



January



Every day this month, complete one of the listed activities. Put this calendar on your fridge or another visible place so you remember to practice as often as possible. Check the box or mark it with a sticker when you are done.

Name: _____

My sound(s): _____

<p>4 Say 10 words with your sound while doing jumping jacks.</p>	<p>5 Think of 7 words that start with the letter "T" that also have your sound. Say a sentence for each.</p>	<p>6 Think of 5 things with your sound you see at the movies. Say each 4 times.</p>	<p>7 Call someone on the phone. Use your best speech!</p>	<p>8 Think of 6 things with your sound that are smaller than a mouse. Say each 3 times.</p>	<p>9 Think of 3 things with your sound that are green. Make a sentence for each.</p>	<p>10 Think of 6 words that have your sound at the end. Say each one while wiggling your nose.</p>
<p>11 Say your sound by itself 25 times in a row.</p>	<p>12 Think of 4 things with your sound that you see on the road. Make a sentence for each.</p>	<p>13 Say 15 words with your sound while standing on one leg.</p>	<p>14 Name as many US states as you can think of. Use your best sounds!</p>	<p>15 Open the kitchen pantry and find 8 things with your sound. Say each 4 times.</p>	<p>16 Tell your helper 5 activities you can do when it is raining outside. Use your best speech!</p>	<p>17 Sing along with your favorite song using your best sounds!</p>
<p>18 Think of 5 things that are red that have your sound. Say, "A ___ is red."</p>	<p>19 Think of 5 things smaller than a mouse that have your sound. Say each 4 times.</p>	<p>20 Name 9 things with your sound that require electricity. Make a sentence for each.</p>	<p>21 Think of a word that has your sound at the end. Then think of 6 rhyming words.</p>	<p>22 Think of 10 action words with your sound. For each one, say, "I like to _____."</p>	<p>23 Think of 7 zoo animals with your sound. Say each one 3 times.</p>	<p>24 Name all the students in your class. Use your best sounds!</p>
<p>25 Play 20 Questions with your helper. Use your best speech!</p>	<p>26 Think of 3 things that are oval with your sound. Say each 8 times.</p>	<p>27 Think up a silly sentence with your sound. Say it 6 times out loud.</p>	<p>28 Think of 4 boy names with your sound. Say each 6 times.</p>	<p>29 Think of 5 animals that fly that have your sound. Say each 4 times.</p>	<p>30 Say 12 words with your sound while pretending to fly.</p>	<p>31 Count from 40 to 70 backwards. Use your best sounds!</p>

Strategies for Increasing your Child's Speech and Language Skills

STRATEGY	WHAT IS IT?	EXAMPLES
Modeling	Using the language you want your child to use	-Your child puts their arms up and grunts. They want to be picked up. Before you pick them up, you say, "Up" or "Up please" or "I want up please". Your child does not have to say these words before you pick them up; they just have to hear them.
Praise	Using words, gestures, etc to praise your child for their efforts to communicate, even if they are only approximations of a word	- Your child wants milk, so they say, "mmm". Praise them and require that they use this approximation each time they want milk.
Self-talk	Talking about what you are doing, seeing, or hearing in short sentences	- "I am cooking" - "I feel sad" - "I see you."
Parallel talk	Talking about what your child is doing, seeing or hearing in short sentences	- "You are playing." - "You are building a tall tower." - "You want mommy."
Expansions	Repeating what your child says, but adding in missing words or grammar without directly correcting them	-Your child says, "Me want help." You say, "I want help" emphasizing the 'I' word.
Extensions	Repeating what your child says, but adding information	-Your child says, "Want block." You say, "Yes, you want the RED block."
Repetition	Repeating what your child said incorrectly, in the correct way (especially useful for articulation)	-Your child says 'wabbit' for 'rabbit'. You say 'Rabbit' back to them, emphasizing the /r/ part of the word.
Make comments	Talking about what has happened or will happen	- "I was sad today." - "I can't wait to go on vacation tomorrow."
Ask open-ended questions	Asking questions that require more than one-word answers	- "What do you think about....?" - "What do you think will happen?" - "Why do we....?"
Use 'I wonder' statements	Making statements instead of asking your child too many questions, but still encouraging language	- "I wonder what color the train is." - "I wonder what we should do today."
Milieu therapy	Setting up the situation to "tempt" your child to use their language	-Your child really likes a toy. Set it up on a shelf or take the batteries out of it. When your child realizes there is a problem, model for them what they need to say, "Help" or "Please" or "Toy please". Require them to say this back to you or attempt to use words/signs, etc before giving them the toy. -Give your child parts of a toy or activity (1/2 of puzzle, 3 train tracks). When your child wants another piece, model the language you want him to use ("Track please") and then hand him a track. Continue to do this.
Reflection	Asking your child to reflect on what they have said (especially useful for articulation)	-Your child says, "tar" for "car". Ask, did you mean, "tar" or "car" emphasizing the /k/ sound in "car". -Your child says, "Her wants it". Ask, "Her wants it or She wants it?" emphasizing "she".
Drill practice	Having your child practice saying correct sounds or sentences (especially useful for articulation)	-Your child is learning to use the /l/ sound. Begin by having them say words with /l/ in one position of the word (beginning, middle, end). Work up to sentences, reading, and conversation. Also talk about where your tongue, teeth, and/or lips are for that sound. -Your child is working on using -ing verbs. Look at pictures and have them say, "He is running. He is cooking. She is sleeping."
Visuals	Using pictures, hand prompts, etc while speaking to emphasize certain words or parts of words	-Your child has difficulty saying the /k/ sound. Use a visual cue (hand back indicating that you make this sound in the back of your throat...or you can make up your own cue) while saying words with the sound. -Your child has difficulty learning and/or retaining vocabulary. Use pictures, read books, watch videos that have this vocabulary in them.