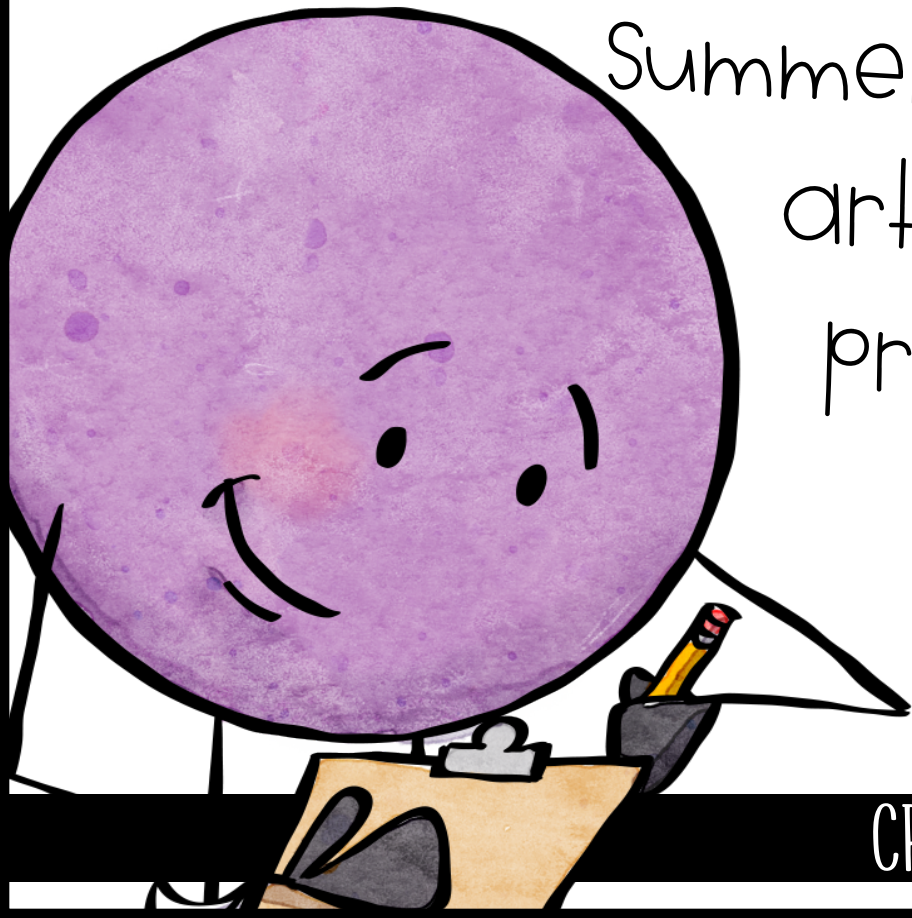


speech & language

Calendars

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

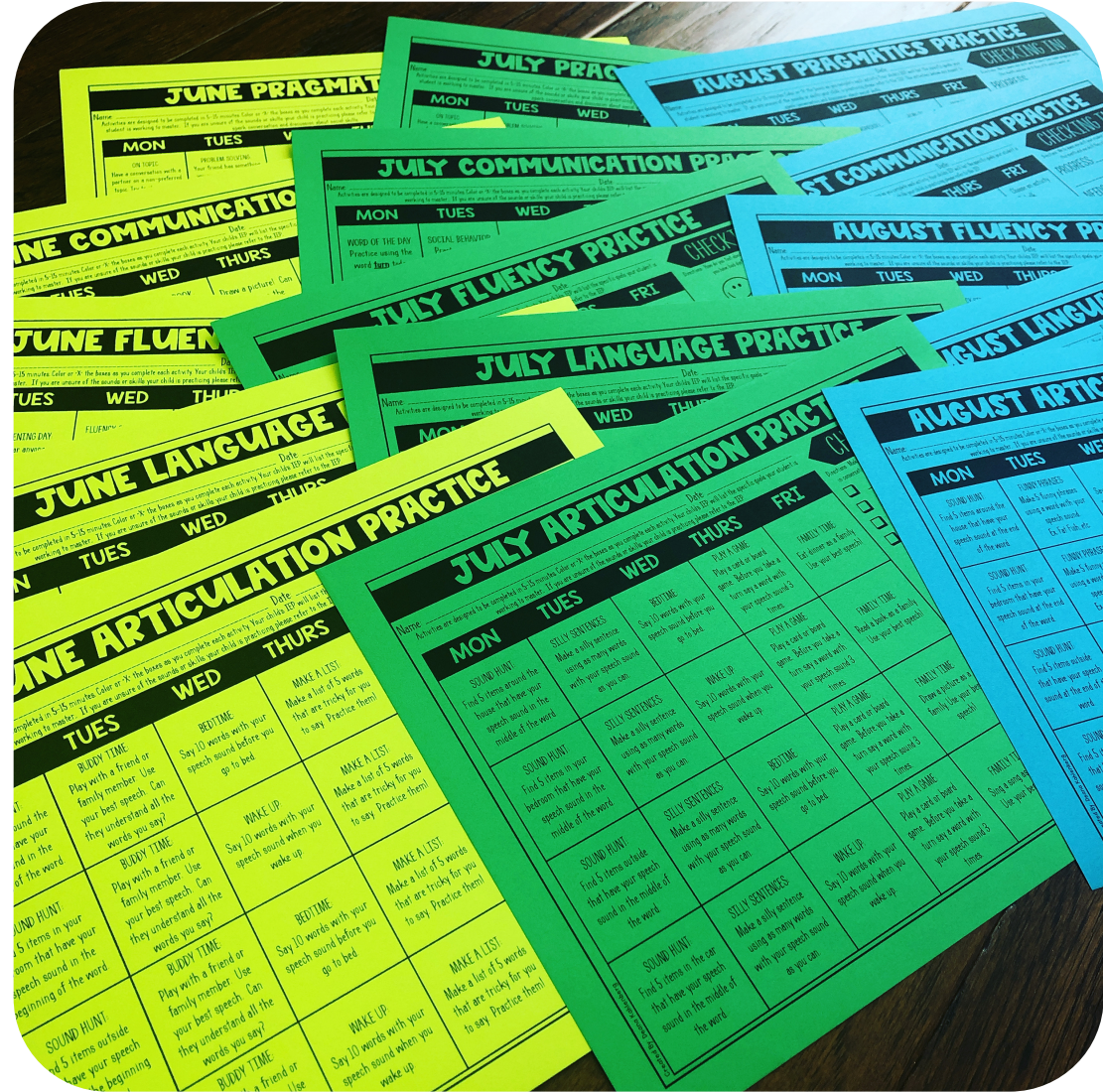


CREATED BY: DEANA KAHLENBERG

SPEECH AND LANGUAGE CALENDARS

This pack was created for children to practice their speech and language skills over the summer. I have included five calendars for five different areas of communication: articulation, language, fluency, pragmatics, and functional/social communication. 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 summer. If students return their calendar (completed or even partially completed) at the beginning of the new school year 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,

Summer is finally here! Your student has been working very hard in speech all school year. During the summer break you can help your child continue to make progress. The following calendars focus on speech and language skills that we have targeted this school year. Activities were chosen that foster expressive language, receptive language, articulation skills, play skills and 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 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 during the first week of school and your child will receive a small prize for their hard work I hope you have a wonderful summer! Happy practicing!



JUNE ARTICULATION PRACTICE

Name: _____ Date: _____

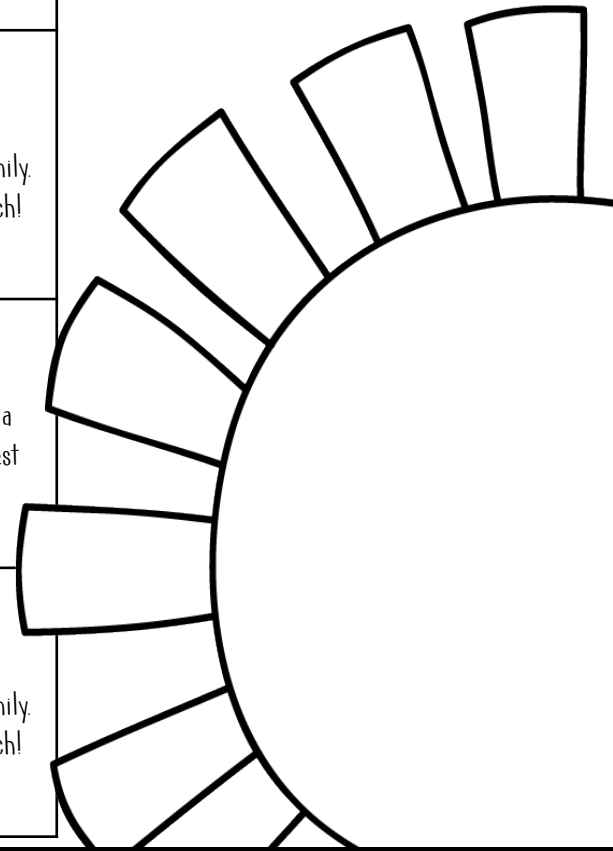
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

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.

- _____
- _____
- _____
- _____

MON	TUES	WED	THURS	FRI
SOUND HUNT: Find 5 items around the house 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?	BEDTIME: 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 bedroom 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?	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. Practice them!	FAMILY TIME: Read a book as a family. Use your best speech!
SOUND HUNT: Find 5 items outside 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?	BEDTIME: 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 car 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?	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. Practice them!	FAMILY TIME: Sing a song as a family. Use your best speech!



JUNE LANGUAGE PRACTICE

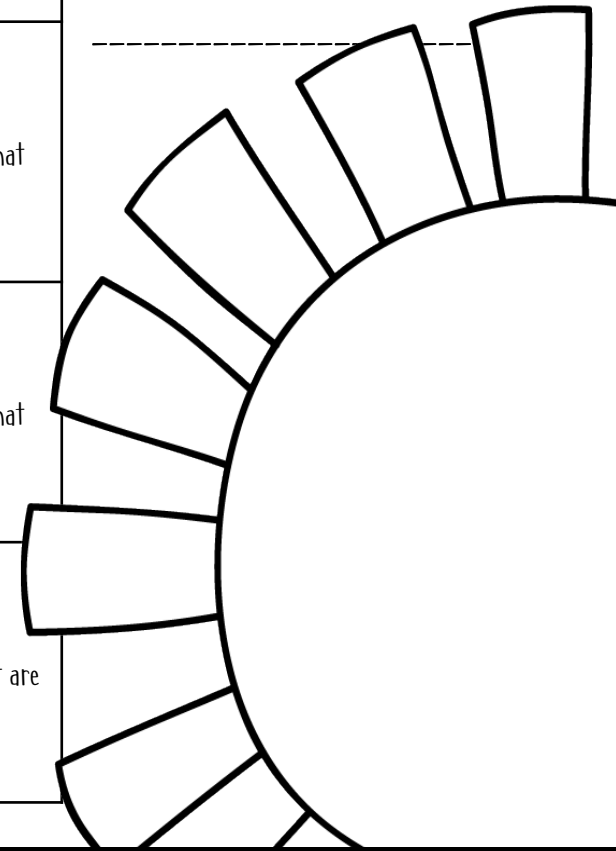
Name: _____ Date: _____

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 practicing. We will practice them in speech next month.

MON	TUES	WED	THURS	FRI
CATEGORIES: Name 3 items that are food.	WORD MEANINGS: Give two meanings for "bark".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "like, I, pizza".	ADJECTIVES: Name 5 items that are sweet.
CATEGORIES: Name 3 items that are clothes.	WORD MEANINGS: Give two meanings for "write/right".	DESCRIBE: Describe a monkey. (color, parts, function)	MAKE A SENTENCE: Make a sentence with these words: "go, we, school, to".	ADJECTIVES: Name 5 items that are cold.
CATEGORIES: Name 3 items that are vehicles.	WORD MEANINGS: Give two meanings for "mail/male".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "want, a, he, bike".	ADJECTIVES: Name 5 items that are hot.
CATEGORIES: Name 3 items that are pets.	WORD MEANINGS: Give two meanings for "duck".	DESCRIBE: Describe a car. (color, parts, function)	MAKE A SENTENCE: Make a sentence with these words: "see, the, I, moon".	ADJECTIVES: Name 5 items that are sharp.



JUNE FLUENCY PRACTICE

Name: _____ Date: _____

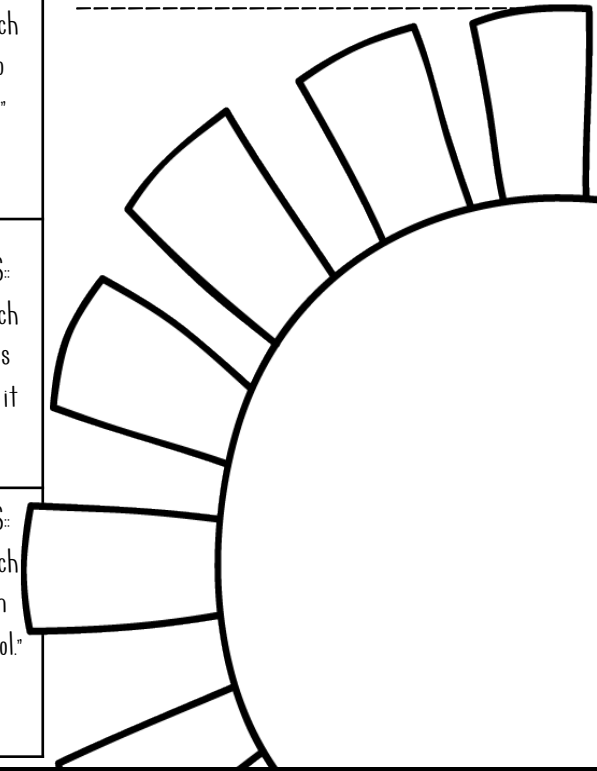
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
<p>TELL SOMETHING: Tell someone about a book you read. Use smooth speech.</p>	<p>LISTENING DAY: Do you hear anyone with disfluent speech?</p>	<p>FLUENCY STRATEGIES: Practice slow rate-speak very slowly, as if in slow motion.</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say "I love playing in the summer." Try saying it in the mirror.</p>
<p>TELL SOMETHING: Tell someone about your favorite toy. Use smooth speech.</p>	<p>LISTENING DAY: Do you hear anyone with dysfluent speech?</p>	<p>FLUENCY STRATEGIES: Practice easy onset-stretch out the first sound in a sentence slowly and easily</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say "Do you like to drink hot chocolate?" Try saying it in the mirror.</p>
<p>TELL SOMETHING: Tell someone about your family. Use smooth speech.</p>	<p>LISTENING DAY: Do you hear anyone with disfluent speech?</p>	<p>FLUENCY STRATEGIES: Practice light contact-touch your lips, tongues and teeth very lightly while speaking.</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say "The weather is hot today." Try saying it in the mirror.</p>
<p>TELL SOMETHING: Tell someone about your pet(s). Use smooth speech.</p>	<p>LISTENING DAY: Do you hear anyone with dysfluent speech?</p>	<p>FLUENCY STRATEGIES: Practice stretchy speech- stretch sounds and prolong syllables.</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say "I can swim in the deep end of the pool." Try saying it in the mirror.</p>

CHECKING IN!

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





JUNE 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.

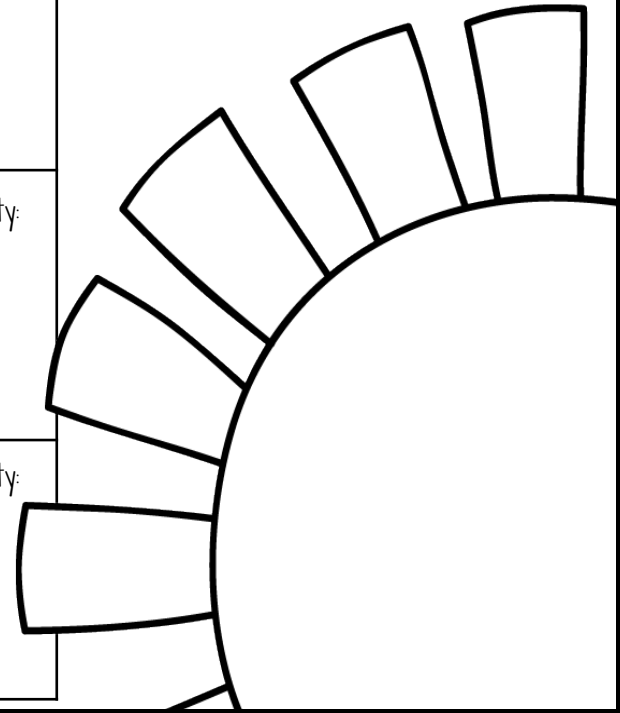
CHECKING IN!

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: _____

MON	TUES	WED	THURS	FRI
<p>WORD OF THE DAY: Practice using the word <u>want</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice taking turns.</p>	<p>READ A BOOK: Can you identify 5 pictures in the book?</p>	<p>Draw a picture! Can you name the things you drew?</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> playdough</p> <p><input type="checkbox"/> blocks</p> <p><input type="checkbox"/> toy cars</p> <p><input type="checkbox"/> bubbles</p>
<p>WORD OF THE DAY: Practice using the word <u>go</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice making requests.</p>	<p>READ A BOOK: Can you name 5 pictures in the book?</p>	<p>Relax! Have a wonderful day!</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> playdough</p> <p><input type="checkbox"/> blocks</p> <p><input type="checkbox"/> toy cars</p> <p><input type="checkbox"/> bubbles</p>
<p>WORD OF THE DAY: Practice using the word <u>please</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice greetings.</p>	<p>READ A BOOK: Can you identify 5 numbers in the book?</p>	<p>Draw a picture! Can you name the things you drew?</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> playdough</p> <p><input type="checkbox"/> blocks</p> <p><input type="checkbox"/> toy cars</p> <p><input type="checkbox"/> bubbles</p>
<p>WORD OF THE DAY: Practice using the word <u>more</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice making requests.</p>	<p>READ A BOOK: Can you name 5 numbers in the book?</p>	<p>Relax! Have a wonderful day!</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> playdough</p> <p><input type="checkbox"/> blocks</p> <p><input type="checkbox"/> toy cars</p> <p><input type="checkbox"/> bubbles</p>



JUNE 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.

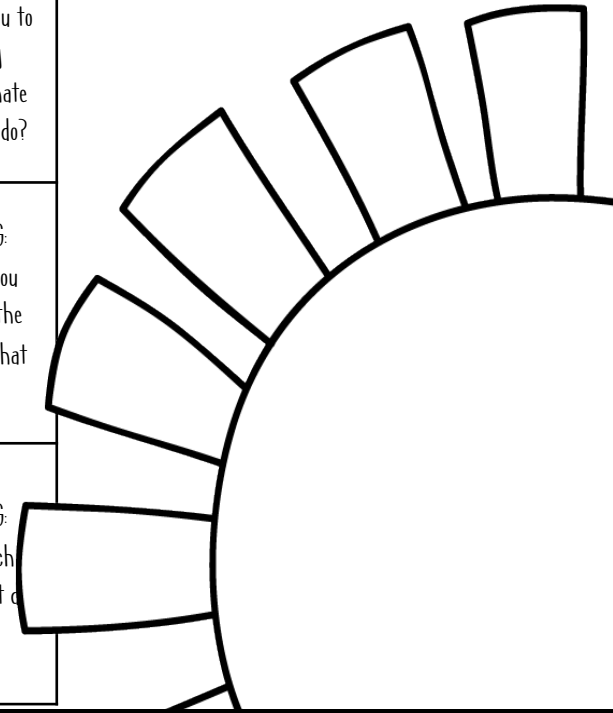
MON	TUES	WED	THURS	FRI
<p>ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: Your friend has something you want. You ask to see it but they say no. What do you do?</p>	<p>IS IT APPROPRIATE?: Picking your nose.</p>	<p>HOW-TO: Practice how to ask your friend to stop bothering you.</p>	<p>PROBLEM SOLVING: The person next to you keeps trying to look at your paper during a test. What do you do?</p>
<p>ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: Your friend is whispering to someone else and looking at you. When you come over they stop talking. What do you do?</p>	<p>IS IT APPROPRIATE?: Telling a joke.</p>	<p>HOW-TO: Practice how to tell your teacher you forgot your homework.</p>	<p>PROBLEM SOLVING: Your teacher wants you to complete a writing assignment, but you hate writing. What do you do?</p>
<p>ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: Your brother or sister borrowed something important from you and hasn't given it back. What do you do?</p>	<p>IS IT APPROPRIATE?: Copying your friend's work.</p>	<p>HOW-TO: Practice how to ask your friend if they want to play or hang out</p>	<p>PROBLEM SOLVING: The person next to you keeps talking when the teacher is talking. What do you do?</p>
<p>ON TOPIC: Have a conversation with a partner on a non-preferred topic. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: You asked your parents if a friend could come over to spend the night and they said no. What do you do?</p>	<p>IS IT APPROPRIATE?: Playing a video game.</p>	<p>HOW-TO: Practice how to introduce yourself to someone new.</p>	<p>PROBLEM SOLVING: You forgot your lunch money at home. What do you do?</p>

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: _____



JULY ARTICULATION PRACTICE

Name: _____ Date: _____

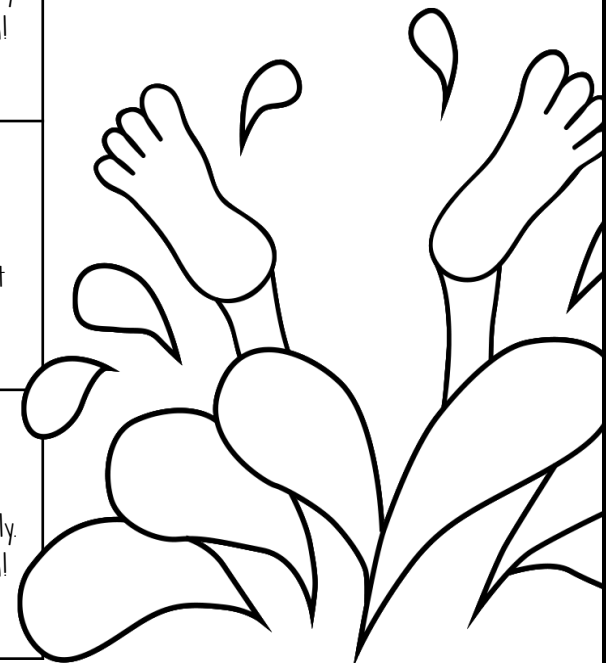
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

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.

- _____
- _____
- _____
- _____

MON	TUES	WED	THURS	FRI
SOUND HUNT: Find 5 items around the house that have your speech sound in the middle of the word.	SILLY SENTENCES: Make a silly sentence using as many words with your speech sound as you can.	BEDTIME: Say 10 words with your speech sound before you go to bed.	PLAY A GAME: Play a card or board game. Before you take a turn say a word with your speech sound 3 times.	FAMILY TIME: Eat dinner as a family. Use your best speech!
SOUND HUNT: Find 5 items in your bedroom that have your speech sound in the middle of the word.	SILLY SENTENCES: Make a silly sentence using as many words with your speech sound as you can.	WAKE UP: Say 10 words with your speech sound when you wake up.	PLAY A GAME: Play a card or board game. Before you take a turn say a word with your speech sound 3 times.	FAMILY TIME: Read a book as a family. Use your best speech!
SOUND HUNT: Find 5 items outside that have your speech sound in the middle of the word.	SILLY SENTENCES: Make a silly sentence using as many words with your speech sound as you can.	BEDTIME: Say 10 words with your speech sound before you go to bed.	PLAY A GAME: Play a card or board game. Before you take a turn say a word with your speech sound 3 times.	FAMILY TIME: Draw a picture as a family. Use your best speech!
SOUND HUNT: Find 5 items in the car that have your speech sound in the middle of the word.	SILLY SENTENCES: Make a silly sentence using as many words with your speech sound as you can.	WAKE UP: Say 10 words with your speech sound when you wake up.	PLAY A GAME: Play a card or board game. Before you take a turn say a word with your speech sound 3 times.	FAMILY TIME: Sing a song as a family. Use your best speech!



JULY LANGUAGE PRACTICE

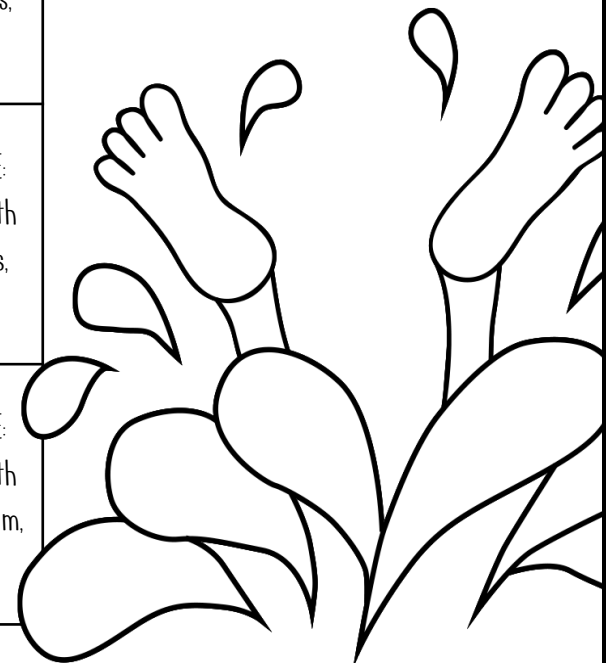
Name: _____ Date: _____

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 practicing. We will practice them in speech next month.

MON	TUES	WED	THURS	FRI
<p>COMPARE/CONTRAST: How are the sun and the moon alike? How are they different?</p>	<p>CATEGORIES: Name 3 items that are furniture.</p>	<p>WORD MEANINGS: Give two meanings for "sale/sail".</p>	<p>SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.</p>	<p>MAKE A SENTENCE: Make a sentence with these words: "story, she, read, a".</p>
<p>COMPARE/CONTRAST: How are a truck and a car alike? How are they different?</p>	<p>CATEGORIES: Name 3 items that are body parts.</p>	<p>WORD MEANINGS: Give two meanings for "wave".</p>	<p>DESCRIBE: Describe a pencil. (color, parts, function)</p>	<p>MAKE A SENTENCE: Make a sentence with these words: "movies, you, go, did, to".</p>
<p>COMPARE/CONTRAST: How are a mop and a broom alike? How are they different?</p>	<p>CATEGORIES: Name 3 items that are jewelry.</p>	<p>WORD MEANINGS: Give two meanings for "pet".</p>	<p>SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.</p>	<p>MAKE A SENTENCE: Make a sentence with these words: "wants, she, ice cream".</p>
<p>COMPARE/CONTRAST: How are a cup and a mug alike? How are they different?</p>	<p>CATEGORIES: Name 3 items that are farm animals.</p>	<p>WORD MEANINGS: Give two meanings for "bat".</p>	<p>DESCRIBE: Describe a purse. (color, parts, function)</p>	<p>MAKE A SENTENCE: Make a sentence with these words: "tired, am, I".</p>



JULY FLUENCY PRACTICE

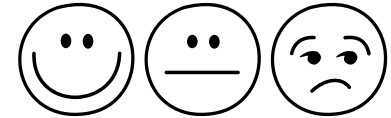
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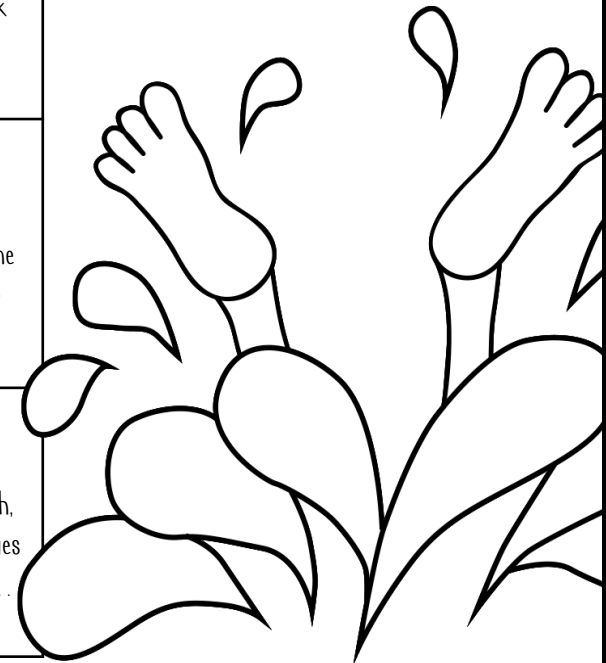
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
<p>LISTENING DAY: Do you hear anyone with disfluent speech?</p>	<p>FLUENCY STRATEGIES: Practice chunking-group words together and put pauses between them.</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say "We are going to the beach in a week." Try saying it in the mirror.</p>	<p>GAME DAY: Play Candy Land. Use easy, relaxed speech to name the colors. *You can substitute another board game if needed.*</p>
<p>LISTENING DAY: Do you hear anyone with dysfluent speech?</p>	<p>FLUENCY STRATEGIES: Practice cancellation-after a stutter, stop, take a breath and say it again more easily.</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say "Would you like to build a sand castle?" Try saying it in the mirror.</p>	<p>GAME DAY: Play Go Fish. Use easy, relaxed speech to ask for a card.</p>
<p>LISTENING DAY: Do you hear anyone with disfluent speech?</p>	<p>FLUENCY STRATEGIES: Practice pull-out- stop in the middle of a stutter, pause and start the word again more easily.</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say "There will be a thunderstorm later today." Try saying it in the mirror.</p>	<p>GAME DAY: Play UNO. Use easy, relaxed speech to name the number or color played.</p>
<p>LISTENING DAY: Do you hear anyone with dysfluent speech?</p>	<p>FLUENCY STRATEGIES: Name 3 fluency strategies you like to use.</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say "He forgot to bring his bathing suit." Try saying it in the mirror.</p>	<p>GAME DAY: Play iSpy. Use smooth, easy speech to give clues about what you "spy".</p>

CHECKING IN!

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





JULY 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.

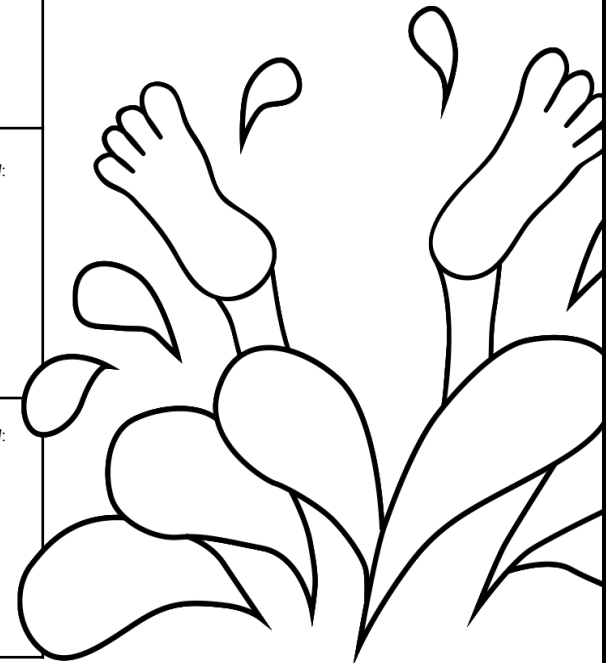
MON	TUES	WED	THURS	FRI
<p>WORD OF THE DAY: Practice using the word <u>turn</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice waiting your turn.</p>	<p>READ A BOOK: Can you identify 5 colors in the book?</p>	<p>Draw a picture! Can you name the things you drew?</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> coloring</p> <p><input type="checkbox"/> read a book</p> <p><input type="checkbox"/> toy animals</p> <p><input type="checkbox"/> drawing</p>
<p>WORD OF THE DAY: Practice using the word <u>like</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice cooperative play.</p>	<p>READ A BOOK: Can you name 5 colors in the book?</p>	<p>Relax! Have a wonderful day!</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> coloring</p> <p><input type="checkbox"/> read a book</p> <p><input type="checkbox"/> toy animals</p> <p><input type="checkbox"/> drawing</p>
<p>WORD OF THE DAY: Practice using the word <u>help</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice shaking hands.</p>	<p>READ A BOOK: Can you identify 5 shapes in the book?</p>	<p>Draw a picture! Can you name the things you drew?</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> coloring</p> <p><input type="checkbox"/> read a book</p> <p><input type="checkbox"/> toy animals</p> <p><input type="checkbox"/> drawing</p>
<p>WORD OF THE DAY: Practice using the word <u>stop</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice farewells.</p>	<p>READ A BOOK: Can you name 5 shapes in the book?</p>	<p>Relax! Have a wonderful day!</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> coloring</p> <p><input type="checkbox"/> read a book</p> <p><input type="checkbox"/> toy animals</p> <p><input type="checkbox"/> drawing</p>

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: _____



JULY 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.

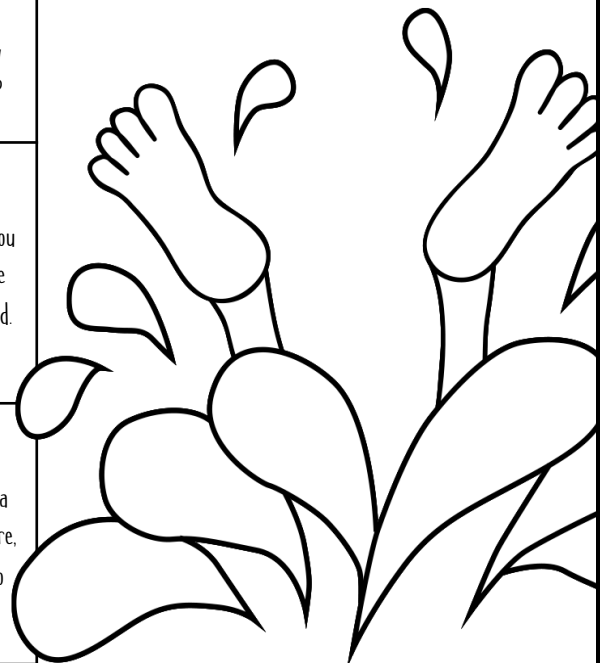
MON	TUES	WED	THURS	FRI
<p>ON TOPIC: Have a conversation about school. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: You see kids playing soccer and ask to play but they say no. What do you do?</p>	<p>IS IT APPROPRIATE?: Chewing on your pencil.</p>	<p>HOW-TO: Practice how to tell your teacher when you need help.</p>	<p>PROBLEM SOLVING: You are going on a field trip and want to sit by your friend. He's already sitting by someone else. What do you do?</p>
<p>ON TOPIC: Have a conversation about your favorite food. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: Your teacher has given you a math assignment to work on independently, but you don't know how to do it. What do you do?</p>	<p>IS IT APPROPRIATE?: Writing on your hand with pen.</p>	<p>HOW-TO: Practice how to ask for directions.</p>	<p>PROBLEM SOLVING: You ask to sit by your friend at lunch, but he says the seat is already taken. What do you do?</p>
<p>ON TOPIC: Have a conversation about your family. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: You have a writing project due today, but you completely forgot to do it. What do you do?</p>	<p>IS IT APPROPRIATE?: Sitting next to your friend at lunch.</p>	<p>HOW-TO: Practice how to tell someone you do not understand their directions.</p>	<p>PROBLEM SOLVING: Your friend use to text you after school all the time but recently they stopped. What do you do?</p>
<p>ON TOPIC: Have a conversation about your favorite video game. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: You see kids playing on the swings and you want to play too but they are taken. What do you do?</p>	<p>IS IT APPROPRIATE?: Watching a scary movie.</p>	<p>HOW-TO: Practice how to make a phone call to order pizza.</p>	<p>PROBLEM SOLVING: Your mom gave you extra money for the school store, but you lost it. What do you do?</p>

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: _____



AUGUST ARTICULATION PRACTICE

Name: _____ Date: _____

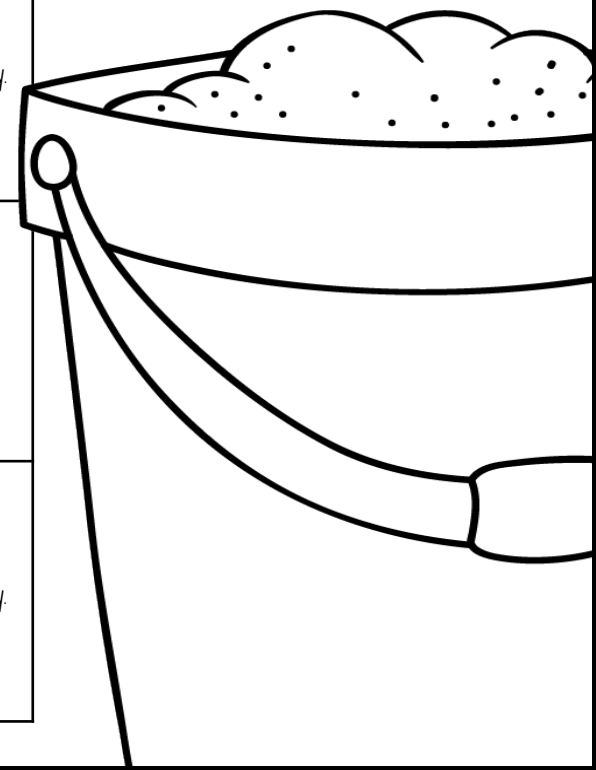
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

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.

- _____
- _____
- _____
- _____

MON	TUES	WED	THURS	FRI
SOUND HUNT: Find 5 items around the house that have your speech sound at the end of the word.	FUNNY PHRASES: Make 5 funny phrases using a word with your speech sound. Ex. Fat Fish, etc.	BEDTIME: 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 bedroom that have your speech sound at the end of the word.	FUNNY PHRASES: Make 5 funny phrases using a word with your speech sound. Ex. Fat Fish, etc.	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. Practice them!	FAMILY TIME: Read a book as a family. Use your best speech!
SOUND HUNT: Find 5 items outside that have your speech sound at the end of the word.	FUNNY PHRASES: Make 5 funny phrases using a word with your speech sound. Ex. Fat Fish, etc.	BEDTIME: 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 car that have your speech sound at the end of the word.	FUNNY PHRASES: Make 5 funny phrases using a word with your speech sound. Ex. Fat Fish, etc.	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. Practice them!	FAMILY TIME: Sing a song as a family. Use your best speech!



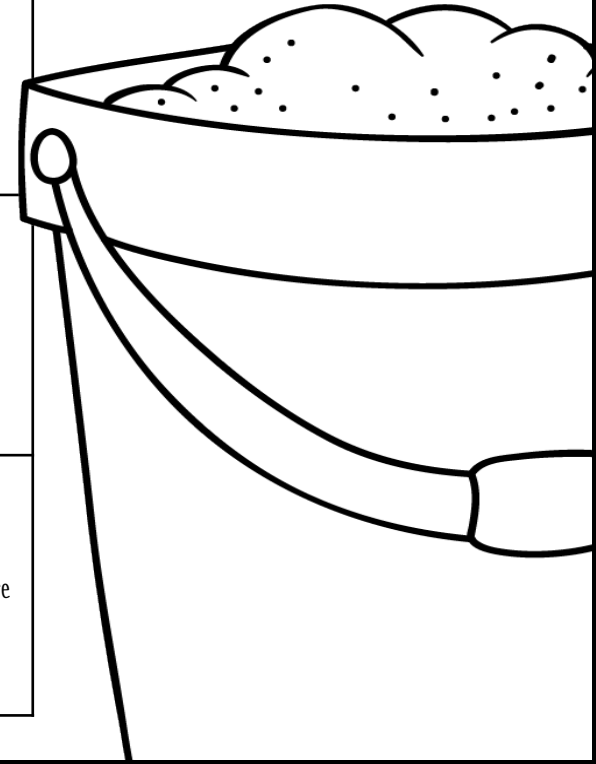
AUGUST LANGUAGE PRACTICE

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 practicing. We will practice them in speech next month.



MON	TUES	WED	THURS	FRI
CATEGORIES: Name 3 items that are ocean animals.	WORD MEANINGS: Give two meanings for "stamp".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "bedtime, it, is".	ADJECTIVES: Name 5 items that are yummy.
CATEGORIES: Name 3 feelings.	WORD MEANINGS: Give two meanings for "light".	DESCRIBE: Describe ice cream. (color, parts, function)	MAKE A SENTENCE: Make a sentence with these words: "went, swimming, I".	ADJECTIVES: Name 5 items that are disgusting.
CATEGORIES: Name 3 seasons.	WORD MEANINGS: Give two meanings for "sink".	SEQUENCE: Read a story. Tell what happened in the beginning, middle and end.	MAKE A SENTENCE: Make a sentence with these words: "hot, it, outside, is".	ADJECTIVES: Name 5 items that are fast.
CATEGORIES: Name 3 months.	WORD MEANINGS: Give two meanings for "park".	DESCRIBE: Describe a beach ball. (color, parts, function)	MAKE A SENTENCE: Make a sentence with these words: "did, you, what, eat".	ADJECTIVES: Name 5 items that are slow.

AUGUST FLUENCY PRACTICE

Name: _____ Date: _____

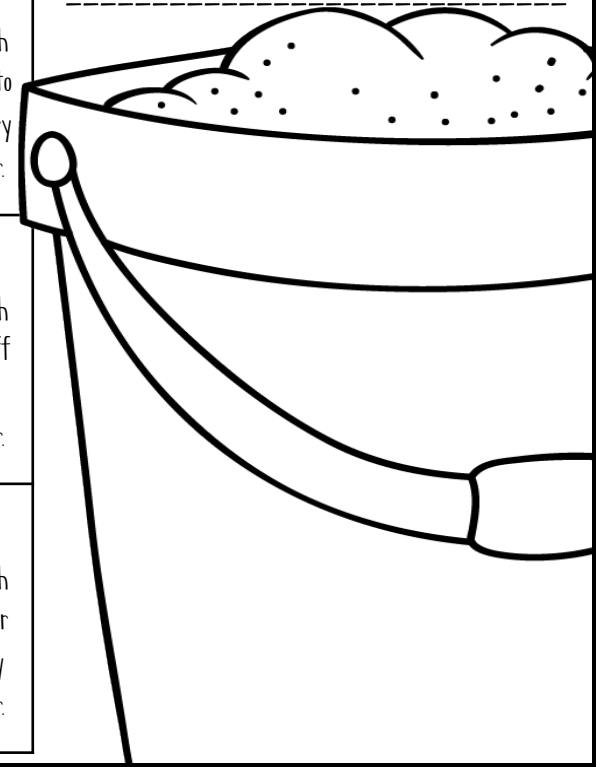
Activities are designed to be completed in 5-15 minutes. Color or 'X' the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

MON	TUES	WED	THURS	FRI
<p>TELL SOMETHING: Tell someone about a vacation you took. Use smooth speech.</p>	<p>LISTENING DAY: Do you hear anyone with disfluent speech?</p>	<p>FLUENCY STRATEGIES: Practice slow rate-speak very slowly, as if in slow motion.</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say, "The ocean is too rough for swimming today." Try saying it in the mirror.</p>
<p>TELL SOMETHING: Tell someone about your favorite animal. Use smooth speech.</p>	<p>LISTENING DAY: Do you hear anyone with dysfluent speech?</p>	<p>FLUENCY STRATEGIES: Practice easy onset-stretch out the first sound in a sentence slowly and easily</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say, "Would you like to eat some ice cream?" Try saying it in the mirror.</p>
<p>TELL SOMETHING: Tell someone about your favorite sport or hobby. Use smooth speech.</p>	<p>LISTENING DAY: Do you hear anyone with disfluent speech?</p>	<p>FLUENCY STRATEGIES: Practice light contact-touch your lips, tongues and teeth very lightly while speaking.</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say, "Let's go jump off the diving board!" Try saying it in the mirror.</p>
<p>TELL SOMETHING: Tell someone what you are looking forward to this school year. Use smooth speech.</p>	<p>LISTENING DAY: Do you hear anyone with dysfluent speech?</p>	<p>FLUENCY STRATEGIES: Practice stretchy speech- stretch sounds and prolong syllables.</p>	<p>Choose an activity to use smooth, easy speech:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing a song <input type="checkbox"/> tell a joke <input type="checkbox"/> ask a question <input type="checkbox"/> read a book 	<p>SMOOTH SENTENCES: Use smooth, easy speech to say, "I am excited for a new school year!" Try saying it in the mirror.</p>

CHECKING IN!

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





AUGUST 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.

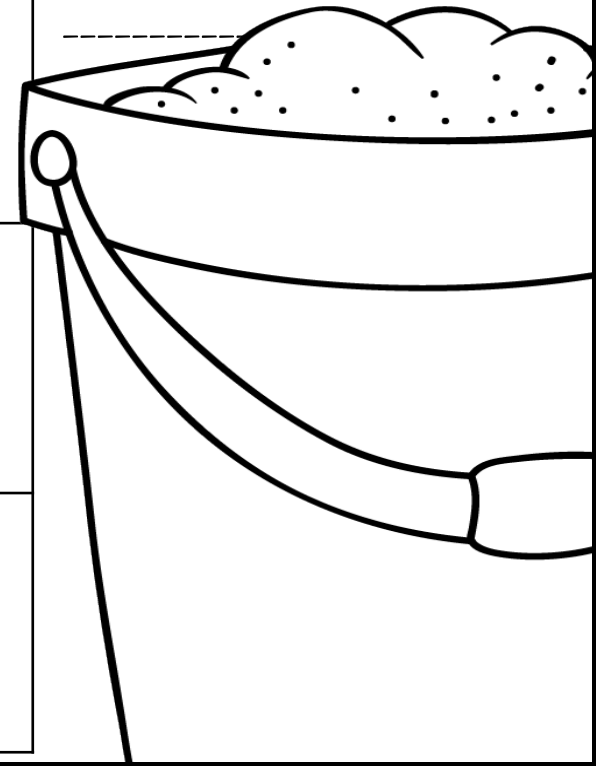
CHECKING IN!

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: _____

MON	TUES	WED	THURS	FRI
<p>WORD OF THE DAY: Practice using the word <u>you</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice playing a board game.</p>	<p>Read a book: Can you identify 5 animals in the book?</p>	<p>Draw a picture! Can you name the things you drew?</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> chalk</p> <p><input type="checkbox"/> sing a song</p> <p><input type="checkbox"/> read</p> <p><input type="checkbox"/> bubbles</p>
<p>WORD OF THE DAY: Practice using the word <u>on</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice answering yes/no questions.</p>	<p>Read a book: Can you name 5 animals in the book?</p>	<p>Relax! Have a wonderful day!</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> chalk</p> <p><input type="checkbox"/> sing a song</p> <p><input type="checkbox"/> read</p> <p><input type="checkbox"/> bubbles</p>
<p>WORD OF THE DAY: Practice using the word <u>off</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice greetings.</p>	<p>Read a book: Can you identify 5 objects in the book?</p>	<p>Draw a picture! Can you name the things you drew?</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> chalk</p> <p><input type="checkbox"/> sing a song</p> <p><input type="checkbox"/> read</p> <p><input type="checkbox"/> bubbles</p>
<p>WORD OF THE DAY: Practice using the word <u>open</u> today.</p>	<p>SOCIAL BEHAVIOR: Practice making requests.</p>	<p>Read a book: Can you name 5 objects in the book?</p>	<p>Relax! Have a wonderful day!</p>	<p>Choose an activity:</p> <p><input type="checkbox"/> chalk</p> <p><input type="checkbox"/> sing a song</p> <p><input type="checkbox"/> read</p> <p><input type="checkbox"/> bubbles</p>



AUGUST 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.

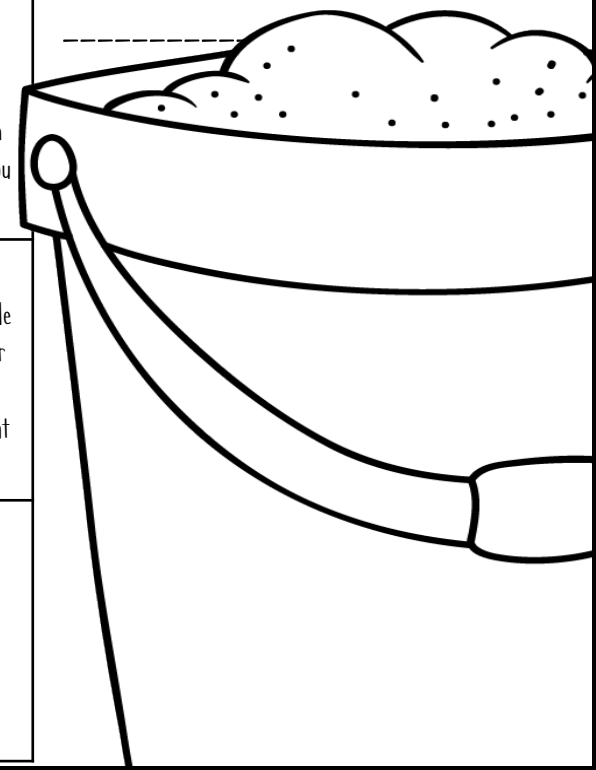
MON	TUES	WED	THURS	FRI
<p>ON TOPIC: Have a conversation about homework. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: You haven't completed your classwork for the day, and you know you will not get to do something fun. What do you do?</p>	<p>IS IT APPROPRIATE?: Talking back to a teacher or parent.</p>	<p>HOW-TO: Practice how to ask for more time to complete an assignment.</p>	<p>PROBLEM SOLVING: A boy in your class keeps making annoying noises and you have to sit next to him. What do you do?</p>
<p>ON TOPIC: Have a conversation about a math skill. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: Your teacher assigns you a project, but you think it sounds boring. What do you do?</p>	<p>IS IT APPROPRIATE?: Interrupting your friend to tell them something.</p>	<p>HOW-TO: Practice how to tell someone you are angry.</p>	<p>PROBLEM SOLVING: You didn't bring your lunch and don't like anything being served in the cafeteria. What do you do?</p>
<p>ON TOPIC: Have a conversation about a writing assignment. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: You want to make friends with the new kid in class but you're not sure how to talk to them. What do you do?</p>	<p>IS IT APPROPRIATE?: Talking about video games during class.</p>	<p>HOW-TO: Practice how to tell someone you do not feel well.</p>	<p>PROBLEM SOLVING: You don't like to go outside and play but it's time for recess and your teacher says you have to go. What do you do?</p>
<p>ON TOPIC: Have a conversation about a book you read. Try to stay on topic for at least 2-3 minutes.</p>	<p>PROBLEM SOLVING: Your teacher is making you make-up the work you didn't complete during free time and it's making you angry. What do you do?</p>	<p>IS IT APPROPRIATE?: Talking about video games during recess.</p>	<p>HOW-TO: Practice how to make a phone call to a friend asking them to come over to hang out.</p>	<p>PROBLEM SOLVING: You accidentally hit another student with a ball during P.E. What do you do?</p>

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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