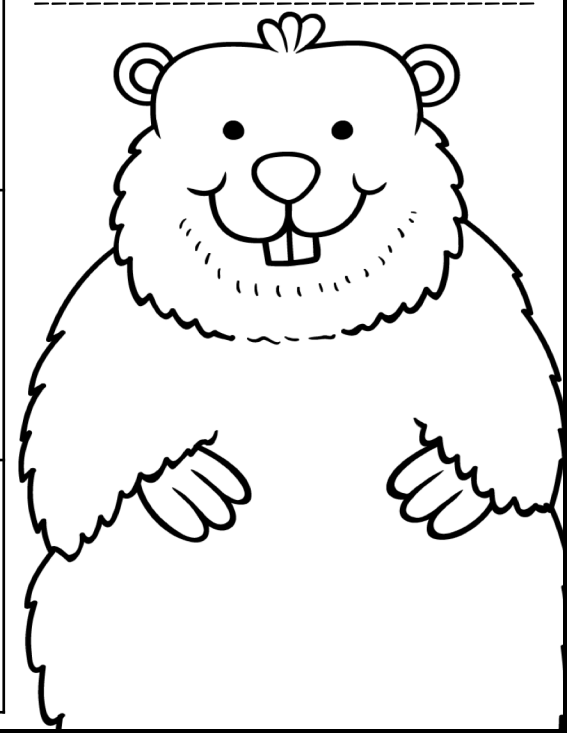
MON	TUES	WED	THURS	FRI
WORD OF THE WEEK: Practice using the word <u>play</u> .	SOCIAL BEHAVIOR: Practice inviting another to play.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a picture with shapes! Can you name or identify the shapes you drew?	FAMILY TIME: Eat dinner as a family. 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: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> 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.
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: <input type="checkbox"/> playdough <input type="checkbox"/> blocks <input type="checkbox"/> toy cars <input type="checkbox"/> dolls/action figures	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: _____



FEBRUARY PRAGMATICS 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 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.

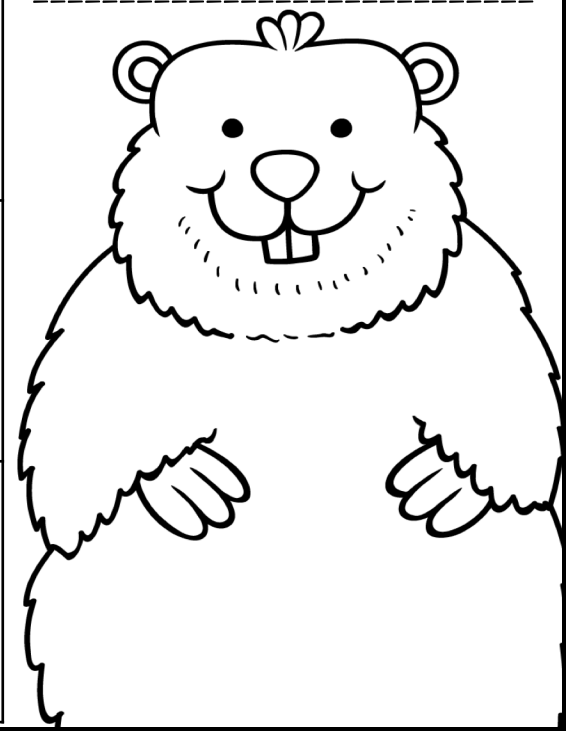
MON	TUES	WED	THURS	FRI
ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.	PROBLEM SOLVING: Someone asked you be your valentine but you don't want to be. What do you do?	IS IT APPROPRIATE?: Giving a valentine only to the classmates you 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.
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: _____

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.

CHECKING IN!

Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.

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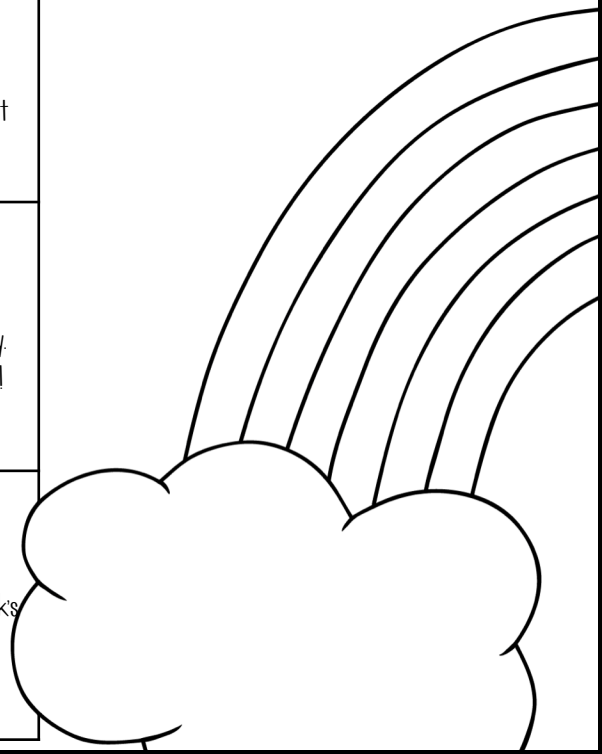
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MON	TUES	WED	THURS	FRI
SOUND HUNT: Read a St. Patrick's Day book. Find or name 5 items in a that have your speech sound in the beginning of the word.	BUDDY TIME: Play with a friend or family member. Use your best speech. Can they understand all the 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!
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

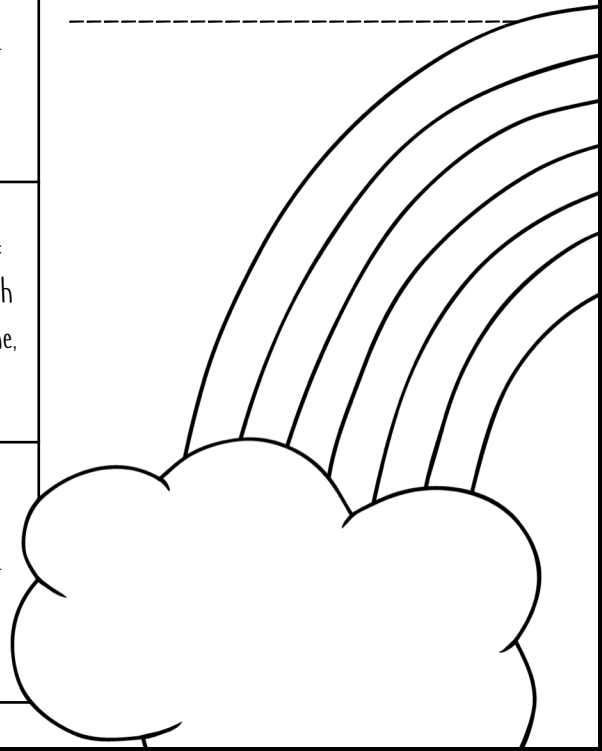
Name: _____ Date: _____

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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.

MON	TUES	WED	THURS	FRI
COMPARE/CONTRAST: How are a gold and silver alike? How are they different?	CATEGORIES: Name 3 days of the week.	WORD MEANINGS: Give two meanings for "chest".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "saw, a rainbow, we, rain, after, the".
COMPARE/CONTRAST: How are a rainbow and a cloud alike? How are they different?	CATEGORIES: Name 3 months.	GRAMMAR: Use the following word in the past tense: blow.	DESCRIBE: Describe a kite. (color, parts, function)	ADJECTIVES: Name 5 items that are sneaky.
COMPARE/CONTRAST: How are leprechaun and an elf alike? How are they different?	CATEGORIES: Name 3 holidays.	WORD MEANINGS: Give two meanings for "scales".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "gold, the, want, to, I, find".
COMPARE/CONTRAST: How are a lion and a lamb alike? How are they different?	CATEGORIES: Name 3 seasons.	GRAMMAR: Use the following word in the plural form: dice.	DESCRIBE: Describe a rainbow. (color, parts, function)	ADJECTIVES: Name 5 items that are colorful.



MARCH FLUENCY PRACTICE

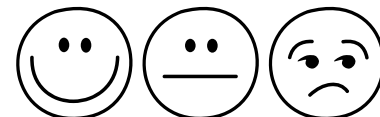
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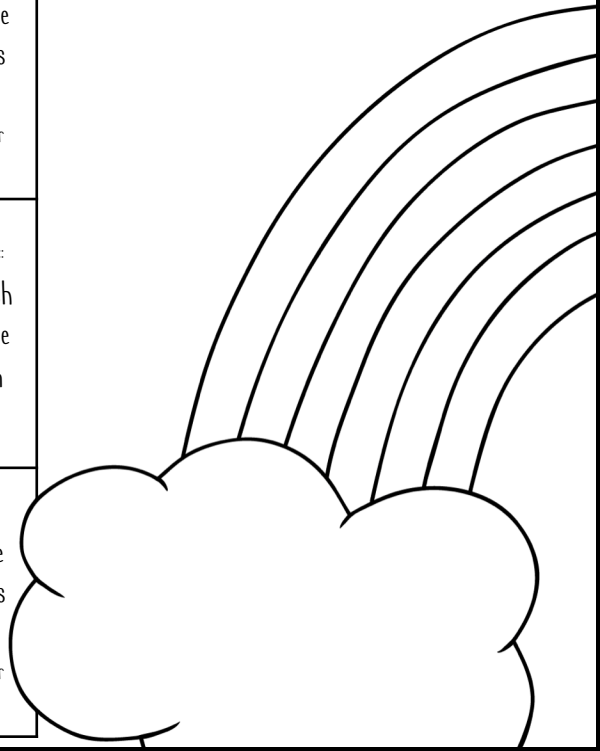
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MON	TUES	WED	THURS	FRI
TELL SOMETHING: Tell someone about the weather. Use smooth speech.	LISTENING DAY: Do you hear anyone with dysfluent speech?	FLUENCY STRATEGIES: Practice chunking-group words together and put pauses between them.	Choose an activity to use smooth, easy speech: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> 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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Did you find the gold?" Try saying it in the mirror.
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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	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.





MARCH 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 sounds or skills your child is practicing please refer to the IEP.

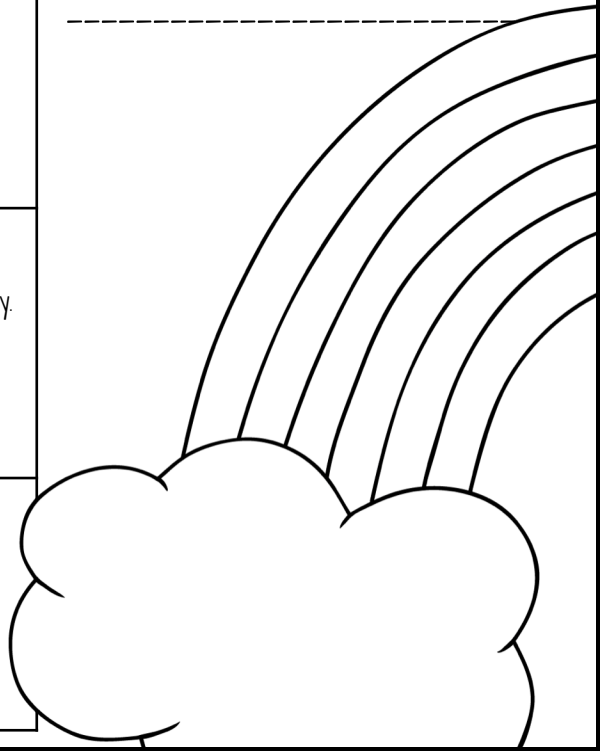
MON	TUES	WED	THURS	FRI
WORD OF THE WEEK: Practice using the word <u>it</u> .	SOCIAL BEHAVIOR: Practice interactive play with another.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a rainbow! Can you name or identify the colors you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
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: <input type="checkbox"/> blocks <input type="checkbox"/> coloring book <input type="checkbox"/> toy cars <input type="checkbox"/> 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.
WORD OF THE WEEK: Practice using the word <u>where</u> .	SOCIAL BEHAVIOR: Practice terminating the conversation or activity.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: <input type="checkbox"/> blocks <input type="checkbox"/> coloring book <input type="checkbox"/> toy cars <input type="checkbox"/> dolls/action figures	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: _____



MARCH PRAGMATICS 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 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.

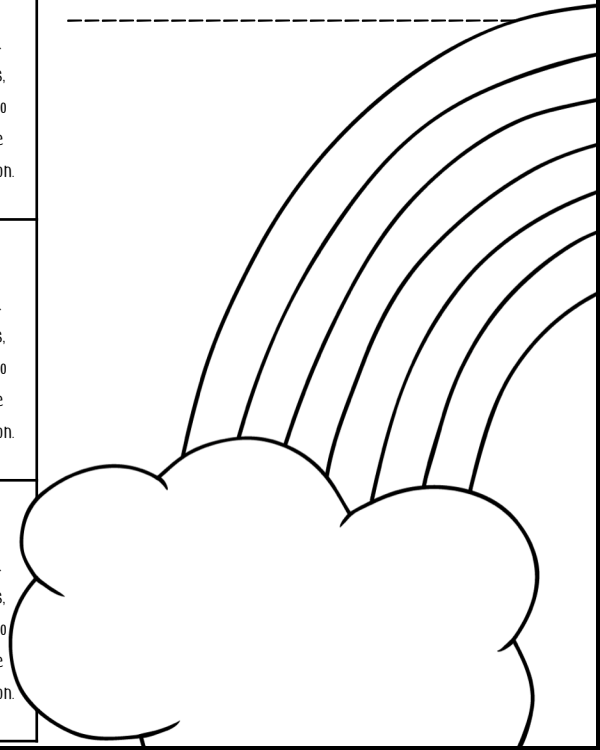
MON	TUES	WED	THURS	FRI
ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.	PROBLEM SOLVING: Your friend told you leprechauns aren't real but you think they are. What do you do?	IS IT APPROPRIATE?: Interrupting your teacher.	HOW-TO: Practice how to tell someone they hurt your feelings.	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 play outside but it's raining. What do you do?	IS IT APPROPRIATE?: Raising your hand when you want to speak.	HOW-TO: Practice how to apologize when you hurt someone's feelings.	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 invite you over to play after school but they invited someone else. What do you do?	IS IT APPROPRIATE?: Asking a friend to come over after school.	HOW-TO: Practice how to ask about how your friend is feeling.	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 ignoring you at lunch. What do you do?	IS IT APPROPRIATE?: Telling a friend you don't want them to come to your house.	HOW-TO: Practice how to share your feelings.	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: _____



APRIL ARTICULATION PRACTICE

Name: _____ Date: _____

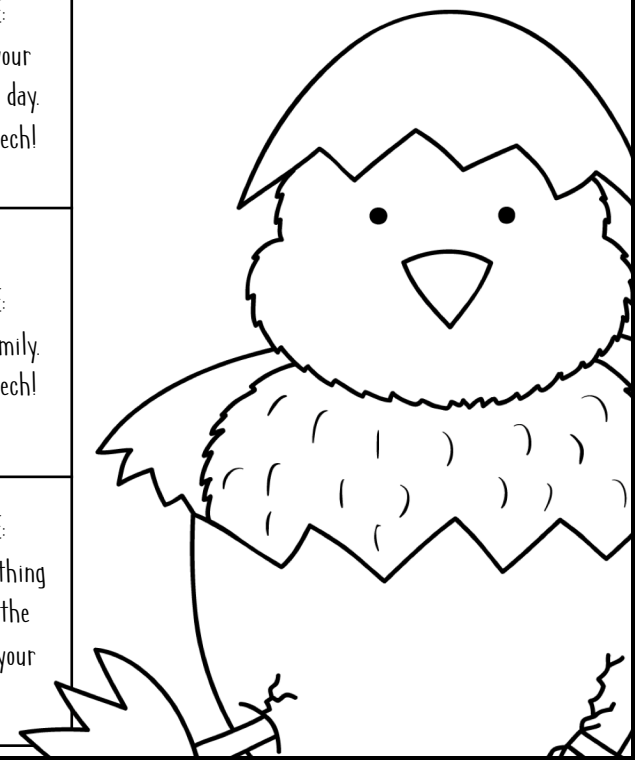
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
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: Find 5 items in your backyard that have your speech sound in the beginning of the word.	TV SHOW: Watch a TV show. 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!	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!

CHECKING IN!

Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.

☐ _____
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APRIL LANGUAGE PRACTICE

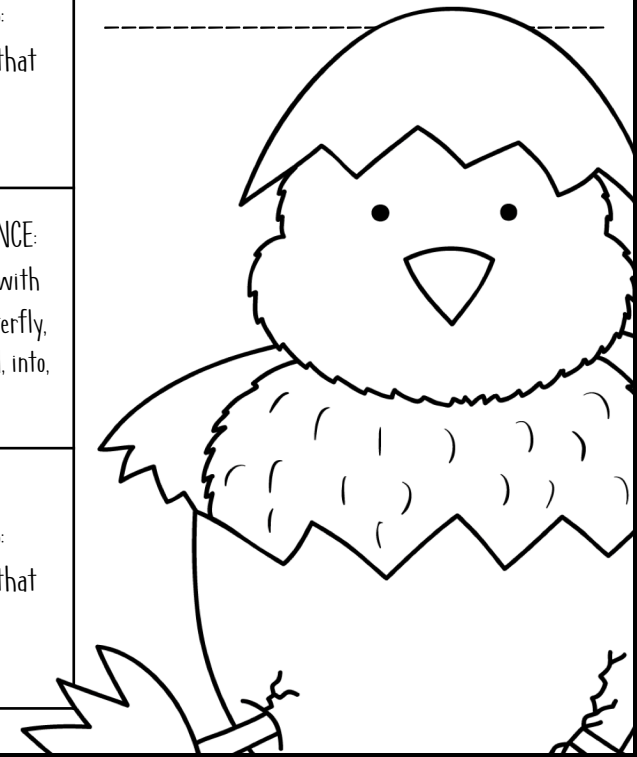
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MON	TUES	WED	THURS	FRI
COMPARE/CONTRAST: How are a plant and a flower alike? How are they different?	CATEGORIES: Name 3 oceans.	WORD MEANINGS: Give two meanings for "quarter".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and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

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.



APRIL FLUENCY PRACTICE

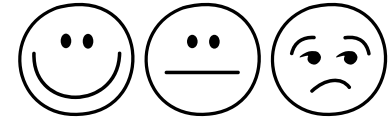
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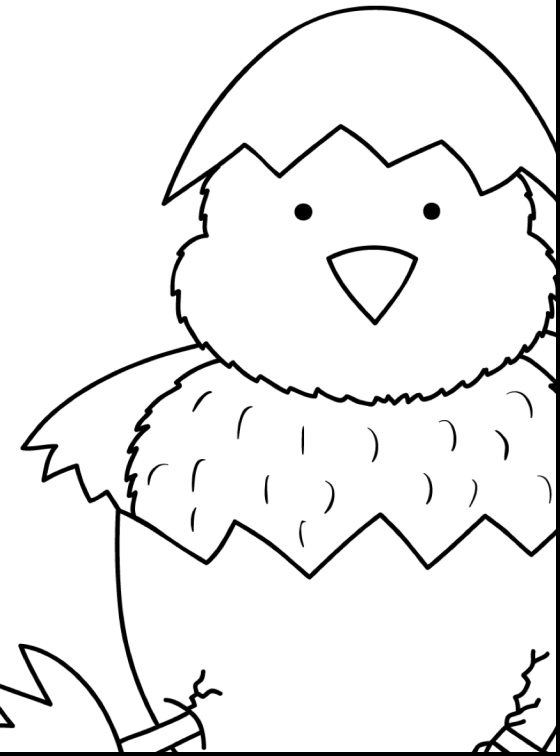
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "The chicken laid three eggs." Try saying it in the mirror.
TELL SOMETHING: Tell someone about the chicken's life cycle. 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play a board game. Use easy, relaxed speech as you play. <i>*You can substitute another activity/game if needed*</i>
TELL SOMETHING: Tell someone about a worm. 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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Did the caterpillar turn into a butterfly?" Try saying it in the mirror.
TELL SOMETHING: Tell someone about growing a flower. 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	GAME DAY: Play a card game. Use easy, relaxed speech as you play. <i>*You can substitute another activity/game if needed*</i>

CHECKING IN!

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





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 sounds or skills your child is practicing please refer to the IEP.

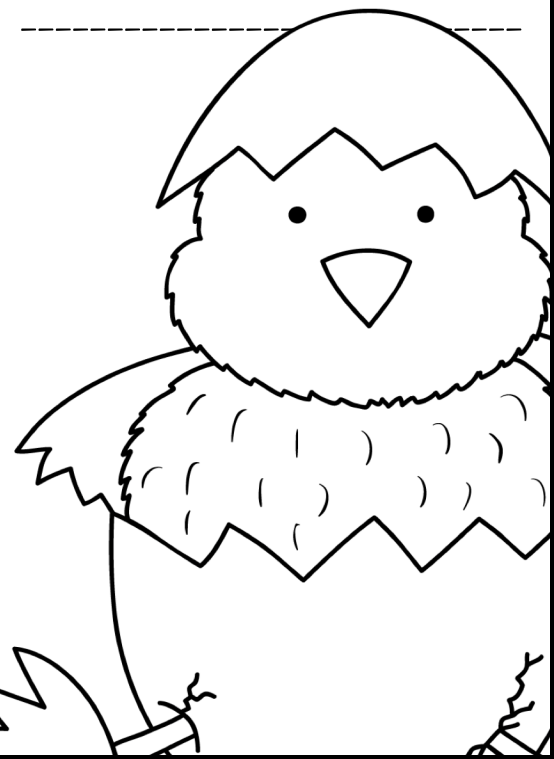
MON	TUES	WED	THURS	FRI
WORD OF THE WEEK: Practice using the word <u>close</u> .	SOCIAL BEHAVIOR: Practice interactive play with another.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a rainy weather picture! Can you name or identify the objects you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
WORD OF THE WEEK: Practice using the word <u>who</u> .	SOCIAL BEHAVIOR: Practice attending to a picture book. Can you answer/ask questions about the book?	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: <input type="checkbox"/> blocks <input type="checkbox"/> coloring book <input type="checkbox"/> bubbles/chalk <input type="checkbox"/> 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>big</u> .	SOCIAL BEHAVIOR: Practice greetings and farewells.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a spring picture! 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.
WORD OF THE WEEK: Practice using the word <u>little</u> .	SOCIAL BEHAVIOR: Practice initiating the conversation or activity.	READ A BOOK: Can you name 5 pictures in the book?	Choose an activity: <input type="checkbox"/> blocks <input type="checkbox"/> coloring book <input type="checkbox"/> bubbles/chalk <input type="checkbox"/> dolls/action figures	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: _____



APRIL PRAGMATICS 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 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.

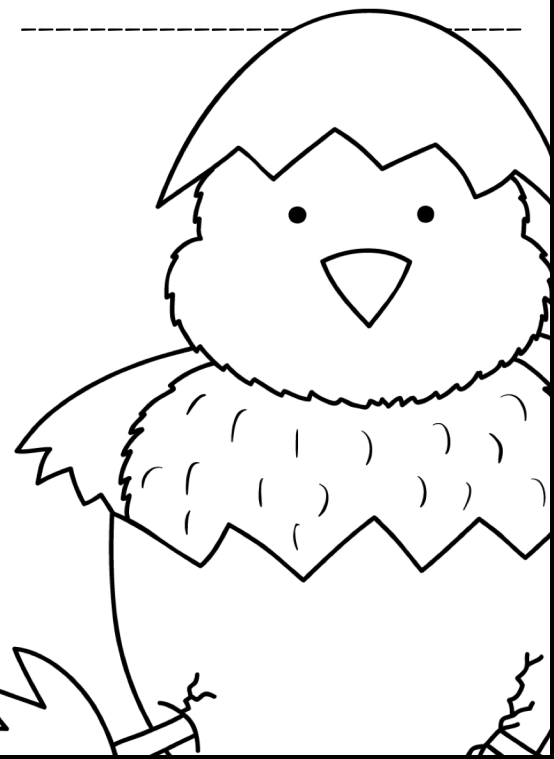
MON	TUES	WED	THURS	FRI
ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.	PROBLEM SOLVING: You forgot your jacket to wear at recess. What do you do?	IS IT APPROPRIATE?: Playing a joke on your teacher.	HOW-TO: Practice how to write down 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?	IS IT APPROPRIATE?: Playing a joke on your friend.	HOW-TO: Practice how to keep your desk/work space 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.
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.
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 backpack on the bus. What do you do?	IS IT APPROPRIATE?: Playing a joke on your Mom or Dad.	HOW-TO: Practice how to remind yourself when assignments are due.	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: _____



MAY ARTICULATION PRACTICE

Name: _____ Date: _____

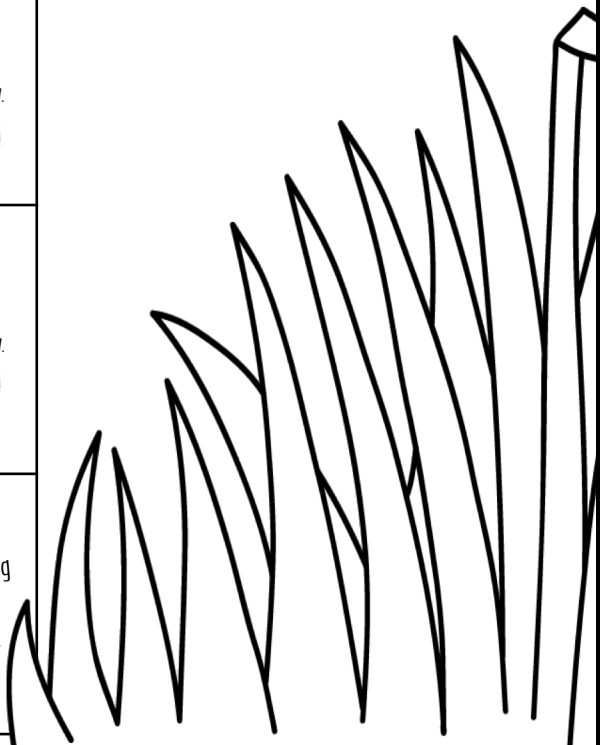
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
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 speech sound in the beginning of the word.	TV SHOW: Watch a TV show. Make a list of the words that have your speech sound.	SELF-CHECK: How would you rate your speech today? 	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!

CHECKING IN!

Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.

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MAY LANGUAGE PRACTICE

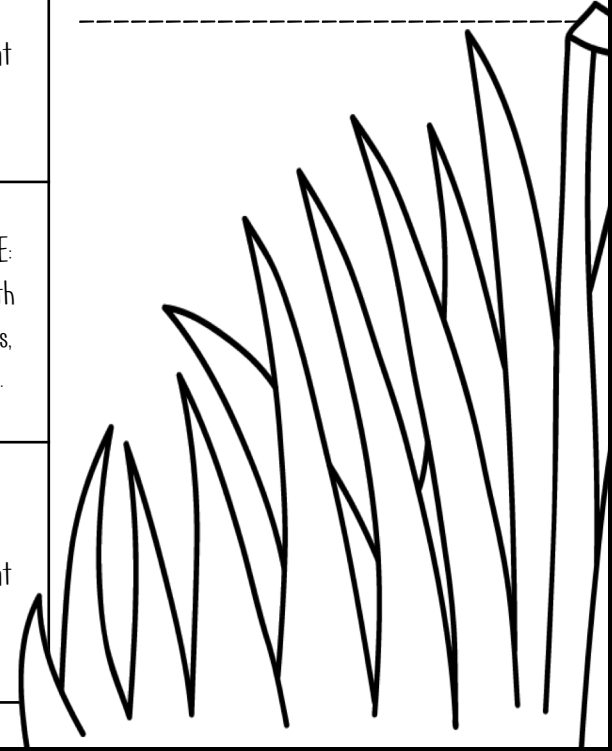
Name: _____ Date: _____

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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.

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 MEANINGS: 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.



MAY FLUENCY PRACTICE

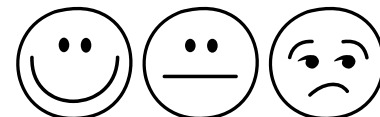
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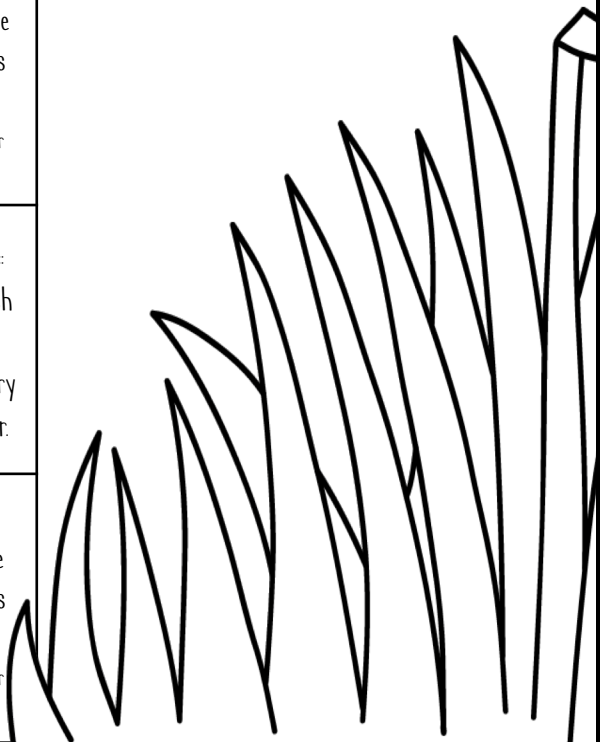
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> 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 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: <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book	SMOOTH SENTENCES: Use smooth, easy speech to say "Can you name three types of fish?" Try saying it in the mirror.
TELL SOMETHING: Tell someone about amphibians. 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: <input type="checkbox"/> call a friend <input type="checkbox"/> tell a story <input type="checkbox"/> play a game <input type="checkbox"/> share your day	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.





MAY 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 sounds or skills your child is practicing please refer to the IEP.

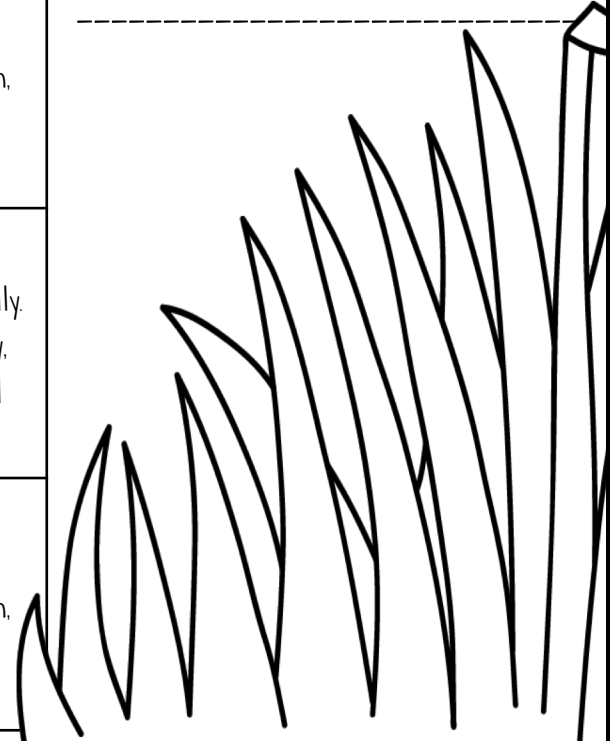
MON	TUES	WED	THURS	FRI
WORD OF THE WEEK: Practice using the word <u>come</u> .	SOCIAL BEHAVIOR: Practice interactive play with a friend.	READ A BOOK: Can you identify 5 pictures in the book?	DRAW: Draw a picture of animals! Can you name or identify the animals you drew?	FAMILY TIME: Eat dinner as a family. Talk about the day, ask questions, and practice manners.
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: <input type="checkbox"/> playground <input type="checkbox"/> coloring book <input type="checkbox"/> bubbles/chalk <input type="checkbox"/> 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.
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?	Choose an activity: <input type="checkbox"/> playground <input type="checkbox"/> coloring book <input type="checkbox"/> bubbles/chalk <input type="checkbox"/> dolls/action figures	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: _____



MAY PRAGMATICS 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 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.

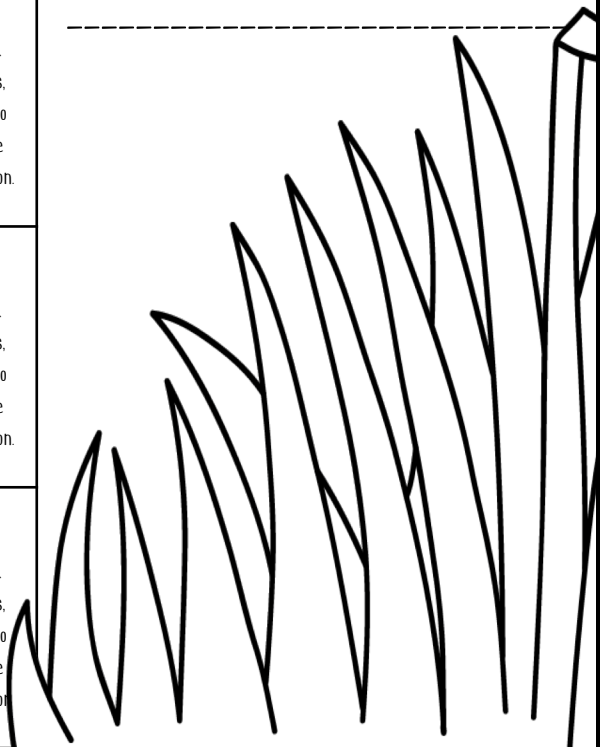
MON	TUES	WED	THURS	FRI
ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.	PROBLEM SOLVING: You got mud on your new shoes. What do you do?	IS IT APPROPRIATE?: Walking around your classroom.	HOW-TO: Practice how to make a lunch order.	FAMILY 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.
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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