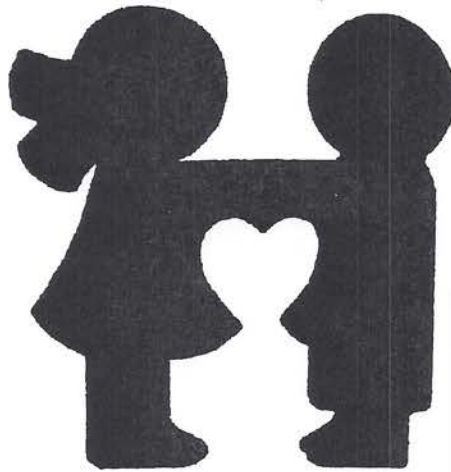


Speech and Language

- **Articulation & Phonology**
- **Upper Age Limits for Speech Sounds**
- **All about Language**
- **General Suggestions for Enhancing Communication**



ARTICULATION AND PHONOLOGY

Students need to be intelligible to communicate effectively and be successful in school. Those students who have difficulty articulating effectively may have an articulation disorder which means that they have difficulty producing specific sounds. This improper production may take three forms:

1. **Substitution** - This occurs when a certain sound is incorrectly used in place of another sound.(i.e. f/th or w/r)
 2. **Distortion**- this occurs when a correct sound is used, yet the production is distorted in some way. An example of this might be a distortion of the /S/ sound due to either a frontal or a lateral lisp.
 3. **Omission**- This occurs when a sound in question is omitted entirely. The sound may be at the beginning, in the middle, or at the end of the word. For example the child may say, "boo" instead of, "book"
- Please refer to the Articulation Developmental Chart on the next page

All children develop at their own rate – some children may not experience any difficulty producing speech sounds while others may have extreme difficulty. There is no need to panic if your child is having difficulty. With help from the speech clinician he/she will develop the sound(s) in time.

UPPER AGE LIMITS FOR MASTERY OF SPEECH SOUNDS

AGE 3 ALL VOWEL SOUNDS PLUS
/p/, /m/, /n/, /w/

AGE 4 /b/, /k/, /g/, /d/, /f/, /v/

AGE 6 /t/, /ng/, /s/

AGE 7 /l/, /ch/, /zh/

AGE 8 /r/, /s/, /z/, /v/, /th/

Language is more than just words.

Language is used to.....

- **Share ideas**
- **Express feelings**
- **Give information**
- **Ask questions**
- **Describe events**
- **Solve problems**
- **Direct others**
- **Entertain**
- **Socialize with others**
- **Show imagination**
- **Refuse**
- **Learn**



LANGUAGE IN THE KINDERGARTEN CLASSROOM

- Able to answer and ask questions for information.
- Have a basic understanding of language concepts (over, under, between, first, last, same, different ,etc.)
- Use many types of sentence structures
- Follow 2-3 step directions
- Listen to a short story and answer questions about the story.

LANGUAGE

Learning the language to be able to communicate with others is vital. Most children make great strides in learning language between the ages of 3 and 5. But when a child reaches school age without having learned the basics of language, he/she is faced with daily frustration. Language is a very involved and complex process. It is truly the basis for learning. It includes:

Basic Concept Development- numbers, directionality, spatial relationships, temporal relationships, shapes, vocabulary comprehension.

Syntax- pronouns, verb tenses, plurals, subject-verb agreement

Auditory Reception- Does the child actually understand the message he/she is receiving auditorily.

Auditory Association- Can the student process the information perceiving significant relationships and associations between things?

Children who have difficulty in these areas may require language support from a speech/language clinician in order to be successful in the general educational curriculum.

LANGUAGE

CONTENT: The ability to learn words and their meanings.

FORM: Combining words to make understandable sentences.

FUNCTION: Use of words and sentences to communicate with other people.

General Suggestions

for enhancing your child's communication skills

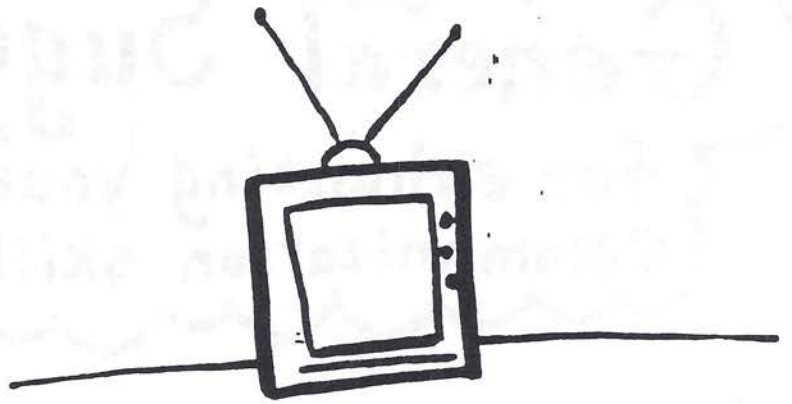
- A. When playing family verbal games, let the youngest child answer first.
- B. Don't play too long. Keep it fun. Give lots of encouragement and praise!
"That was a good answer."
"I didn't know you knew that word!"
"What else can you think of?"
- C. Give clues to help children figure things out instead of always telling them the answers.
"It has four legs and a mane."
"Good, you figured it out!"
- D. Use and explain unfamiliar words to help build vocabularies.
- E. Let family members team up to help each other.
- F. Children love to count points for answers. Let them take turns running the games, making rules, and keeping score.
- G. Make lists of responses. Children can see verbal-written relationships and the lists can be referred to later for reinforcement and review.
- H. Try to think up variations on the games or invent new ones.
- I. If you have a tape recorder, turn it on and record one of your family game sessions. Don't let anyone know! It's fun to listen to your interactions.
- J. If your child asks to play a word game, try to play it at least for a few minutes. Encourage his interest!
- K. If you have company, introduce them to your games. Children love to share their family activities with others.

* The newspaper is an inexpensive source of language-building activities (sequencing, comprehension).

- A. Cut up one set of the Sunday comics like "Peanuts" and glue the panels to construction paper. The child can arrange the strip in the right order and tell or read the story. He can rearrange it to make a new story or combine it with parts of other comics and create a story. Write in new dialogue.
- B. Read the comics together, taking parts as in a play. Use lots of expression and different voices.
- C. Cover the last picture of a comic strip and have your child guess how it will end. Think up new endings or make up new episodes
- D. Act out the news. Cut out interesting articles and pictures from the newspaper. Lay several of these on the table for all of the family to see. Each person acts out an article or picture. Others guess which one he is doing. Parents should start first to model for the children.



~~T.V.~~



- A. Select *with* your child the programs he will watch each day. Limit viewing to good and appropriate programs. Don't let television be just a baby sitter.
- B. Parents should limit their own television viewing so they will have time to spend with their children on field trips, doing experiments, playing games, having conversations, and reading books. Don't let television become a substitute for reading to children.
- C. If you watch a sports program, explain what is happening and teach your child about the sport. There are many new words and concepts that can be presented.
- D. Discuss commercials with your child. Try a television product test (such as *Which paper towel is better?*). Compare your results with those of the television commercial. Make up your own commercials and record them.
- E. If you watch a "Special" on nature, animals, or another culture, expand on the subject. Find related books and discuss the topic.
- F. Discuss problems of society that are presented on television shows, such as crime, medical emergencies, and so forth.
- G. As you watch television shows, have your child predict what will happen next. Talk about what is happening and why (*I wonder why the girl is crying. What do you think she will do?*).
- H. Watch programs *with* your child so you can answer questions and explain new vocabulary and concepts.

GAMES

- A. Look for signs with words that do not have standard dictionary spellings. Make a list of these and talk about the usual spellings. Examples:

Pay 'n Takit
EZ Sav
Pic 'n Save

Add to your list names of products like *Lo-Cal*, *Sno-bol*, *Mop 'n Glo*, and *Tasti-Diet*. Look for other examples in the grocery store or in magazine and newspaper ads.

- B. Take a map of the U.S. along on your trip. As you see license plates from different states, color in or mark those states on the map. Talk about the states – north, west, along the Atlantic coast, next to Wisconsin, a dairy state, the largest state, where Uncle John lives, etc.
- C. Sing songs in the car (holiday songs, pop songs, silly songs, made-up songs). This is good for auditory memory.
- D. Play word games. One person names the first letter of an animal he is thinking of. The others ask him questions about it to determine what it is. He can only answer "Yes" or "No." Play the same game using states, famous people, or famous places.
- E. With older children, play "I'm going to New York (or wherever you are going) and I will bring . . ." One person names something he will bring. The others must name things that will follow the same spelling rule. For instance, the leader may name words that have double letters in them like *root beer* and *cheese*. Only double-letter words will be allowed in the game. Or, use words with long vowels such as *boat*, *bean*, *cake*, *pie*, etc. The trick is to figure out the rule. If the player does not follow the rule, the leader tells him he cannot go but doesn't tell why. In another variation, the leader may say words that begin with the first two letters of the alphabet, like *apple* and *banana*. The next person must use the next two letters – *cake* and *doughnuts*, and so on.
- F. *Mad Libs* is an inexpensive, enjoyable game which helps increase vocabulary. The books are available in many bookstores (Price/Stern/Sloan Publishers, Inc.).

...And available at Toys-R-Us:

Password

Scrabble

Roll-a-Role

Boggle

Charades

Bingo

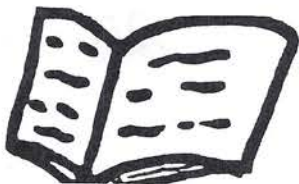
The Ugame

READING & WRITING

- A. Make books. Save brochures, postcards and other souvenirs from your summer trip. Put these and photos you have taken into a scrapbook in proper sequence. Decide together what to write in the book so you will remember the vacation. Make other kinds of books – stories, poems, concepts, holidays, dreams, etc.
- B. Help your child write letters or postcards to friends or relatives. Write to companies for free materials you see in advertisements. Your child can dictate his message for you to write or he can write his own with your help. It's fun to receive answers!
- C. Use concept books and activity books. Every night
at dinnertime, read a few questions and answers from a concept book. Parents can learn new things too! The activity books offer parents many ideas for creative language activities with children.

Children's Books & Magazines:

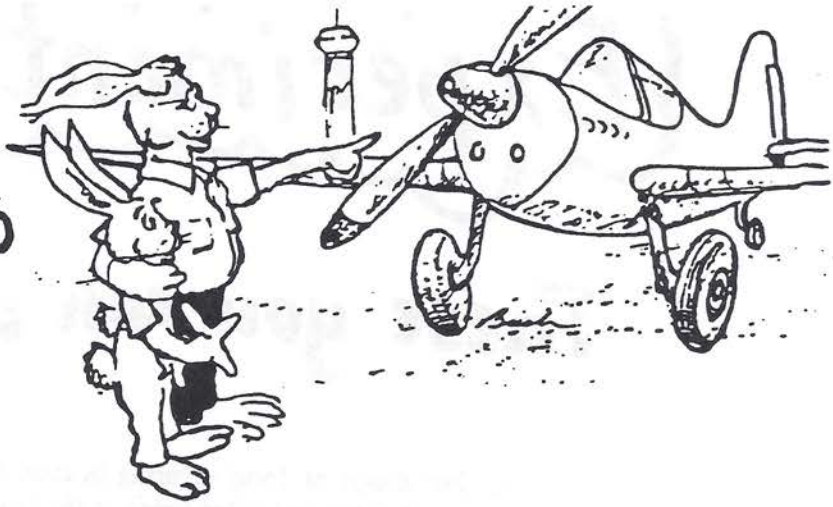
- Concept books:
 - Tell Me Why* (Grosset and Dunlap, Inc., 1965)
 - Charlie Brown's Super Books of Questions and Answers*, books I through IV (Random House, Inc.)
 - Activity books:
 - The You and Me Heritage Tree* (Workman Publishing Co., Inc., 1976)
This book is on ethnic history and crafts with instructions.
 - Amazing Days* by Randy Harelson (Workman Publishing Co., 1979)
This book has historical information and activities for every day of the year.
 - Learning Through Play* by Marzollo and Lloyd (Harper and Row, 1972)
This book is full of language activities.
 - The Everything Book* by Eleanor Vance (Golden Press, a division of Western Publishing Co., 1974) This book has family oriented language-stimulating projects.
 - Magazines:
 - World*
 - Sesame Street*
 - Electric Company*
 - Ranger Rick*
 - Dynamite*
 - Highlights*
- Borrow these and others from the school library.



FIELD TRIPS FOR FAMILIES

Airport

- runways
- baggage handling
- fueling the planes
- size of planes
- function of control tower
- how food is put on the airplane
- where airplanes are kept when not in use
- how airplanes are checked for safety
- how fast airplanes go, and how high



Bank

- safety deposit boxes
- job of security guard
- how drive-in windows and self-service units work
- where the money is kept
- what employees do
- how checking accounts work

Have your child open or add to his savings account!

Construction site

- kinds of machines used
- safety measures
- materials used in building
- excavating, plumbing, scaffolds

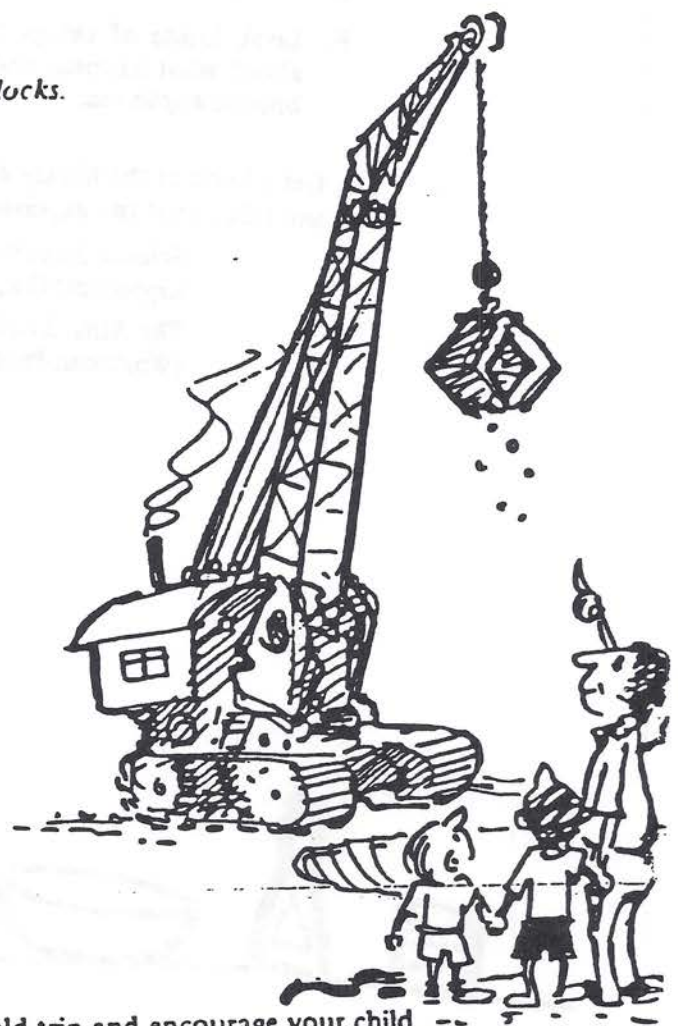
Build something when you get home out of wood, tinker toys, or blocks.

Hardware store

- kinds of tools
- garden equipment
- functions of electrical and plumbing parts

Other places to visit

- service station
- hospital
- bakery
- police station
- fire station
- post office
- pet store
- florist
- department store
- television station
- dairy or farm
- train station
- museums (historical, art, geology, science, antiques)
- football stadium or gymnasium
- courtroom
- newspaper plant
- McDonalds (they have family tours)
- factory



* Experiential learning is valuable and fun. Ask questions on your field trip and encourage your child to ask them. Talk about what you saw when you get home.

(Experiments)

These you can do in the kitchen!

- A. Put drops of food coloring in cups of water. Put celery sticks, flowers, apple slices and other foods in the cups and see what happens.
- B. Experiment while you are cooking. Measure popcorn in a measuring cup. Then pop it and measure it again. Or, put ice cubes in a measuring cup. Let them melt and see how much liquid you have.
- C. Find as many foods as you can that are made from potatoes (chips, french fries, raw potatoes, baked potatoes, instant mashed potatoes, etc.). Taste them and talk about the differences. Do the same with corn products (corn oil, corn on the cob, canned corn, creamed corn, corn chips, corn flakes, etc.). Also use fruits (fresh, canned, juice, sauce, etc.).
- D. Grow some seeds in a dish, or grow a potato or avocado seed in water.
- E. Catch a bug in a jar and observe it.
- F. Look inside of things. Cut open an apple or take apart a flower. Talk about what happens and what you see. Take apart an old clock or other broken appliance.
- G. Get a book at the library about doing simple experiments. Try out and talk about the experiments. Suggestions:

Science Experiments You Can Eat by Vicki Cobb (J. B. Lippincott Co., 1972)

The Kids' Kitchen Takeover by Sara Bonnet Stein (Workman Publishing Co., 1975)

