

Jackson County School District

Language and Fluency Therapy Home Practice Packet

Hello Parents and Students!

We hope that you are doing well during your time at home together. The JCSD Speech therapy team wants to provide you some fun home activities that you can do together to practice those important speaking and listening skills. We have included a calendar of suggested activities to do each day, if you have time.

If you would like some suggestions for extra things to do check out:

Storyline Online on YouTube - Some of your favorite actors reading children's books!!

Heads Up app for Kids

Mad Libs for kids (for readers)

Guess Who App

Around the House App (great for preschoolers and young kiddos)

What's Included?

- Scavenger hunts with picture cues and language encouragement questions. Students can either identify answers by pointing or by answering questions verbally.
- 3 common games with directions and language or academic targets to practice while playing

Verbal Students

- Parents or Instructors Should first ask: "Tell me about it" to see what language the student generates independently. The discussion questions can then be used to elicit more language about the items. Feel free to add to the questions.

Nonverbal students

- Show him/her an item and have them point to the picture that matches it
- You can then use the question to ask them questions and have them point to all that apply

Scavenger Hunt suggestion for older language students: Modify the game by focusing on increasing your describing skills! Give them additional written lists for each hunt to make it a little more challenging.

Have your student show you the item and use the following prompts to help them describe the item

- Size, Shape, Color
- What parts does it have?
- What do you do with it?
- Where can you find it? Where does it come from?
- What is it made out of?
- What group (or category) does it belong to?
- What else can you tell me about it?

For students who work on fluency:

- complete the directions as indicated above. When you answer out loud or discuss/play the games.
- Focus on keeping your lips, teeth, and tongue nice and relaxed.
- Your contact should be light and quick.
- Use easy breathing and don't be afraid to "cancel" your out-loud thought, regroup and start again with a light start.

You can use these activities multiple times over different days and choose the number of activities you need the student to work on.

Included on the calendar are "life skill" activities each day for the student to work on practical skills. Older students may need these activities altered to something more age appropriate. Feel free to cross out the activities and write over/change them as needed.

Language Scavenger Hunt Directions

This activity is designed to help your child learn and practice practice language using items commonly found in and around your home. This will help him/her talk about items commonly found in his/her everyday and expand language beyond simply naming items.

- Give your child the page of pictures OR pull the document up on your phone and scroll to the page you want him/her to find. YOU DO NOT NEED TO PRINT THIS ACTIVITY IN ORDER TO COMPLETE IT.
- Have your child use the pictures to find the items in your home
- If you don't have the item pictured, simply put an X over it. You can replace it with a different item if you wish
- Tell him/her to go find the items. Help if you need to. As they find each item, have them cross it off the list and put it in a central area so you can talk about it.
- Once all the items are found, use the directions below

If your child can speak or use a device to speak

- Show them an item and say "tell me about it". This will allow you to see how much they can tell you on their own.
- Based on that, you can get more language from them by asking the discussion questions. Choose the questions that best fit your child and situation. Feel free to add questions

If your child does not speak or have a communication device

- Show him/her an item and have them point to the picture or the item itself that matches it.
- You can use the questions to ask them questions and have them point to all the items or pictures that apply

See modifications on page two for older students and students who work on fluency/stuttering

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> Nature Scavenger hunt Read a story Match socks from the laundry 	<ul style="list-style-type: none"> Craft Scavenger Hunt Play Memory card game Read a story Empty the trash 	<ul style="list-style-type: none"> Closet Scavenger hunt Magical Mystery Bag Read a story Fold a shirt to match a model 	<ul style="list-style-type: none"> Bedroom Scavenger hunt Play Simon Says Read a story Pour themselves a drink 	<ul style="list-style-type: none"> Magical Mystery Bag Read a story Load the dishwasher
<ul style="list-style-type: none"> Crafts Scavenger hunt Play Simon Says Read a story Set the table 	<ul style="list-style-type: none"> Bathroom Scavenger hunt Read a story Sort the silverware after it is washed 	<ul style="list-style-type: none"> House Scavenger hunt Magical Mystery Bag Read a story Brush their teeth 	<ul style="list-style-type: none"> Park Scavenger hunt Play Simon Says Read a story Sort the deck of cards by number 	<ul style="list-style-type: none"> Dining Room Scavenger hunt Magical Mystery Bag Read a story Help cook dinner
<p>Spring Break!! – enjoy your time together!</p> <p>If you want extra story time Check out this story on youtube! https://youtu.be/7j0OY3236jw</p>				
<ul style="list-style-type: none"> Kitchen Scavenger hunt Read a story Clean a set of windows 	<ul style="list-style-type: none"> Play Simon Says Read a story Help make lunch 	<ul style="list-style-type: none"> Magical Mystery Bag Read a story Make your bed 	<ul style="list-style-type: none"> Closet Scavenger Hunt Read a story Help put clean dishes away 	<ul style="list-style-type: none"> Play Memory card game Read a story Put away your toys

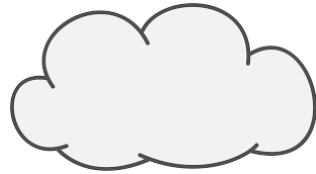
Nature Scavenger Hunt



Leaf



Flower



Cloud



Grass



Bird



Rock

Discussion Questions

- 1) What is it?
- 2) What color is it?
- 3) Show me which one has feathers
- 4) Which one has petals
- 5) Which one is hard?
- 6) Can one of them fly?
- 7) Which one is smallest?
- 8) Which one is biggest?

Dining Room Scavenger Hunt



Plate



Glass



Spoon



Fork



Bowl



Mug

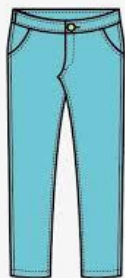
Discussion Questions

- 1) What is it?
- 2) What color is it?
- 3) What do you eat with it?
- 4) Which ones have a handle?
- 5) Which one do we eat soup with?
- 6) Which one do you put cereal in?
- 7) Which ones are round?
- 8) Which one stirs?

Closet Scavenger Hunt



Shirt



Pants



Shoe



Sock



Coat



Skirt

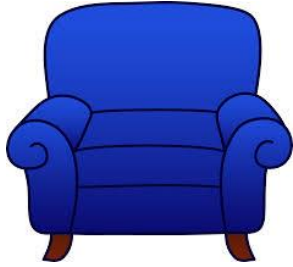
Discussion Questions

- 1) What is it?
- 2) What color is it?
- 3) What goes on your foot?
- 4) Which covers legs?
- 5) What do you wear when it is cold?
- 6) Which is made of cloth?
- 7) Tell me something about the shirt
- 8) Which has sleeves?
- 9) Which has laces?

House Scavenger Hunt



Television



Chair



Table



Phone



Couch



Keys

Discussion Questions

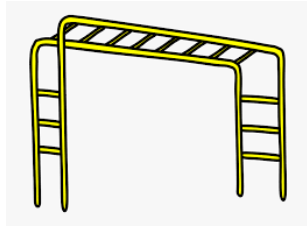
- 1) What is it?
- 2) What do we do with it?
- 3) Which do you watch?
- 4) What opens a door?
- 5) Where do we sit?
- 6) Which makes calls?
- 7) Which do we turn on?
- 8) Which is the smallest?
- 9) Which has four legs?

Park Scavenger Hunt -

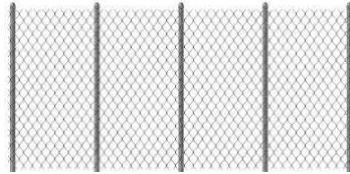
(Maybe drive past a park, if you don't feel comfortable getting out to play)



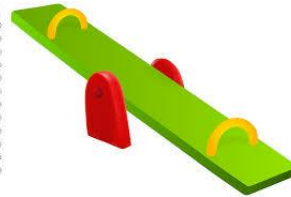
Swings



Monkey Bars



Fence



See Saw



Trash Can



Slide

Discussion Questions

- 1) What is it?
- 2) Which are made of metal?
- 3) Which one keep us inside the park?
- 4) Which can we swing on?
- 5) Which ones can you play on?
- 6) Which one opens?
- 7) Which do we sit on?
- 8) Which are made of plastic?
- 9) Which do we sit on?

Kitchen Scavenger Hunt



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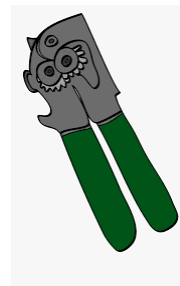
Pan



Spatula



Grater



Can Opener



Butter Knife

Potholder

Discussion Questions

- 1) What is it?
- 2) What do you use when something is hot?
- 3) Which do you flip food with?
- 4) Which one opens cans?
- 5) Which is sharp?
- 6) Which shreds cheese?
- 7) What goes on the stove?
- 8) Which goes on the stove?

Simon Says

Instructional Focus:

- Following 1 or 2 step directions, listening carefully before acting (addresses impulse control), gross motor skills

Materials

- None needed

Directions

- Stand facing your child
- Give directions with or without saying "Simon Says"
- Child should only follow directions if preceded by "Simon Says"
- Choose directions that your student is able to complete
- Make it more difficult for older students by saying directions quicker and only repeating ONE

Simple One step directions

- Clap Hands
- Touch Head
- Take 1 step forward
- Jump twice
- Turn around
- Hop on one foot
- Touch Toes
- Raise your hand
- Raise both arms
- Dance
- Take one step back
- Put your hands on your knees
- Stomp your feet
- Touch your belly

Simple Two Step Directions

- Clap hands and stomp feet
- Take one step forward and turn around
- Hop on one foot and turn around
- Touch your head and jump
- Touch your head and touch your toes
- Touch your head and then your belly
- Raise one hand and stomp your feet
- Raise both hands and do a dance

Magic Mystery Bag

Instructional Focus

- Naming items, describing items, categorizing items, using adjectives

Materials

- A pillowcase, paper bag/gift bag, or large box
- 10 common items (spoon, ball, toy car, cookie cutter, eraser, pencil, photograph, lego, remote control, etc.)

Directions

- Put items in the container/pillowcase.
- Have students reach in (without looking) and pull an item out
- Ask questions/discuss the item

Modifications

- Have students collect items and YOU pull items out to discuss them. Answer questions or state thing incorrectly ON PURPOSE so that the child can "correct" you
- Have student reach in box/bag and "feel" an item to try and guess what it is before pulling it out to discuss.

Possible Questions or Sentence Finishers

- What is it? Or This is _____
- What color is it? Or This is the color _____
- What does it do? Or We _____ with it
- What do we use it for? Or We use this to _____
- Where can we find it? Or We find this in _____
- What is it made of? Or This is made out of _____
- What parts does it have? Or This has _____
- Tell me one more thing about it? or Create the beginning of sentence to help your child think of one more thing about the item

Memory Match

Instructional Focus

- Counting Items to equal total, matching numbers/numerals

Materials

- 2 decks of playing cards, choosing 8, 12, or 16 cards in matching pairs
- You can play with 2 decks and identical pairs
- Or you can play with one deck and have them match cards across suits
(example: 2 of hearts and 2 of spades = a match)

Directions

- Put 8, 12, or 16 cards face down in a grid
- Take turns with the student turning cards over, two at a time, to search for matches
- If you find a match, you get to keep it and take another turn
- Have your student practice counting and identifying the numbers. Have them tell you if the two numbers "match" or not.
Have them count the items on the card for more counting practice