“Talk of the Town”

Speech and Language Activities including:
- Articulation for /r/, /l/, and /s/
- Basic Concepts
  - Grammar
  - Listening
  - Questions
  - Vocabulary

Over 30 pages of FREE activities

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**Articulation**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>/r/ Initial Word Level</td>
<td>1-18</td>
</tr>
<tr>
<td>/r/ Initial Sentence Level</td>
<td>1-2</td>
</tr>
<tr>
<td>/r/ Medial Word Level</td>
<td>1-3</td>
</tr>
<tr>
<td>/r/ Medial Sentence Level</td>
<td>1-4</td>
</tr>
<tr>
<td>/r/ Final Word Level</td>
<td>1-5</td>
</tr>
<tr>
<td>/r/ Final Sentence Level</td>
<td>1-6</td>
</tr>
<tr>
<td>/l/ Initial Word Level</td>
<td>1-7</td>
</tr>
<tr>
<td>/l/ Initial Sentence Level</td>
<td>1-8</td>
</tr>
<tr>
<td>/l/ Medial Word Level</td>
<td>1-9</td>
</tr>
<tr>
<td>/l/ Medial Sentence Level</td>
<td>1-10</td>
</tr>
<tr>
<td>/l/ Final Word Level</td>
<td>1-11</td>
</tr>
<tr>
<td>/l/ Final Sentence Level</td>
<td>1-12</td>
</tr>
<tr>
<td>/s/ Initial Word Level</td>
<td>1-13</td>
</tr>
<tr>
<td>/s/ Initial Sentence Level</td>
<td>1-14</td>
</tr>
<tr>
<td>/s/ Medial Word Level</td>
<td>1-15</td>
</tr>
<tr>
<td>/s/ Medial Sentence Level</td>
<td>1-16</td>
</tr>
<tr>
<td>/s/ Final Word Level</td>
<td>1-17</td>
</tr>
<tr>
<td>/s/ Final Sentence Level</td>
<td>1-18</td>
</tr>
</tbody>
</table>

**Basic Concepts**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over-Under</td>
<td>19-21</td>
</tr>
<tr>
<td>Beside-Between</td>
<td>19-21</td>
</tr>
<tr>
<td>Less-More</td>
<td>19-21</td>
</tr>
</tbody>
</table>

**Grammar**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalling Sentences</td>
<td>22-24</td>
</tr>
<tr>
<td>Subject-Verb Sentences</td>
<td>22-24</td>
</tr>
<tr>
<td>Subject-Verb-Object Sentences</td>
<td>22-24</td>
</tr>
</tbody>
</table>
Tips for Teaching
Articulation

Articulation therapy is very structured. When you are teaching a child to produce a difficult sound, it is important to first teach the child the characteristics of the sound (ie sound, look, and feel of the sound) by modeling, pictures, and associations (/t/ is the “tick tock” sound while swinging the arm like a clock). Once the child has established the sound, look, and feel for each target sound, the child can practice producing the sounds up a ladder of complexity (ie isolation, syllable, word, sentence, story, and conversation levels). The child should master the sound at each level in order to move onto the next level. Here is a simple description of each level:

1. **Isolation Level:** At this level, the child is practicing the sound, look, and feel of the target sound as it stands alone. For example, for the /f/ sound the child would practice softly biting his bottom lip with his top front teeth and blowing a continuous stream of air with his voice “turned off” (“ffffffffffffff”). It would not sound like “fa” or “ef”, but just a continuous stream of the /f/ sound.

2. **Syllable Level:** At this level, the child is adding a vowel sound after the target sound (fee, fi, fo, fa, foo, etc), before the target sound (ef, if, uf, af, oof, eef, etc), or on either side of the target sound (ifi, eefee, oofoo, afa, etc). This helps the child practice making the sound at the beginning, middle, and end of words.

3. **Word Level:** At this level, the child uses word lists in order to practice the sound in real words. It is best to start with simple one-syllable words and move towards two to three syllable words. He should practice the sounds at the beginning (initial), middle (medial), and ending (final) position of words. One of these positions might be easier for the child than another. If that is the case, start by practicing the sound in the position (initial, medial, or final) that is the easiest and work towards practice in the position (initial, medial, or final) that is the most difficult. If the child is unable to correctly produce the sound in words, go back to practicing the sound in isolation, and then add the vowels surrounding the target sound in the word. For example, if the child is having trouble with the word “seek” re-establish the sound, look, and feel of “ssssss”, then move onto practicing “see”, then move back to the word “seek.”.
Sentence Level: At this level, the child practices the target sound in sentences, once again at the beginning (initial), middle (medial), and ending (final) position of words. You can start with simple carrier phrases, such as “I see ___________” filling in the blank with a target word. The child should then work towards producing longer sentences with more than one word including the target sound (ie “Sue saw the sun”). If the child starts misarticulating the sounds at this level, have the child practice the target words before using them in the sentence.

Story Level: At this level, the child should have mastered the target sound at the sentence level. Now it is time to practice the sound while reading or retelling a story. When first starting this level, I find it helpful to identify and practice the target words before reading the whole story. I also sometimes underline or highlight those words and gradually fade that prompt as they become more proficient. You can do this same kind of thing if the child is retelling a story by practicing the target words or providing pictures/lists of the target words before beginning the retell.

Conversation Level: This level should begin as structured conversation, where you may be talking about a picture or a topic that would lend itself to the target sound (ie Talk about the summer to elicit the /s/ sound such as summer, sunny, sand, sandals, swim, etc). The child should work towards correctly using the sound in casual conversation over a variety of topics, in a variety of settings, with a variety of people. As always, if the child is struggling with the sound in conversation, go back to practicing the sound at the story level. Also, if the child is struggling at the conversation level, I find it helpful to agree upon a visual cue, such as touching your mouth, that you can give the child if he is forgetting his target sound.

References for “Tips for Teaching”


[www.playingwithwords365.com](http://www.playingwithwords365.com)

[www.mommyspeechtherapy.com](http://www.mommyspeechtherapy.com)
/r/ Initial Position
Word Level

recycle
restaurant
roommate
road
river
rec center
railroad
rent
ranch

/r/ articulation word, sentence, story level
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/r/ Initial Position
Sentence Level

Rudy
runs by the

Rudy
runs by the

Rudy
runs by the

/r/ articulation word, sentence, story level

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/r/ Medial Position
Word Level

church
airplane
apartment
fireman
garbage
cemetery
hardware
library
grocery
/r/ Medial Position
Sentence Level

The fireman works hard at the fireman works hard at the fireman works hard at the

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/r/ Final Position
Word Level

car
hardware
cashier
doctor
neighbor
officer
river
teacher
store

/r/ articulation word, sentence, story level

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Did the officer hear about the
/l/ Initial Position

Word Level

laundromat
library
lake

land
lifeguard
landlord

lawyer
librarian
live

/l/ articulation word, sentence, story level

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The librarian lives by the
The librarian lives by the
The librarian lives by the
/l/ Medial Position

Word Level

landlord

ambulance

mailman

salesman

airplane

police

railroad

bowling

stoplight
"/l/ Medial Position
Sentence Level

The pilot follows the

The pilot follows the

The pilot follows the
/l/ Final Position

Word Level

- bicycle
- mail
- pool
- recycle
- school
- hospital
- people
- motorcycle
- hotel
/l/ Final Position
Sentence Level

Will you call the

Will you call the

Will you call the
/s/ Initial Position
Word Level

cemetery

salon

subway

city

signal

salesman

sand

sidewalk

sign
The salesman sees the

The salesman sees the

The salesman sees the
/s/ Medial Position

Word Level

- officer
- post office
- recycle
- bicycle
- taxi
- motorcycle
- principal
- crosswalk
- restaurant
The officer notices the officer notices the officer
/s/ Final Position
Word Level

bus
office
house

ambulance
nurse
police

town house
boss
address

/s/ articulation word, sentence, story level

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The boss looks at the

The boss looks at the

The boss looks at the

/s/ Final Position
Sentence Level

/s/ articulation word, sentence, story level
Where is the trash can: Over or Under?

Look at the pictures. Decide if the trash can is "over" or "under."

1. Over
2. Over
3. Over
4. Over
5. Over
Where is Rudy: Beside or Between?

Look at the pictures. Decide if the boy, Rudy, is "beside" or "between."

1. Beside

2. Beside

3. Beside

4. Beside

5. Beside

Beside-Between
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Which is Less? Which is more?
Look at the pictures. Circle the item in each box that shows less.
Recalling Sentences

Listen to each sentence. Repeat it back to me exactly as I say it.

Ex  The mailman was late today.

1  The grocery store is closed.

2  I need to buy some bread.

3  Do you go to the dentist today or tomorrow?

4  The loud ambulance drove by quickly.

5  The ambulance was followed by a fire truck.

6  I went to the library and the laundromat.

7  Can you give me the number of the new salon?

8  The workers are repairing the road beside the school.

9  I need to get to school before I am late.

10  I catch the bus after I eat breakfast and pack my lunch.

11  He is going to the doctor because he has a terrible cold.

12  The garbage truck picks up the trash that needs to go to the dump.

13  I cannot remember who works at the restaurant on the corner.

14  The cashier gave me the wrong change when I bought new shoes.

15  I have to leave now; otherwise, I will miss my plane.
Formulating Sentences
Subject + Verb

Ex

The lifeguard swims.

1

2

3

4
The librarian carries the books.

1. A woman (librarian) carries a bag of books.
2. A postman holds a letter and a bag.
3. A boy is riding a bicycle.
4. A snowplow and a person pushing a red object in the snow.
Strategies for remembering directions:

Count the number of directions on your fingers as you listen.

Visualize in your mind someone doing each step, like a movie.

Do a simple action for each step.

Write down one key word for each step.
Following Directions: 1-2 Step

Look at the picture. Listen carefully to each direction. Do exactly what I tell you.

1. Circle the person carrying a red bag.
2. Put an "x" on the grocery store.
3. Color a sun above the buildings.
4. Put hair on the man who is walking beside his bicycle.
5. Draw a line between the red fire truck and the mailman.
6. Underline the man who is not holding anything.
7. Circle the tallest building.
8. Draw a line between two things that are the same.
9. Put an "x" in the middle of the road
10. Draw an animal under the mailbox.
Restating Directions: 3-4 Steps

Listen carefully to my directions, then retell them to me in your own words.

Ex  First, go to the grocery store. When you get there, find milk and eggs. Then, take them to the cashier and pay for them.

1  First, put the letter in the envelope. Then, seal the envelope and put a stamp on it. Last, put the envelope in the mailbox.

2  Put on your helmet. Take your bike out of the garage. Ride to school on the sidewalk.

3  Take out the lawnmower. Make sure its filled with gas. Mow the lawn and put the lawnmower away.

4  When the trash can is full, take the garbage bag out of the can. Then, tie the top of the bag. Last, take the trash to the dumpster.

5  If a fire starts, first call 911. Tell the dispatcher where you are. Then, do exactly what she tells you to do.

6  First, put on your backpack. Then, walk to the bus stop. When the bus comes, climb on and find a seat quickly.

7  When you get to the library, choose the books you want to check out. Then, take the books to the librarian at the counter and show her your library card. Once she has checked out your books, you can leave.

8  First, pull your car up to the gas pump. Then, pay for the gas. Next, pump the gas into your car. Last, screw on your gas cap.

9  First, pay for the car wash. Next, make sure your windows are rolled up tightly. Then, drive your car into the car wash. Last, wait patiently until the sign says its time to leave.

10 First, rinse out all of your plastic bottles and cans. Then, put them into the recycling bin. On recycling day, take your recycling bin to the road. Once the bin is empty, bring it back inside.
Choose the best answer for each "where" question. Remember, "where" questions ask about a place.

1. Where do we get our hair cut?
   - at the laundromat
   - empty the trash
   - at the hairdresser

2. Where do we take our cars to get clean?
   - a doctor
   - to the car wash
   - to the bowling alley

3. Where do we buy food and other household items?
   - a firetruck
   - at the cemetery
   - at the grocery store

4. Where do we go when we are feeling sick?
   - to the doctor's office
   - to the playground
   - running

5. Where do we send and receive mail?
   - a school bus
   - in the mailbox
   - to the bathroom
Choose the best answer for each "who" question. Remember, "who" questions ask about a person.

1. Who helps when there is a fire or accident?
   - a bicycle
   - a fireman
   - a librarian

2. Who works at a school and helps children learn?
   - a teacher
   - at the lake
   - a construction worker

3. Who keeps a school or building clean?
   - a doctor
   - at the bowling alley
   - a custodian

4. Who plants and harvests vegetables and other food?
   - in the crosswalk
   - a lifeguard
   - a farmer

5. Who works at a doctor's office to help with patients?
   - a pilot
   - a nurse
   - a road
Categories
Cut out the category cards and pictures. Sort the pictures into each of the four categories.

**Places**
- bowling alley
- cemetery
- police officer
- doctor

**Transportation**
- laundromat
- library
- farmer
- mailman

**People**
- school bus
- car
- house
- apartment

**Shelter**
- bicycle
- airplane
- mansion
- townhouse

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Categories
Read each category from the community. Write three things that fit into that category on the lines.

Ex

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature</td>
<td>Monkey, Cat, Elephant</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>Foods at the grocery store</td>
<td></td>
</tr>
<tr>
<td>Places to play</td>
<td></td>
</tr>
<tr>
<td>Emergency Workers</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Nature</td>
<td></td>
</tr>
<tr>
<td>Tools at the hardware store</td>
<td></td>
</tr>
<tr>
<td>Foods at the bakery</td>
<td></td>
</tr>
<tr>
<td>Things at a restaurant</td>
<td></td>
</tr>
</tbody>
</table>

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Compare/Contrast

**Compare** (tell how they are the same) and **contrast** (tell how they are different) each set of pictures.

1. **Ex**
   - airplane
   - train

2. **motorcycle**
   - bicycle

3. **bowling alley**
   - playground

4. **garbage truck**
   - fire truck

5. **house**
   - hotel

6. **river**
   - road

7. **car wash**
   - laundromat

8. **garbage**
   - recycling

9. **lake**
   - pool

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Idiom Practice

Meaning: Exactly what is wanted or needed

Story: The Idiomas family had a really busy week. They went to work, school, football practice, dance class, and community meetings. On Friday night, they decided to stay home for a relaxing movie night. Mr. Idiomas turned to Mrs. Idiomas and said, "A calm night at home is just what the doctor ordered after such a crazy week!"