

Speech-Language Therapy Activities for Oral Language – That Address Oral and Written Language

Developed by graduate students in the Radford University SLP Program (School-age Language Course, 2009)

- Phonological Awareness – phoneme awareness/alphabetic principal/segmenting/blending

Caterpillar Bug-

1. Choose one-syllable words in CVC shape to target
2. Make caterpillar letters and print out corresponding pictures
*make consonants and vowels different colors
3. Hand out initial and final consonants to students
4. Present a picture of the target word and ask the students to identify initial and final sounds
5. Students with the corresponding phoneme will be asked to place the letter on the white-board
6. After initial and final consonants have been identified, students will be asked to produce phonemes in isolation and together as a whole

- Phonological Awareness – phoneme awareness/alphabetic principal/segmenting/blending

Name Bracelets-

1. Ask each child what the first sound of their name is (what does that sound look like/letter name)
2. Give 3 options if they don't know
3. Ask the child if the letter is uppercase and lowercase

- Phonological Awareness – phoneme awareness/alphabetic principal/segmenting/blending

ABC Board Game-

1. Make letter (write letters on paper then trace with glue then sprinkle sand, cotton balls, pipe cleaners, playdough)
2. Have the child trace the letter with his fingers
3. Talk about the letter and the sound it makes
4. Play game- have the child choose a picture card and say the word... the child must say what letter/sound the word begins with + the word (i.e., /d/ for dog)... if produced correctly he child moves to "D," if target produced incorrectly, model the correct target and the child gets to try again with a different picture card.... take turns until reaching the finish line!

- Pronunciation & Phonological Awareness – phoneme awareness/alphabetic principal/segmenting/blending

Jeopardy-

1. Present two target sounds to be used in minimal pair jeopardy
2. Each minimal pair set will be placed in a pocket
3. Jeopardy board will be presented with questions and the answers will be the target words- the child must respond with the correct target sound

- Pronunciation & Phonological Awareness – phoneme awareness/alphabetic principal/segmenting/blending & Vocabulary
Go With the Flow-
 1. Set up stations- sand, pudding, water, paste/paint
 2. Have children rotate through stations- have station monitor for modeling and brainstorming
 - sand- write target blend in sand several times (stick/fingers)
 - pudding- write target blend in pudding several times
 - water- write target blend in water with oil mixed in with food coloring
 - paste/paint- child select a stack of 10 words begin with target blend. They will use decoding skills to read the word. If they are correctly read the word, they will past the word on a larger piece of paper and continue until they have an opportunity to read all 10 words. Save words incorrectly decoded for a follow-up activity. Once all words are glued on cumulative worksheet the child can decorate the word with paint/pom-poms.
- Pronunciation & Expository Written Language Production & Comprehension & Expository Writing
Cooking Show-
 1. Pick out a recipe including vocabulary words of your choice
 2. Have the child read over the recipe and make their own cue card/script for the cooking show
 3. Videotape the child making the recipe and hosting the cooking show. Review the tape.
- Oral Narrative Production & Story Comprehension & Narrative Writing & Vocabulary & Morphosyntax
Rainbow Fish-
 1. Read the book aloud, emphasizing parts of story & ask ?s
 2. Ask the child to retell the story, describing the beginning, middle, and end events
 3. Give the child paper and ask them to draw a picture of one part of the story and write their names, the title, author, and illustrator on the top of the page
- Oral Narrative Production & Story Comprehension & Narrative Writing & Vocabulary & Morphosyntax
Vegetable Soup-
 1. Have a discussion about vegetables (make a like/dislike list)
 2. Read the book *Growing Vegetable Soup*
 3. Discuss new vocabulary from the book
 4. Field trip to grocery store where each child will have a picture of a vegetable. Take turns finding their vegetable and describing it aloud.
 5. Have students follow the simple vegetable soup recipe by taking turns adding ingredients
- Oral Narrative Production & Story Comprehension & Narrative Writing & Vocabulary & Morphosyntax
The Mitten-

1. Introduce animals that will be in the story
2. Use visuals (mitten & animals) to explain each new vocab. word
3. Assign a student to each animal
4. Require children to be active participants in story- when their assigned animal appears in the story, the children will stand up and introduce their animal and place it in the mitten
5. Have children write and discuss an alternate ending

- **Oral Narrative Production & Story Comprehension & Narrative Writing & Vocabulary & Morphosyntax**

- **Harry the Dirty Dog/A Pocket for Corduroy**

1. Have a pre-specified list of vocabulary for the particular book, and hand out a manipulable for each child indicating the vocab word.
2. When they reach the word in the story ask the child to think of a synonym to replace the word in the story.
OR
1. Give each child a piece of the story and as a group have them re-create the story in sequence. Pay particular attention to story grammar elements

- **Morphology & Vocabulary**

- **Prefix/Suffix Tree-**

1. Have target words that you can add prefixes/suffixes to
2. Make the leaves different colors for the prefixes/suffixes
3. Visually show which ones would make sense with the word