

ACTIVITIES
TO
GENERALIZE
SOUNDS

Fiona Balfe. Speech Pathologist.

ACTIVITIES TO GENERALIZE SOUNDS

This book contains a collection of my favourite activities, which I have used over the last twenty years, in working with students with articulation difficulties. The activities cover the age range from preschool to secondary school . These students have varied in motivation, intellectual level, learning style, interests and oral-motor abilities.

‘Activities to generalize’ sounds came to be written because of students who continually challenged me to provide activities which were relevant to their interests and skill level. Although often using very different methods to change their articulation skills, I needed to think of many different activities at a similar level without the activities appearing to be the same.

The activities cover a range of skill levels from the structured and/or repetitive level to ‘Talking Time’ and consolidating skills at the conversational level.

The information in ‘Talking Time’ is an expansion and update of a handout I wrote about twenty years ago that some Speech Pathologists will have a copy of. I have continued to use the name ‘Talking Time’ to describe to parents and teachers a step that is needed by many student. This step helps students to bridge the gap between more formal and structured talking situations to using the target sound/s consistently in everyday conversation and talking. For many students this is the most difficult level to master.

Although the activities have been written to develop articulation skills, many of the activities can be used to run ‘communication’ groups, where activities are chosen to meet the different needs of articulation, fluency and/or language impaired students within the one group.

ACTIVITIES TO GENERALIZE SOUNDS

INFORMATION ABOUT THE ACTIVITIES

Although the activities have been written for group work , most of the activities can be used with an individual student, pairs of students, as well as small and medium sized groups.

A few activities are more suited to a large group ie. a whole class, two players or two teams of players. Where this applies, a recommendation is placed at the beginning of the activity

The activities have been organized into six levels

- 1. Stereotype and/or structured speech*
- 2. Descriptive Speech game and activities*
- 3. Story Activities*
- 4. Extended Talking*
- Reading Activities Levels 1-3*
- 5. 'Talking Time''*
- 6. Consolidating Conversation*

Reading has not been placed at a level of its own because reading activities can be used at many levels to promote the generalization of sounds.

Most of the activities are written in a format that they can be used by Speech Pathologists, class teachers, aides in assisting students in withdrawal sessions or within the classroom.

It is assumed however that the adult working with the students has the skills to 'cue the correct production of the target sound/s appropriately and so this information is not written into the activities.

The activities can also be photocopied for parents for further work at home or used to write classroom programs to cater for the needs of many students.

TABLE OF CONTENTS

LEVEL 1 STRUCTURED AND/OR REPETITIVE SPEECH

1.1. RHYMES AND ACTION SONGS	<i>page 9</i>
INTRODUCTION	<i>page 9</i>
RESOURCES	<i>page 10</i>
1.1.1 POPULAR CLAPPING RHYMES	<i>page 11</i>
1.1.2 BALL BOUNCING RHYMES	<i>page 11</i>
1.1.3 REPETITIVE NUMBER SONGS/RHYMES	<i>page 11</i>
1.1.4 REPETITIVE VERSE SONGS/RHYMES	<i>page 12</i>
1.1.5 OTHER FAVOURITE SONGS/ACTION RHYMES	<i>page 13</i>
1.1.6 GAME RHYMES	<i>page 14</i>
1.2 REPETITIVE STORIES	<i>page 15</i>
1.2.1. REPETITIVE STORIES THAT BUILD ON THE TEXT OR PROGRESS TOWARDS A CLIMAX	<i>page 15</i>
A. PRESCHOOL TO EARLY PRIMARY LEVEL	<i>page 15</i>
B. MID PRIMARY LEVEL	<i>page 17</i>
1.2.2 OTHER STORIES WITH REPETITIVE TEXT	<i>page 18</i>
A. PRESCHOOL TO EARLY PRIMARY LEVEL	<i>page 18</i>
B. EARLY TO MID PRIMARY LEVEL	<i>page 20</i>

ACTIVITIES TO GENERALIZE SOUNDS

TABLE OF CONTENTS cont.

<i>1.3 SERIAL LEARNING</i>	<i>page 21</i>
<i>1.3.1. ROTE COUNTING</i>	<i>page 21</i>
<i>1.3.2. OTHER SERIAL LEARNING</i>	<i>page 21</i>
<i>1.4 WORD RECALL/RAPID NAMING/ WORD ASSOCIATION</i>	<i>page 22</i>
<i>1. 4.1 FREQUENTLY USED NAMES</i>	<i>page 22</i>
<i>1. 4.2 WORD/PHRASE/SENTENCE SNAP</i>	<i>page 23</i>
<i>1.4.3 RAPID WORD RECALL</i>	<i>page 24</i>
<i>1.4.4 NAMES RELATED TO INTERESTS/ SUBJECT AREAS/LOCAL ENVIRONMENT</i>	<i>page 25</i>
<i>1.5 REPETITIVE QUESTION ASKING GAMES</i>	<i>page 26</i>
<i>1.5.1 WHAT'S THE TIME MR WOLF?</i>	<i>page 26</i>
<i>1.5.2 PLEASE MR CROCODILE</i>	<i>page 27</i>
<i>1.5.3 WHOSE THAT BANGING ON MY DOOR?</i>	<i>page 28</i>
<i>1.5.4 I SPY WITH MY LITTLE EYE CUE CARD IDEAS</i>	<i>page 29</i>
<i>1.5.5 WHAT AM I ?</i>	<i>page 31</i>
<i>1.5.6 WHAT AM I? SPECIFIC THEMES</i>	<i>page 32</i>
<i>1.5.7 I CAN SEE SOMETHING</i>	<i>page 33</i>
<i>1.5.8 WHO AM I?/ I AM THINKING OF SOMEONE</i>	<i>page 34</i>
<i>1.5.9 'CELEBRITY HEADS'</i>	<i>page 35</i>

ACTIVITIES TO GENERALIZE SOUNDS

TABLE OF CONTENTS *cont.*

1.5 REPETITIVE QUESTION ASKING GAMES <i>cont.</i>	
1.5.10 CAN I HAVE? / HAVE YOU GOT?	page 36
1.5.11 'GUESS WHO'?	page 37
1.5.12 COMMERCIAL GAMES	page 37
1.5.13 HIDDEN OBJECTS	page 38
1.5.14 WHERE AM I?	page 39
1.5.15 QUESTION ASKING IN THE CLASSROOM	page 39
1.6 LEARNING A POEM/PARTS IN A PLAY	page 39
1.7 JOKE TELLING	page 40
1.8 SEQUENTIAL CLOTHING PUZZLE/DRESSING	page 41
LEVEL 2 DESCRIPTIVE GAMES AND ACTIVITIES	page 42
2.1 SPOT THE DIFFERENCE	page 42
2.2 WHAT'S WRONG	page 43
2.3 BARRIER GAMES	page 44
2.3.1 BASIC BARRIER GAMES	page 44
2.3.2 DESCRIBE AND DRAW	page 45
2.3.3 DESCRIBE AND BUILD	page 45
2.4 DESCRIBING A BUILDING SEQUENCE	page 46
2.5 PICTURE SCENE LOTTO GAMES	page 47

TABLE OF CONTENTS cont.

LEVEL 2 DESCRIPTIVE GAMES AND ACTIVITIES cont.

2.6 JIGSAW PUZZLE ACTIVITIES	<i>page 47</i>
2.7 DESCRIBING SIMILARITIES AND DIFFERENCES	<i>page 48</i>
2.8 DESCRIPTIVE TALKS	<i>page 49</i>

LEVEL 3 STORY ACTIVITIES *page 50*

3.1 SIMPLE STORY SEQUENCES	<i>page 51</i>
3.2 COMPLEX STORY SEQUENCES	<i>page 52</i>
3.3 PICTURE SEQUENCE STORIES	<i>page 53</i>
3.4 SCENE STORIES	<i>page 55</i>
3.5 ACTION SEQUENCE STORY	<i>page 56</i>
3.6 STORY CIRCLES	<i>page 57</i>
3.7 FAVOURITE FAIRY TALES	<i>page 60</i>
3.8 STORIES USING INTERACTIVE BOOKS	<i>page 61</i>
3.9 RETELL A STORY	<i>page 62</i>
3.10 MAKE A STORY ENDING	<i>page 63</i>

LEVEL 4 EXTENDED TALKING *page 65*

4.1 ROLE PLAYING	<i>page 65</i>
4.2 ONE MINUTE TALKS/TWO MINUTE TALKS	<i>page 66</i>

ACTIVITIES TO GENERALIZE SOUNDS

TABLE OF CONTENTS cont.

<i>LEVELS 1-3 READING ACTIVITIES</i>	<i>page 68</i>
1-3-1 <i>RHYMES AND ACTIONS SONGS</i>	<i>page 68</i>
1-3-2 <i>STRUCTURED/REPETITIVE TEXTS</i>	<i>page 68</i>
1-3-3 <i>GENERAL READING</i>	<i>page 68</i>
1-3-4 <i>READING JOKES</i>	<i>page 68</i>
1-3-5 <i>READING CLUES FOR CROSS WORDS</i>	<i>page 68</i>
1-3-6 <i>READING AND BAKING</i>	<i>page 69</i>
1-3-7 <i>READ AND DO</i>	<i>page 69</i>
1-3-8 <i>READ AND RETELL</i>	<i>page 69</i>
1-3-9 <i>READ AND ANSWER QUESTIONS</i>	<i>page 70</i>
<i>LEVEL 5 'TALKING TIME'</i>	<i>page 71</i>
<i>5.1 'STRUCTURED TALKING TIME'</i>	<i>page 72</i>
<i>PROCEDURES FOR PRACTICE</i>	<i>page 73</i>
<i>A. IN THE SESSION</i>	<i>page 73</i>
<i>B. AT HOME</i>	<i>page 73</i>
<i>C. AT SCHOOL</i>	<i>page 74</i>

ACTIVITIES TO GENERALIZE SOUNDS

TABLE OF CONTENTS cont.

<i>5.2 ‘UNSTRUCTURED TALKING TIME’</i>	<i>page 76</i>
<i>ASSESSING READINESS</i>	<i>page 76</i>
<i>PROCEDURES FOR PRACTICE</i>	<i>page 76</i>
<i>LEVEL 6 CONSOLIDATING SKILLS IN CONVERSATION</i>	<i>page 78</i>
<i>‘TALKING TIME’ RESOURCES</i>	
<i>‘TALKING TIME’ SCORE SHEET</i>	<i>page 79</i>
<i>TALKING TIME’ RATING SHEET</i>	<i>page 80</i>
<i>TALKING TIME’ CONTRACT</i>	<i>page 81</i>
<i>HOW TO HELP YOUR STUDENT</i>	<i>page 83</i>
<i>HOW TO HELP YOUR CHILD</i>	<i>page 85</i>
<i>RESOURCES</i>	<i>page 86</i>

LEVEL 1 STRUCTURED AND/OR REPETITIVE SPEECH

1.1. RHYMES AND ACTION SONGS

INTRODUCTION

Rhymes and action songs are very popular with the pre-preschool to mid primary student and they serve as a useful bridge to less structured talking.

The addition of rhythm and music helps many students to anticipate and monitor the production of the target sound/s.

The rhymes and action songs can be selected from the following lists according to the students' ages, interests, language, memory and articulation skills.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 1 STRUCTURED AND/OR REPETITIVE SPEECH

GENERAL RESOURCES FOR SONGS, RHYMES, CHANTS etc.:

- *In the this section the following resources will be referred to by the code to the left of each resource ie. F.P. refers to 'Finger Play' by Mary Miller and Paula Zajan. Allan & Co.*
- F.P. Finger Play by Mary Miller and Paula Zajan. Allan & Co.
- M.M. Merrily, Merrily by N.M.A.A. Dominion Press.
- F.B. Collation of rhymes by Fiona Balfe
- C.R. Clapping Rhymes and ball bouncing games. Selected by Pie Corbett. Kingfisher Books.
- J.C. Jazz Chants by Carolyn Graham
- P.S. Useful Book: Songs and Ideas from Play School. ABC Enterprises
- S.G. Sing as we Go. Edited by Helen Exley. Exley Publications.
- R.G. Round and Round the Garden. Play rhymes for younger children. Compiled by Sarah Williams. Oxford University Press.
- R.C. Ride a Cock- Horse. Compiled by Sarah Williams. Oxford University Press.
- O.L. Oranges and Lemons. Compiled by Karen King. Oxford University Press.
- W.S.1 Wee Sing Children's songs and fingerplays by Pamela Conn Beall and Susan Hagen Nipp. Budget Books Pty Ltd
- W.S.2 Wee Sing for Christmas by Pamela Conn Beall and Susan Hagen Nipp. Budget Books Pty Ltd
- F.B.S. Far out, Brussel sprout. Children's chants and rhymes. Compiled by June Factor. Oxford University Press
- A.V. All Right Vegemite. Children's chants and rhymes. Compiled by June Factor. Oxford University Press
- U.B.P. Unreal Banana Peel. Children's chants and rhymes. Compiled by June Factor. Oxford University Press
- C.R.N. Coming Ready or Not. A collection of children's playground games. Compiled by Heather Russel. Hodder children's books.

The Library of Children's Song Classics. Compiled by Amy Appleby and Peter Pickow. Amsco Publications

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 1 STRUCTURED AND/OR REPETITIVE SPEECH

1.1.1 POPULAR CLAPPING RHYMES

- C.R. A Sailor Went To Sea
- C.R. Miss Polly Had A Dolly
- C.R. Mary Mac
- C.R. Mother I Feel Sick
- C.R. My Mother Said
- C.R. One Two Three, Mother Caught A Flea
- C.R. Have You Ever, Ever, Ever
- C.R. Did You Ever, Ever, Ever
- C.R. Doctor Knickerbocker
- C.R. I'm A Pretty Little Dutch Girl.

1.1.2 BALL BOUNCING RHYMES

* Many of the above rhymes are also suitable to use as ball bouncing rhymes.

- C.R. Hello Sir
- C.R. Oliver Twist
- C.R. One, two, three, mother caught a flea.
- C.R. Big black bug

1.1.3 REPETITIVE NUMBER SONGS/RHYMES

- MM Ten Fat Sausages Sitting In The Pan
- MM Five Little Ducks
- M.M. Ten Little Indians
- MM There Were Five On The Bike
- M.M. Johnny Works With One Hammer
- MM One Man Went To Mow
- O.L. Noah's Ark
- O.L. Five Brown Teddies
- O.L. Five Little Speckled Frogs

Five Fat Sausages

ACTIVITIES TO GENERALIZE SOUNDS

1.1.3 REPETITIVE NUMBER SONGS/RHYMES cont.

- R.G. Hickory Dickory Dock
- S.G. There Were Ten In The Bed
- S.G. This Old Man

For Older Students

- O.L. The Grand Old Duke Of York
- S.G. Ten Green Bottles
- S.G. Green Grow The Rushes-Ho
- W.S.2 The Twelve Days of Christmas

1.1.4 REPETITIVE VERSE SONGS/RHYMES

- M.M. Head, Shoulders Knees And Toes
- M.M. Everybody Do This.
- M.M. Where Is Thumbkin?
- M.M. Little Peter Rabbit Had A Fly Upon His Nose
- M.M. Here we go Looby Loo
- M.M. Jump if you feel you want to
- M.M. I went to visit a farm one day
- M.M. Johnny, Johnny
- M.M. The bear went over the mountain
- M.M. How does a caterpillar go?
- M.M. Long-legged sailor
- M.M. This is the way we...
- M.M. The Spot song
- O.L. Here We Go Round The Mulberry Bush
- O.L. Oh, We Can Play On The Big Bass Drum
- O.L. The Hokey Cokey
- O.L. Looby Loo
- O.L. The Wheels Of The Bus
- O.L. Goldilocks And The Three Bears
- O.L. Sleeping Beauty
- O.L. The Scarecrow
- R.G. This Little Pig
- R.G. Two Little Dicky Birds
- R.G. Peter Works With One Hammer

ACTIVITIES TO GENERALIZE SOUNDS

1.1.4 REPETITIVE VERSE SONGS/RHYMES cont.

- S.G. If you are happy and you know it..
- S.G. Old MacDonald had a farm

1.1.5 OTHER FAVOURITE SONGS/ACTION RHYMES

- O.L. Ring -A -Ring O'Roses
- M.M. I had a cat
- M.M. The seven steps
- M.M. The whale
- M.M. Skip to my Lou
- M.M. Stop! Look Right!
- M.M. Two fat gentlemen
- M.M. Let's go walking etc
- M.M. We are all stamping
- M.M. It's raining
- M.M. Rain rain go away
- M.M. I hear thunder
- M.M. Round and round the garden
- M.M. Pat a cake
- M.M. Twinkle twinkle
- M.M. Pussy cat
- M.M. Humpty Dumpty
- R.G. Ten Little Fingers
- M.M. Here Is The Beehive
- R.G. Round And Round The Garden
- R.G. Incy, Wincy Spider
- R.G. Two Fat Gentlemen
- R.G. Here Is The Church
- R.G. I'm A Little Teapot
- W.S.2 Christmas songs/carols

For Older Students

- F.P. She'll be coming round the mountain
- S.G. My Bonnie Lies Over The Ocean
- S.G. Oh Dear What Can The Matter Be?

ACTIVITIES TO GENERALIZE SOUNDS

1.1.5 OTHER FAVOURITE SONGS/ACTION RHYMES cont.

- S.G. What Shall We Do With The Drunken Sailor
- S.G. A Bicycle Built For Two
- S.G. Kum Ba Yah
- S.G. Waltzing Matilda
- S.G. There's a hole in my bucket
- Teddy Bears Picnic

1.1.6 GAME RHYMES ie. to determine the leader in a game

One potato, two potato, three potato four
Five potato, six potato, seven potato more

1.2 REPETITIVE STORIES

Repetitive texts are an excellent resource for developing beginning level generalization skills because:

- *the occurrence of the target sound/s is more predictable.*
- *the predictable text means the stories can also be used for story recall with those students whose language skills are less developed.*
- *students with beginning literacy skills can still ‘read’ by memorizing the text and/or using picture cues.*

The following stories are suitable for developing a wide range of sounds.

1.2.1. REPETITIVE STORIES THAT BUILD ON THE TEXTOR PROGRESS TOWARDS A CLIMAX

A. PRESCHOOL TO EARLY PRIMARY LEVEL

These preschool to early primary level books contain very little text. The repetitive text is included under each entry to allow the best books to develop the target sound/s to be selected.

- ***Aussie Animals*** by Rod Campbell. Lothian Books
I can hear a noise. What can it be? It’s..... .
- ***Buster*** by Rod Campbell. Lothian Books
Buster likes to stroke the..... . You can too.
- ***Find Mouse in the house.*** by Heather Maisner.
Walker Books
Is he hiding in/on the?
- ***Hello, How are you?*** by Shigeo Watanabe .
Picture Puffin
Hello, How are you?
- ***I won’t bite*** by Rod Campbell. Lothian Books
I’m a Feel my I won’t bite.

ACTIVITIES TO GENERALIZE SOUNDS

1.2.1 REPETITIVE STORIES THAT BUILD ON THE TEXT OR PROGRESS TOWARDS A CLIMAX cont.

- **Jack. It's bath time** by Kingfisher
Jack needs his
- **Jack. It's bed time** by Kingfisher
Jack needs
- **Kittens Adventure** by Michele Coxon. Koala Books
Where is/are the? Here/there/there he is/there they are.
- **Jump like a frog** by Koala books.
Who ising in the?
- **Little Chick** by Ron Maris
Walker Books
Hurry home little chick, said the
- **Little Monsters** by Jan Pienkowski. Orchard Books
This little monster is
- **Oh Dear** by Rod Campbell. Campbell Books
So he went to the and asked the
- **Where's my mummy** by Colin and Jacqui Hawkins.
Walker Books
Hello mummy. I'm not your mummy, ask the
- **Where's Baby?** by Robin Kramer.
Orchard Books
Is baby/he hiding in/under etc the? Look there's baby.
- **Where can it be?** by Ann Jonas.
Julia MacRae Books
I'll look

ACTIVITIES TO GENERALIZE SOUNDS

1.2.1. REPETITIVE STORIES THAT BUILD ON THE TEXT OR PROGRESS TOWARDS A CLIMAX cont.

- **Where's Spot ?** by Eric Hill. Picture Puffin
Is he (hiding) in/under the?

B. EARLY TO MID PRIMARY LEVEL

- *A Dark, Dark Tale* by Ruth Brown. Red Fox
- *Gotcha* by Gail Jorgensen.
- *Handa's Surprise* by Eileen Browne. Walker Books
- *Hattie And The Fox* by Mem Fox
- *It's Time For Bed* by Mem Fox. Omnibus Books
- *I Went Walking* by Sue Machin. Omnibus Books
- *Let's Go Home Little Bear* by Martin Waddell. Walker Books
- *Let's Go Visiting* by Sue Williams. Scholastic
- *Mama Zooms* by Jane Cowen-Fletcher. Scholastic
- *Shoes From Grandpa* by Mem Fox
- *Ten Little Teddy Bears* by Maureen Roffey. Puffin Books
- *Ten out of bed* by Penny Dale. Walker Books
- *The Grumpalump* by Sarah Hayes
- *The Monster Mystery* by Gail Jorgensen Omnibus Books
- *The Story of the Little Mole Erlbruch.* by Werner Holzwarth/wolf Harper Collins
- *The Teddy Bears Picnic* Publ. Blackie and Son
- *There Was An Old Lady Who Swallowed A Fly.* by Pam Adams. Child's Play
- *The Washing Line* by Jez Alborough. Walker Books
- *Ten Out of Bed* by Penny Dale. Walker Books
- *This Is The Bear* by Sarah Hayes. Walker Books
- *This Is The House That Jack Built.* Pam Adams. Child's Play
- *Two little Witches* by Harriet Zierfert. Walker Books
- *Walking Through The Jungle* by Julie Lacome. Walker Books

ACTIVITIES TO GENERALIZE SOUNDS

1.2.1. REPETITIVE STORIES THAT BUILD ON THE TEXT OR PROGRESS TOWARDS A CLIMAX cont.

- *We're Going On A Bear Hunt* by Michael Rosen And Helen Oxenbury
- *Whoever You Are* by Mem Fox. Hodder Books
- *Who sank the boat?* by Pamela Allen. Picture Puffin

MID PRIMARY LEVEL

Oh Dear What Can the Matter Be?
Shoes from Grandpa
Slinky Malinky
Wombat Stew
Whose That Banging on the Ceiling?

1.2.2 OTHER STORIES WITH REPETITIVE TEXT

A. PRESCHOOL TO EARLY PRIMARY LEVEL

These preschool to early primary level books have very little text. The repetitive text is included under each entry to allow the best books to develop the target sound/s to be selected.

- **Baby Animals** by Eric Hill. Picture Puffin
What is a baby called?
- **Boats** by Byron Barton . Walker Books
Here comes/there is/there goes theplane.
- **Henry** by Rod Campbell
He likes to
- **Jump like a frog** by Koala books.
Who ising in the?

ACTIVITIES TO GENERALIZE SOUNDS

1.2.2 OTHER REPETITIVE STORIES cont.

- ***I love Animals*** by *Flora Mc Donnell.*
Walker Books
I love the
- ***I love Boats*** by *Flora Mc Donnell.*
Walker Books
I love the
- ***Me*** by *Beth Clure and Helen Rumsey*
I have foring
- ***Snap like a crocodile*** by *Koala books.*
Who ising in the?
- ***What can Pinky Hear?*** by *Lucy Cousins. Walker Books*
What can Pinky hear in/on the?
- ***What can Pinky See?*** by *Lucy Cousins. Walker Books*
What can Pinky see in the?
- ***What happens next?*** by *Star Bright books*

Here's the baby. Here's the baby's bath. What happens next?
Here's the girl. Here are her clothes. What happens next? etc.
- ***Where's the kitten?*** by *Star Bright books*

Here's the Here's the Where's the?
- ***Trucks*** by *Byron Barton . Walker Books*

Here comes/this is/here is the truck

ACTIVITIES TO GENERALIZE SOUNDS

1.2.2 OTHER REPETITIVE STORIES *cont.*

B. EARLY TO MID PRIMARY LEVEL

- *Old Macdonald Had A Farm.* Pam Adams. *Child's Play*
- *Old Macdonald Had A Farm.* by Egan Publishing
- *My Mum Is Fantastic* by Nick Butterworth
- *My Dad Is Fantastic* by Nick Butterworth
- *Can I Help* by Marilyn Janowitz
- *One Happy Hippo* by Wayne Harris.
Cambridge Uni Press
- *What Makes Me Happy* by Catherine and Lawrence
Anholt. Walker

COCKY CIRCLE - LITTLE BOOKS

The addition of rhyme to the repetitive text in these books makes them very popular with most early to mid primary students

- *The Kangaroo from Woolloomooloo*
- *Cheese Please*
- *Move over Grover*
- *How many Grasshoppers*
- *Riddle me ree*
- *Do Wacky Do*
- *Sly Old Lockjaw Crock*
- *Cow up a Tree*
- *Jolly Olly*
- *Ten Loopy Caterpillars*
- *Across the Nullabor*
- *The Strange Egg*
- *An Aardvarck in the Garden*
- *Hippo Hillary.*

1.3 SERIAL LEARNING

1.3.1 ROTE COUNTING

- Serial counting
- Counting by 2's, 5's, 10's etc
- Counting from 60-80 for /s/, from 40-50 for /f/ etc
- Tongue twister counting eg. from 660-680 for /s/

1.3.2 OTHER SERIAL LEARNING

- Days of the week
- Months of the year

ACTIVITIES TO GENERALIZE SOUNDS

1.4 WORD RECALL/RAPID NAMING

Some students seem to need considerable practice at these activities to ensure that the production of the sound becomes an automatic motor pattern.

1.4.1 PRACTISING FREQUENTLY USED NAMES

If the students have similar abilities, they can compete against each other. If there is a large range of abilities in the group, the students can compete against their own score.

PROCEDURE:

- See how long it takes the student to name 'x' people from a category, including the time needed for any corrections or self corrections.
- you may like to time the student/s with a stop watch.
- choose from the following categories:
 - ◇ family
 - ◇ friends
 - ◇ teachers
 - ◇ pets
 - ◇ names of students in the same class
- The student can then repeat the activity immediately after, the next day etc trying to beat the previous score.

1.4 WORD RECALL/RAPID NAMING

1.4.2 WORD/PHRASE/SENTENCE SNAP

AIM:

To use the target sound/s in the rapid recall of words, phrases or sentences.

RESOURCES:

- four copies of approximately 15 picture cards with a word, phrase or sentence written under each picture

eg rabbit/ running rabbit/a rabbit running down the road etc for /r/ at the beginning of words.

shells/sharp shells/ a girl standing on sharp shells, cheese, cheddar cheese, a lady eating cheddar cheese for /sh/ and /ch/ at the beginning of words

HOW TO PLAY:

- all the picture cards are divided equally among the players.
- students hold their cards in their hands in the face down position.
- students take it in turns to place cards face up on the table in a pile saying the word, phrase or sentence which matches the picture.
- when two cards the same are put down one after the other, the first student to call out SNAP wins the cards.
- the game continues in this manner until one student has won all the cards.

1.4 WORD RECALL/RAPID NAMING cont.

1.4.3 RAPID WORD RECALL

AIM: *To use the target sound/s in rapid recall of names from a category*

RESOURCES:

- picture cards on categories such as food/animals/body parts/household items/transport/ clothes.

eg. COMPIC picture cards
pictures from magazines

HOW TO PLAY:

- use a large number of cards from the one category eg. animals.
- discuss with the students how the cards could be divided into different sub groups and how some animals will fit in more than one group.
eg. animals that swim in the water
farm animals
Australian animals
animals that you might see at the zoo
animals that can fly
- remove the cards from view.
- put numbers in a box that correspond to the number of students playing.
- each student draws a number.
- ask student 'number one' to recall as many labels as possible in one minute/two minutes etc. on the chosen theme. eg. animals.
- continue until all students have had a turn then return the numbers to the box and ask the students to draw another number.
- repeat the activity with each student trying to improve on his/her score.
- the activity can be repeated over a number of sessions using the same category. Alternatively different categories can be brainstormed.

ACTIVITIES TO GENERALIZE SOUNDS

1.4 WORD RECALL/RAPID NAMING *cont.*

1.4.4 PRACTISING NAMES RELATED TO INTERESTS/SUBJECT AREAS/LOCAL ENVIRONMENT

AIM: *To use the target sound/s in recalling a list of names.*

RESOURCES:

- street directory /atlas/football guide/T.V. guide

HOW TO PLAY:

- This may be done as an untimed or a timed activity See 1.4.1 above
- Choose from one or more of the themes below

geography/school/local environment

- names of streets/roads around the students' neighbourhood
- names of streets/roads travelled to get to school
- school subject names
- Australian states and territories/ capital cities
- counties of the world

music/arts

- names of all the ballet positions
- musical terms /musical instruments in the orchestra
- names of favourite groups/songs

sport

- names of V.F.L. football teams/basket ball teams/soccer teams
- names of players in team/s followed
- names of 'player positions' in football/cricket/basketball/soccer etc

television

T.V. characters/ favourite T.V. shows

1.5 REPETITIVE QUESTION ASKING GAMES

1.5.1 WHAT'S THE TIME MR WOLF?

This game can be played with a whole class.

AIM:

To use the target sound/s in repetitive questions and statements

RESOURCES:

- Mr Wolf mask (optional)

HOW TO PLAY:

- one child is chosen to be 'Mr Wolf'
- 'Mr Wolf' stands at the front of the room with his/her back to the group
- the group stand as far away from 'Mr Wolf' as they can behind a line marked on the floor.
- the group chant "What's the time 'Mr Wolf?'" in unison.
- 'Mr Wolf' replies "... o' clock" using a number between one and twelve eg. three o' clock
- the group then take the same number of steps towards 'Mr Wolf' as 'Mr Wolf?' used in his/her reply eg. if 'Mr Wolf' replied "three o' clock" the group would take three steps
- the game continues in this way until 'Mr Wolf' feels that the group is very close to him/her.
- the next time the group chants "What's the time 'Mr Wolf?'," 'Mr Wolf?' calls out "Dinner time" and runs and tags as many students as possible.
- any students who are tagged sit to the side and watch as the game starts again with those students who escaped being tagged.
- the game continues until only one student is left and this student is the winner or becomes the new 'Mr Wolf?'

ACTIVITIES TO GENERALIZE SOUNDS

1.5 REPETITIVE QUESTION ASKING GAMES *cont.*

1.5.2 PLEASE MR CROCODILE

This game can be played with a group or the whole class.

AIM:

To use the target sound/s in repetitive questions and statements.

RESOURCES:

- Mr Crocodile mask (optional)

HOW TO PLAY:

- one child is chosen to be 'Mr Crocodile'
- 'Mr Crocodile' stands facing the other students who stand side by side in a line.
- the group chant "Please 'Mr Crocodile' may I cross the water/river?" in unison.
- 'Mr Crocodile' chants his reply which has a condition to it "Only if you" eg. only if you are wearing red/have blue eyes etc.
- all the students who match the condition given by 'Mr Crocodile' have to try and run past 'Mr Crocodile' without being tagged.
- any students who are tagged join 'Mr Crocodile' and help him to catch other students when they run.
- the game continues with students asking 'Mr Crocodile' if they may cross the water. On each turn 'Mr Crocodile' gives a different condition eg. "only if you have black shoes and those students try to run past him and his helpers.
- the game continues until only one student is left and this student is the winner or becomes the new 'Mr Crocodile'

VARIATION:

- A variation of this game is based on the story of the "Three Billy Goats Gruff"
the game is played exactly the same as above but the students chant "Please Mr Troll, may I/we cross your bridge".

1.5 REPETITIVE QUESTION ASKING GAMES cont

1.5.3 WHOSE THAT BANGING ON MY DOOR?

This game can be played with a large group or the whole class.

AIM:

To use the target sound/s in repetitive questions and statements.

RESOURCES:

a blindfold (optional)

HOW TO PLAY:

- one student is chosen to be 'The Grumpy Old Man' and is blindfolded or shuts his/her eyes while another student knocks on a table/door nearby.
- 'The Grumpy Old Man' calls out "Who's that banging on my door"
- the other students all reply "Not me, Grumpy Old Man"
- 'The Grumpy Old Man' then asks Yes or No questions to determine which student knocked on the door eg. Are you a boy? etc.
- the student replies "Yes/No, Grumpy Old Man". The student can try to trick 'The Grumpy Old Man' by changing his/her voice.
- the game continues in this way until 'The Grumpy Old Man' thinks he knows who knocked on his door.
- he is only allowed one guess at the child eg. Are you Sam?
- another student then has a turn at being 'The Grumpy Old Man'

VARIATION:

Other characters can be substituted for 'The Grumpy Old Man' to suit the target sound/s eg. 'The Grumpy Old Lady', 'Scary Mr Dinosaur' etc

1.5 REPETITIVE QUESTION ASKING GAMES *cont.*

1.5.4 I SPY WITH MY LITTLE EYE

AIM:

To use the target sound/s in repetitive questions and statements.

RESOURCES:

- I spy books: Rhymes by Jean Marzollo and pictures by Walter Wick and Scholastic
 - I spy/ I Spy Little Book
 - I spy Mystery
 - I Spy Fantasy
- a poster with pictures pasted from magazines
- a picture showing a scene eg. a farm/ shopping picture etc. from a children's book, magazine etc
- use what can be seen in the room or through the window

HOW TO PLAY:

- select one of the above resources
 - one student is chosen to be the leader and starts the game by choosing an object and saying "I spy with my little eye something beginning with"
- eg. If the object is a ball, the student would say "I spy with my little eye something beginning with /b/.
- the other student/s take it in turns to guess what the mystery object is using a particular question form eg. Is it a/ I think it is a Am I right?
 - the first person to guess correctly becomes the new leader.

ACTIVITIES TO GENERALIZE SOUNDS

1.5 REPETITIVE QUESTION ASKING GAMES *cont.*

In the following 'Question Asking' games, cue cards can be used to assist students to think of questions. These cards can be illustrated or **COMPICed** to provide visual cues to those with beginning reading skills.

Choose from the following cue cards.

What is it made of?
-eg. Is it made of plastic?

What shape is it?
-eg. Is it round?

What colour is it?
-eg. Is it blue?

Does it belong to a category?
eg. Is it an animal?

What does it feel like?
eg. Is it soft?

What is its function/use?
-eg. Is it used to carry things?

Does it have different parts?
eg. Does it have legs?

Does it move?

When do you use it/see it?
eg. Is it someone on T.V.

Does it make a noise/sound?
eg. Can it bark?

Where do you find it?
eg. Is it something found inside a house?

What size is it?
eg. Is it big?

1.5 REPETITIVE QUESTION ASKING GAMES cont.

1.5.5 WHAT AM I ?

AIM:

To use the target sound/s in repetitive questions and statements

RESOURCES:

- assorted objects or pictures

HOW TO PLAY:

- discuss with the students that only questions which are answered with 'yes' or 'no' can be asked.
 - one student is chosen to be the leader and starts the game by choosing an object or picture while the other students shut their eyes.
 - the leader then asks "What am I?"
- students take it in turns to ask a Yes or No question about the object/picture. eg. Is it an animal? Does it have long hair?
- the game continues in this way until someone is ready to guess what the mystery object/picture is. "Is it a ?.
 - this guess can only be done on a student's turn.
 - each student has only one chance to ask what the mystery object/picture is, so if the guess is incorrect, this student is out of the game.
 - if correct, this student becomes the new leader.

VARIATION:

- the game is played with two students who both select a mystery object or picture which they hide.
- the students compete to be the first to guess their opponent's mystery object/picture.

1.5 REPETITIVE QUESTION ASKING GAMES *cont.*

1.5.6 WHAT AM I? GAMES USING A SPECIFIC THEME.

The following games are a variation on the above game 1.5.5. They are played in the same way with the exception that the objects or pictures which are used are taken from the one category or theme.

Theme: eg. What animal am I?

RESOURCES

- toy animals
- COMPIC animals pictures
- pictures from magazines
- animal stickers from the Steve Parish books
“Rainforest”, “Bushlands”, “Wetlands” and “Seashore”

Other Theme Ideas:

What toy am I?

What clothing am I?

What piece of furniture am I?

What body part am I?

What food am I?

What vehicle am I?

What tool am I?

1.5 REPETITIVE QUESTION ASKING GAMES *cont.*

1.5.7 I CAN SEE SOMETHING THAT YOU CAN'T SEE.

This is a variation on the above games except that the objects can only be felt.

AIM: To use the target sound/s in repetitive questions and statements

RESOURCES:

- A bag of mixed objects in a 'feelie' bag
- Cardboard cutouts from "No Peeking" by Ravensburger

HOW TO PLAY:

- select one of the above resources.
- discuss that only questions which are answered with 'yes' or 'no' can be asked.
- one student is chosen to be the leader and starts the game by choosing an object and saying "I can see something that you can't see".
- students take it in turns to feel the object and to ask a Yes or No question about it.
eg. Is it an animal? Does it have long hair?
- the game continues in this way until someone is ready to guess what the mystery object is. This guess can only be done on a student's turn.
"Is it a
- each student has only one chance to ask what the mystery object is, so if the guess is incorrect, this student is out of the game.
- if correct, this student becomes the new leader.

VARIATION:

- the game is played with two students who both select a mystery object.
- The students compete to be the first to guess their opponent's mystery object.

ACTIVITIES TO GENERALIZE SOUNDS

1.5 REPETITIVE QUESTION ASKING GAMES *cont.*

1.5.8 WHO AM I?/I AM THINKING OF SOMEONE.

AIM: To use the target sound/s in repetitive questions and statements

RESOURCES:

- Ask the student/s to bring pictures of people known eg. politicians, family members, friends, film stars, pop groups etc
- A selection of pictures of the student's favourite T.V. personalities or characters in T.V. shows.

HOW TO PLAY:

In this activity the leader pretends to be a person and the other students ask questions to discover the leader's identity

- A 'game sentence' is chosen to fit the sound/s which are to be practised. eg. "I am thinking of someone/ that you can't see"
"I am thinking of someone who is in this picture" etc
- discuss the personalities or characters in the pictures
- discuss that only questions which are answered with 'yes' or 'no' can be asked.
- pictures of the people are placed faced down on the table. If possible use pictures from different groups eg. a musician, a politician etc.
- one student is chosen to be the leader and starts the game by choosing a mystery picture which is not shown to the other players.
- the leader then says the game sentence eg. "I am thinking of someone"
- the other students take it in turns to ask a Yes or No question about the person eg. Is it a male/man? Is it a person on T.V?
- the game continues in this way until someone is ready to guess who the mystery person is. This guess can only be done on a student's turn. eg. "Is it? Is the mystery person.....?"
- each student has only one chance to ask who the mystery person is, so if the guess is incorrect, this student is out of the game.
- if correct, this student becomes the new leader.

VARIATION:

Play the game with two students who both select a mystery person and compete to be the first to guess their opponent's identity

1.5 REPETITIVE QUESTION ASKING GAMES *cont.*

1.12.9 'CELEBRITY HEADS' OR FAMOUS PEOPLE

This activity is played in the reverse to the previous activity. The leader wears a hat onto which a picture or the name of a person is placed and the leader asks questions to discover his/her identity.

AIM: To use the target sound/s in repetitive questions and statements.

RESOURCES:

- Ask the student/s to bring pictures of people known eg. politicians, family members, friends, film stars, pop groups etc.
- A selection of pictures of the student's favourite T.V. personalities or characters in T.V. shows.

Names cards could also be used but these will not provide the visual clues which are needed with some students to assist them in formulating questions.

- A party hat or head piece onto which a picture or word card can be clipped, pinned or blutacked.

HOW TO PLAY:

- discuss the personalities or characters in the pictures.
- discuss that only questions which are answered with 'yes' or 'no' can be asked.
- one student is chosen to be the 'famous person' and puts on a headpiece/hat.
- the 'famous person' shuts his/her eyes while a picture is attached to the headband/hat.
- the 'famous person' then has to ask Yes or No questions until his/her identity is discovered.

eg. Am I a male/man? Am I a person on T.V?

- each question asked scores one point.
- the game continues with each student having a turn to be a 'famous person'.

the winner is the student who discovers his/her identity with the least number of questions.

1.5 QUESTION ASKING GAMES cont.

1.5.10 CAN I HAVE? / HAVE YOU GOT?

AIM:

To use the target sound/s in repetitive questions and statements.

RESOURCES:

- Commercial ‘Happy Families’ card games.

eg. Animal Families by Jigsaw
Mr Men Happy Families by Roger Hargreaves
Little Miss Families by Roger Hargreaves
Animal Families by
Four- of -a -Kind by Ravensburger

- ‘Happy Family’ Cards can be made to suit a particular target sound/s.

Make four copies of approximately five animals/characters etc. Paste on cards and name each one ie. Mr...., Mrs....., Master....., and Miss.....

eg. for /s/ Mr Seal, Mrs Seal, Master Seal, Miss Seal
Mr Horse, Mrs Horse, Master Horse, Miss Horse etc.

HOW TO PLAY:

- each student is dealt five cards and the remaining cards are place face down in a pile on the table and the students look to see if they have any pairs. These are placed face up beside them on the table.
- one student is chosen to be the leader and starts the game by asking the student on his left for the pair of a card already in his/her hand ie. Can I have.....? /Have you got.....?/Do you have.....? etc
- if the student has the card he replies “Yes I have got a” and hands over the card
- if the student doesn’t have the card he replies “No I haven’t got a” and the leader picks up a card from the pile on the table.
- the game finishes when one student has paired all his/her cards.
the student with the most pairs is the winner.

ACTIVITIES TO GENERALIZE SOUNDS

1.5 REPETITIVE QUESTION ASKING GAMES cont.

1.5.11 'GUESS WHO'

AIM:

To use the target sound/s in repetitive questions and statements.

RESOURCES:

- Commercial game “Guess Who” or “Guess Who” Travel version by Milton Bradley.

HOW TO PLAY:

This game can be played with two players or with players divided into two teams.

- discuss the different physical characteristics of the characters.
- discuss that only questions which are answered with ‘yes’ or ‘no’ can be asked.
- discuss the different forms of questions which would be useful eg. Is it a male/man? Is it a lady? Does she/he wear? Does he/she have.....? Has he/she got.....?
- continue using the game instructions provided.

VARIATION:

- If playing the game with more than two students divide the students into two teams.
- Students take it in turns to ask questions for the team.

1.5.12 COMMERCIAL QUESTION ASKING GAMES

- Secret Square? by University Games
- What’s My Name? by Ravensburger
- I spy by Educa
- Creatures and Critters by Helios
- 20 Questions for kids by University Games

ACTIVITIES TO GENERALIZE SOUNDS

1.5 REPETITIVE QUESTION ASKING GAMES *cont.*

1.5.13 HIDDEN OBJECTS

AIM:

To use the target sound/s a range of repetitive questions containing location words

RESOURCES:

- Australian Wetlands by Steve Parish
Wildlife Hide and Seek pg. 19
- Australian Bushlands by Steve Parish
Where Am I? pg. 19
- Australian Rainforest by Steve Parish
Where Am I? pg. 20-21
- Rolf Heineman's Bizarre Brain Benders
El Magnifico's Rabbits pg. 4
Magpie Mayhem pg. 12-13
Face to face with painting pg. 16-17
Zany Zoo pg. 20-21

HOW TO PLAY:

- choose a picture from one of the above resources
- one student is chosen to be the leader and chooses a 'mystery creature' without telling the other students what it is.
- students take it in turns to ask Yes/No questions about 'where' eg. Is the mystery creature swimming below the shark's head?
- the first student to guess the 'mystery creature' correctly becomes the next leader.
- the game continues in this manner until at least five of the creatures have been used.

ACTIVITIES TO GENERALIZE SOUNDS

1.5 REPETITIVE QUESTION ASKING GAMES cont.

1.5.14 WHERE AM I?

This is played in a similar manner to 1.5.8 Who Am I? except that the leader hides a picture or object somewhere in the room. The other players then take it in turns to ask Yes/No questions to discover the object's location.

1.5.15 ASKING QUESTIONS THAT CAN BE USED IN CLASSROOM

- Take it in turns to ask each other questions pretending to be student and teacher.

eg. Excuse me Mrs..... Can I/you please.....

- Take it in turns to give each other messages pretending to be student and teacher.

eg. Excuse me Mrs..... , Mr asked/ wants to know if

- discuss with the student/s, parents and/or class teachers with whom and when this practise could be carried out.

1.6 LEARNING A POEM/PARTS IN A PLAY

Memorizing a poem or song at a similar skill level to learning action songs and rhymes but will appeal more to older students.

Memorizing the parts in a play can be very useful for those older students who find it difficult to progress to level 2 activities.

ACTIVITIES TO GENERALIZE SOUNDS

1.7 JOKE TELLING

Telling jokes to family and friends is often a very popular way to develop skills at the repetitive level.

With younger students the jokes can be COMPICed or select books where the illustrations will help the student remember the joke eg. Aussie Jokes and Riddles.

RESOURCES:

- *What a Joke. The puffin book of kid's jokes by Phillip Adams and Patrice Newell.*
- *Aussie Jokes and Riddles by Jill Bruce. Kangaroo Press*
- *Hot Jokes for Kool Kids. Compiled by Andy Jones. ABC Books*
- *More Hot Jokes for Kool Kids. Compiled by Andy Jones. ABC Books*
- *Mega Hot Jokes for Kool Kids. Compiled by Andy Jones. ABC Books*
- *Red Hot Jokes for Kool Kids. Compiled by Andy Jones. ABC Books*

ACTIVITIES TO GENERALIZE SOUNDS

1.8. SEQUENTIAL CLOTHING PUZZLES/ DRESSING ACTIVITIES

In this activity there is still extensive use of repetition but the sentences become progressively longer.

AIM:

To use the target sound/s in repetitive statements of increasing length.

RESOURCES:

- Dress up Twins by Jigsaw
 - Mr Potato Head by Playschool
 - How do I dress myself? by Educa
 - What will I wear? by Battat Games
-
- Paper Dolls and clothing can be cut out from coloured card.
 - Many toy and bookshops also have cardboard/paper dress up dolls.
 - Toy dolls and doll clothes eg. a Barbie and Ken doll

HOW TO PLAY:

- give the doll etc. a name containing the target sound eg. Shane for / /
- one student is chosen to be the leader and starts the game by choosing a male or female doll/ cardboard cutout etc. from one of the above resources.
- the leader starts the story eg. The boy is wearing his.....
- the next students add another piece of clothing and repeats the beginning of the story and adds the next part.
eg. The boy is wearing his and his..... and his..... .
- students continue to take it in turns to add a piece of clothing with the story getting longer and longer until the doll is dressed.

VARIATION:

As in the activity above except that each student dresses and builds a story about his/her own doll

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 2 DESCRIPTIVE SPEECH GAMES/ACTIVITIES

2.1 SPOT THE DIFFERENCE

AIM:

To use the target sound/s in a range of descriptive and comparative statements.

RESOURCES:

The following inexpensive books are beautiful full colour activity books by Steve Parish Children's Publishing.

- Australian Wetlands pg. 2 by Steve Parish
- Australian Bushlands pg. 2 by Steve Parish
- Australian Seashore pg. 2 by Steve Parish
- Australian Rainforest pg. 2 by Steve Parish
- Ocean Friends Activity Book by Simon McLean

HOW TO PLAY:

- students take it in turns to describe what is different about the 'Spot the difference' pictures from one of the above resources.
- when the students think they have found all the differences, turn the poster over and check with the answers on the back of the poster.
- the activity can be repeated using another resource

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 2 DESCRIPTIVE SPEECH GAMES/ACTIVITIES

2.2 WHAT'S WRONG

AIM:

To use the target sound/s in a range of descriptive statements.

RESOURCES:

- Rolf Heineman's Bizarre Brain Benders. Mind Muddling Mazes and Puzzles for ages 6-60. Periscope Press.
Columbus Capers pg. 8-9
Oddsville pg. 24-25

HOW TO PLAY:

- students take it in turns to describe what is wrong in the picture
- when the students think they have found all the differences, turn to the back of the book and check the answers.
- the activity can be repeated using another resource

LEVEL 2 DESCRIPTIVE SPEECH GAMES/ACTIVITIES

2.3 BARRIER GAMES

2.3.1 BASIC BARRIER GAMES

'Barrier games' can be used with two or more players. A set of identical pictures/objects is needed for each student.

AIM:

To use the target sound/s in descriptive statements/instructions including words describing colour, shape, size and place or location.

RESOURCES:

- a sheet of cardboard bent in half to use as a barrier
- *Matching sets of any of the following resources can be used with barrier games:*
 - a range of real objects or miniatures or toys
 - eg. matching picnic sets
 - toy farm/zoo animals
 - doll's house furniture and small dolls.
 - toy cars, trains etc and a plastic road map
- coloured geometrical shapes
- coloured gummed stickers or stars to be placed on a picture scene
eg. 'Busy Bits' by Nylex contain gummed stickers of different colours and geometrical shapes which are placed on a range of pictures.
Scenes from colouring books/workbooks can be used to place stickers on
- picture/fabric cutouts of objects or characters
Uniset Peel-n-stick activity scenes.
Felt cutouts from Fuzzy Felt' games/ Felt Kids activity scenes and felt boards by Felt Systems

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 2 DESCRIPTIVE SPEECH GAMES cont.

2.3.1 BASIC BARRIER GAMES cont.

HOW TO PLAY:

- one person is chosen to be the leader and places a barrier eg. a piece of cardboard between him/her and the other students.
- an action is performed and either this action is described to the other students who have to copy the action. eg the red cup is on the big blue plate or the leader gives an instruction to the other students who have to follow the instruction eg. Put the red cup on the big blue plate.
- at the end of 'x' turns the barrier is removed and the placement of the pictures or objects is compared to the leader's and discussed.
- another student is chosen to be the leader

2.3.2 DESCRIBE AND DRAW

RESOURCES:

- paper and pencils/textas
- simple outline eg. a circle, oval (optional)

HOW TO PLAY:

- as for 2.3.1 above except that the students draw an object/person/shape etc et instead of placing objects or pictures.

2.3.3 DESCRIBE AND BUILD

RESOURCES:

- leggo/duplo blocks/ wooden building blocks
- stickle bricks

HOW TO PLAY:

- as for 2. 3 above except that the students build an object instead of placing objects or pictures.

LEVEL 2 DESCRIPTIVE SPEECH GAMES cont.

2.4 DESCRIBING A BUILDING SEQUENCE

AIM:

To use the target sound/s in descriptive statements including words describing colour, shape, size, location, sequence and function.

RESOURCES:

- leggo/duplo blocks
- stickle bricks
- wooden building blocks

HOW TO PLAY:

- students build something using construction blocks eg. leggo
- the students then take it in turns to describe
 - the materials eg. long blue rectangles, small red wheels etc.
 - the steps
 - the finished product
 - what it can do/be used for

LEVEL 2 DESCRIPTIVE SPEECH GAMES cont.

2.5 PICTURE SCENE LOTTO GAMES

In these games the individual card shows an object or character from part of a scene. In the commercial games the match is not always obvious, so describing the card helps the student to identify what to look for on his/her board.

AIM:

To use the target sound/s in a series of descriptive statements.

RESOURCES:

- Imagine That by Dan Gilbert Inc.
- Perception Lotto by Galt
- two copies each of four scenes, one copy cut into 9 squares to make lotto cards

HOW TO PLAY:

- the game is played in the same way as other lotto games with the exception that each time a card is picked up it is described.
- the card is then
- where the picture on the card forms part of an overall scene the relationship of the picture on the card could also be described.

2.6 JIGSAW PUZZLES

- the players take it in turns to add to the jigsaw
- each time a jigsaw piece is picked up, it is described.
- the relationship of each individual piece to the whole picture could also be described.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 2 DESCRIPTIVE SPEECH GAMES cont.

2.7 DESCRIBING SIMILARITIES AND DIFFERENCES OR WHAT OBJECTS HAVE IN COMMON

AIM:

To use the target sound/s in a series of compative statements.

RESOURCES:

- Rolf Heineman's Bizarre Brain Benders
Problem panels pg. 10-11
- Object bag of assorted objects.

PROCEDURE:

Points can be given for different types of comparisons eg. colour or shape = one point, function or category = two points etc.

- students take it in turns to describe what is the same and what is different about a series of pictures or objects.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 2 DESCRIPTIVE SPEECH GAMES cont.

2.8 DESCRIPTIVE TALKS

AIM:

To use the target sound/s in extended speech consisting of a series of descriptive statements.

RESOURCES:

- Australian Rainforest Activity Book by Steve Parish

PROCEDURES:

- students take it in turns to choose a rainforest creature to talk about
- read the facts about the rainforest creature
- the students take it in turns to look at the picture of the rainforest creature describe what the creature looks like, and tell as many facts as possible about it.
- the students are given a score out of ten depending on how well they used the special sound/s
- the students try and improve on their score on each turn.

VARIATION:

- repeat the activity as above using stickers from one of the other activity books ie. Sea creatures, Bushlands and Wetlands.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES

In cumulative stories at each turn a student starts at the beginning of the story and retells all the story and then adds the next part.

This type of story has the advantage of giving more predictability as to when the target sound/s will occur and gives considerable practice on the sound/s in a short time.

In progressive stories the students do not repeat the story but take it in turns to make the story progressively longer.

This type of story is useful for students with memory difficulties or with those students who become frustrated or bored when asked to tell the entire story with each turn.

A number of the following story activities are written as either progressive or cumulative. Most of the stories, however can be adapted to either type or even a combination of these story types. ie. you may start off using a cumulative story but as the story becomes longer and is placing a load on the students' attention or memory skills the story can be finished as a progressive one.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES cont.

3.1 SIMPLE SEQUENCE STORIES

Simple sequence stories start with a leader sentence to which descriptive phrases are added.

AIM:

To use the target sound/s in a sequence story consisting of a series of descriptive phrases.

RESOURCE:

- story starter written on a card (optional)

HOW TO PLAY:

- choose a story starter ie a sentence which contains the target sound/s
eg. /s/ sound: I went to the supermarket and I bought.....
- one student starts the story by saying the story starter' and adding a phrase to the end.
eg. /s/ sound: I went to the supermarket and I bought **two cans of tomato soup**
- a second student then has a turn and but the whole story is retold before adding his/her phrase.
eg. /s/ sound: I went to the supermarket and I bought two cans of tomato soup **and six pairs of stockings**
- if a student forgets part of the story he/she is out of the game
- the game continues in this way with the story getting longer and longer until only one student is left.
- this student is the winner.

VARIATION:

The game can be played without the memory demands and competition.

- every time a part is added to the story either a picture is drawn, the phrase is written down or a picture is added by the student.
the game finishes when each student has added 'x' parts to the story.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES cont.

3.2 COMPLEX SEQUENTIAL STORIES

AIM:

To use the target sound/s in a sequence story consisting of a series of action or descriptive sentences.

RESOURCES

- a range of real objects, miniatures or toys
eg. farm/zoo animals
doll's house furniture and small dolls.
- picture/fabric cutouts of objects or characters
Uniset Peel-n-stick activity scenes.
Felt cutouts from Fuzzy Felt' games/ Felt Kids activity scenes and felt boards and cutouts - Felt Kids Play System by Learning Curve
- magazine pictures
- object picture cards eg. COMPIC cards or THEMAT picture cards

HOW TO PLAY:

- choose a story starter and one of the above resources.
- one student starts the story by saying the story starter', placing a picture, object or cutout on the table and adding one to two sentences to the end of the 'story starter'.
- a second student retells the whole story, places a picture, object or cutout next to the first one and adds the next part.
- the game continues in this way with the story getting longer and longer until every student has had 'x' goes.
- the students can then be asked to think of an ending to the story.

VARIATION:

every time a part is added to the story a picture is drawn.

LEVEL 3 STORY ACTIVITIES cont.

3.3 PICTURE SEQUENCE STORIES

AIM:

To use the target sound/s when telling a story using story picture cards to assist the story telling.

RESOURCES:

- Scene sequencing cards by Frank Schaffer
- Scene sequencing cards by Frank Schaffer
- Scene sequencing cards by Frank Schaffer
- Fold-a- Book by Monica Gustafen.
- Tell-a Story by Ravensburger
- Social situations sequence stories by Colour Cards
- And Then? pictures sequence stories for 6-12 years by Schubi. These are also suitable for secondary students to adults.
- Papa Moll, pictures sequence stories for 6-13 years by Schubi. These are also suitable for secondary students to adults.
- sets of photographs of the students carrying out a number of simple activities appropriate to the students' age level eg. making a sandwich, getting ready for and having a swimming lesson etc.
- number cards 1-6

PROCEDURES:

- choose a set of story cards from the above resources.
 - put out the number cards that correspond to the length of the story eg. number cards one to four for a 'four card' story sequence.
 - the students take it in turns to pick up a card, describe it and place it on the appropriate number card. If the other students disagree with the placement then a discussion is held and decision is made.
 - when the story is completed each student has a turn at telling the story, trying to make his/her story a little different from everyone else's.
 - at the 'story telling' a student can change the placement of the cards if he/she thinks the order of the cards is incorrect.
- repeat the above with another story or with several more stories.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES cont.

3.3 PICTURE SEQUENCE STORIES cont.

VARIATION:

- choose the same number of stories as there are students
- each student decides which story he/ she is going to collect and keeps one card from the story sequence.
- the remaining story cards are spread placed face down on the table.
- students take it in turns to turn over a card and describe it.
- if it is one of their story cards they keep it, if not they put it at the bottom of the pile/ give it to the appropriate student.
- as soon as a student has all the cards for a story the others stop playing while the student orders the cards and tells the story.
- play then continues as above until the next student has all his/her cards.
- the game ends when all the students have collected all their story cards put them in the correct order and told their story.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES cont.

3.4 SCENE STORIES

In a 'scene story' a story is made up about a picture and the people, objects or creatures in the picture act as prompts for story ideas.

AIM:

To use the target sound/s when telling a story using story picture scenes to assist the story telling.

RESOURCE:

- Picture scenes from Steve Parish's books
eg. Australian Rainforest Book
- children's' colouring and activity books eg. Step Ahead Workbook '360 words I know' by Golden Books.

PROCEDURES:

- decide on which creature/person is going to be the main character.
- choose one person to be the leader and to start the story
- take it in turns to add to the story until each creature, person and object in the picture has been included in the story.
- write the story down as it is told.
- photocopy the story and give a copy to each student for further practice ie. in using the target sound/s in reading familiar information.

VARIATION:

- use a black and white outline picture from a children's' activity books/workbooks
- as each part is added to the story, the corresponding part of the picture is coloured in.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES cont.

3.5 ACTION SEQUENCE STORY - THE BEAR HUNT

In an action stories extra interest is added to the story by using a chanting speech style to retell the story

AIM:

To use the target sound in telling a sequence story using actions to accompany the story telling.

RESOURCES:

- The story book 'We're Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury.

PROCEDURES:

- read the story 'I am going on a bear hunt' and draw pictures to represent the obstacles encountered on the journey
- choose one student to start the story
- the leader chooses the appropriate picture and chants the beginning of the story and leads everyone in the actions.
- another student finds the next picture, repeats the start to the story and adds the new part while leading everyone in the actions.
- the game continues in this way with the story getting longer and longer. ie. the whole story is retold and acted before each new part is added.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES cont.

3.6 STORY CIRCLES

Story Circles are based around a particular theme and are very useful for those students who need some help, in the form of pictures or words, to tell a story.

With non-readers pictures or COMPICed words can be used. With proficient readers the theme word lists on the following pages can be used.

The story themes can be based around a particular sound eg. /s/, a voiced/voiceless pair eg. /s/ and /z/ or a group of sounds. The story themes provided have been based around individual sounds or voiced/voiceless pairs.

An adult can write the story as it is told and the students can read the story afterwards and use it for further discussion or story ideas eg. retelling the story and thinking up a different ending.

RESOURCES:

Non-readers and beginning readers:

- cardboard cutouts from Play Kitchen/Cleaning/Garage/Garden by RD Press
- magazine pictures or a picture scene cut into individual pictures
- a selection of COMPIC teaching cards/word cards using the COMPIC software programs using words from theme lists at the end of this activity.
- a box with a label 'Story Box' on it.

For independent readers:

a theme word list eg. *beach words for /ch/* from theme lists at the end of this section.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES cont.

3.6 STORY CIRCLES cont.

PROCEDURE FOR NON-READERS OR BEGINNING READERS

- choose a suitable resource from the list above.
- discuss with the students what the story is going to be about.
- with some students you may like to give some details of the story line as a guide to developing the story.
- the students sit in a circle
- one student starts the story by picking up at least one cutout, picture or picture:word card. The students are encouraged to try and use three to four cutouts etc. at each turn. As the cutouts etc. are used in the story they are dropped into a box called the 'Story Box'.
- the story telling moves around the circle in a clockwise direction with each student adding to the story using the cutouts/pictures etc.
- the story telling continues to go round and round the circle until all the cutouts/pictures etc. have been used or all the students have had 'x' turns.
- a student is chosen to try and finish off the story.

VARIATION:

- provide the students with a basic scene eg. a 'wash' of blue for the sea and a 'wash' of yellow for the sand for a beach story.
- each student is asked to draw 'x' things on the scene.
- photocopy the drawing and ask the students to cut out the individual pictures and place them next to the scene on the floor or table.
- the activity is played in the same manner as above except that the students take it in turns to pick up the individual drawings and add something about them to the story
- as the drawings are put into the story they are placed onto the large 'scene' picture
- the activity continues until all the pictures have been placed onto the scene.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES cont.

3.6 STORY CIRCLES cont.

PROCEDURE FOR INDEPENDENT READERS:

- choose a suitable resource from the list above.
- discuss with the students what the story is going to be about.
- with some students you may like to give some details of the story line as a guide to developing the story.
- the students sit in a circle
- one student starts the story using at least one word from the theme sheet. The students are encouraged to try and use three to four words at each turn. The word/s are ticked off.
- the story telling moves around the circle in a clockwise direction with each student adding to the story using words from the theme list.
- the story telling continues to go round and round the circle until all the words are ticked off or all the students have had 'x' turns.
- a student is chosen to try and finish off the story.

VARIATION:

- write the words from the theme list onto cards
- the activity is played as above except that students take it in turns to turn over a card and add to the story using the word.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES cont.

3.7 FAVOURITE FAIRY TALES

AIM:

To use the target sound/s in retelling well familiar stories/fairy tales

RESOURCES:

- finger puppets by Alex Englewood.
- students can make their own finger puppets on small pieces of cardboard
- a few props eg. three chairs, bowls and pretend beds of different sizes for Goldilocks and the Three Bears

PROCEDURE:

- read a favourite fairy tale and act out the story using finger puppets, picture cutouts, story props, or a combination of these.
- each student is given a different part in the play or if there are insufficient parts the story is retold until each student has had a turn.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES cont.

3.8 STORIES USING INTERACTIVE STORY BOOKS

AIM:

To use the target sound/s in telling a story about everyday activities using moveable pictures to assist in the story telling.

RESOURCES:

In these books the students have to perform a number of actions using cutouts and attachments which can be moved:

The Unbelievable Washday Playbook by Viking Press

The Unbelievable Birthday Cake Playbook by Viking Press

The Unbelievable Gardening Playbook by Viking Press

The Unbelievable Counting Playbook by Viking Press

PROCEDURE:

- read the story together with the students who take it in turns to carry out the actions described in the text.
- repeat the activity using the pictures to guide the story retelling.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 *STORY ACTIVITIES cont.*

3.9 *'READ' AND RETELL A STORY*

- choose a story or picture book at the students reading and/or interest level.
- the students take it in turns to read the story and then each student retells part of the story.

Where a group of students have very different reading skills or interest in reading the more adult like picture books can be used. These books have complex pictures which tell a story with no or little .

Alternatively cartoons from newspapers or books can be found which often have simple pictures expressing complex ideas again with very little text.

- eg.* June 29,1999 by David Weisner. Clarion
Tuesday by David Weisner. Clarion
Window by Jeanie Baker. Red Fox.
Where the forest meets the sea by Jeanie Baker. Red Fox.
Home in the sky by Jeanie Baker. Red Fox.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 3 STORY ACTIVITIES cont.

3.10 MAKE A STORY ENDING

AIM:

To use the target sound/s in retelling a story and providing a suitable ending.

RESOURCE:

- write a story for the students without an ending eg. *The Shell Seeker* for / /. See resources at the end of this section.
- choose an appropriate story to the groups interest level.

PROCEDURE

- the students read the story and make up an different ending on their own or discuss among themselves possible endings and work together to develop an ending.
- each students then retells the story with his/her ending.
- alternatively read a story to the group or have the students take it in turns to read a part of the story. The students then make up a different ending as above.

ACTIVITIES TO GENERALIZE SOUNDS

Read the following story, retell the story and think of an ending. You may even be able to think of more than one ending. Choose your favourite ending and use it to complete the story.

THE SHELL SEEKER

Shirley was a **shell** seeker. The most important thing in the world for her was collecting **shells**.

At night **she** sometimes dreamed of finding that very special **shell** that sounded like it was full of magic .

Each day **she** went down to the **beach** searching for new **shells** for her collection. **She** often found big **shells** or small dainty **shells** or even brightly coloured **shells** but they were never the really special **shell** that **she** knew was out there in the sea just waiting for her to find it.

Shirley usually got up very early **just** as the sun was starting to **shine**. **She** always wanted to be the first to **search** along the sea **shore** **watching** what the waves rolled in. In winter **she** would **shiver** with cold but it never stopped her. Sometimes her friend **Sharon** would come with her but never in winter.

One day as **Shirley** was kicking the waves and **watching** the water fly up in the air and make patterns in the sand where it fell **she** thought **she** saw something white and pink sparkling in the distance.

.....
.....
.....
.....
.....
.....
.....

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 4 EXTENDED TALKING

4.1 ROLE PLAY

AIM:

To use the target sound/s in 'role playing' everyday situations which may occur at home and at school

RESOURCES:

- picture or a sentence cards describing everyday situations involving at least two people.
- some students will need some objects as props to help them think of what to say.

eg. going shopping and asking for a list of food from the delicatessen section of the supermarket.

ringing up a shop to ask for information.

asking for/explaining directions the post office.

asking/explaining where a video is in the video shop.

explaining to a parent how to get to a friends house.

asking for/providing assistance to find a book in the library.

asking what a new meal at Mc Donald's has in it.

HOW TO PLAY:

- choose a situation to act out.
- students take it in turns to take different talking roles ie. the person requesting information and the person supplying the information.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 4 EXTENDED TALKING

4.2 ONE MINUTE/ TWO MINUTE TALKS

This is an activity which I use with almost every student from mid primary age upwards in generalizing sounds.

It is played in the form of a Quiz Game with each student being a contestant. The contestants can either compete against each other or compete against themselves to improve on their score.

The words can be chosen to practise the target sound/s in any position, a particular position or to practise words which are giving the student particular difficulty.

As students become more competent generalization of the target sound/s to other words should occur. Extensive generalization is a good sign that the student is ready to move onto 'Talking Time' activities.

AIM:

To use the target sound/s in a special word which is repeated many times over in a one to two minutes of talking.

RESOURCES:

- Story theme word lists at the end of section 3.6 or other sound word lists are a useful reference.
- a stopwatch/watch with a second hand.
- a bell (optional)

HOW TO PLAY:

- each student is given a special word to talk about or is asked to choose a special word to talk about. Some care is needed in selecting the words.
- the students are told that they have to talk for one/two minutes about their special words
- they have to try to use the special word as many times as they can. the students are told that they only have to concentrate on saying the

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 4 EXTENDED TALKING

4.2 ONE MINUTE/ TWO MINUTE TALKS cont.

- special word correctly.
- the students are given a demonstration of what is expected.
eg. the target sounds /s/ , /z/ and /d / are being practised in the word sausages.

SAUSAGES

Sausages come in many flavours, you can get chicken sausages, beef sausages, curry sausages and spicy sausages. Lots of people in my family like sausages. My dad likes sausages, my mum likes sausages and my little brother likes sausages but hate sausages. I think sausages are disgusting. I don't like sausages because they taste full of fat. You can cook sausages lots of different ways. You can bake sausages, fry sausages, boil sausages and BBQ sausages. Sausages are pale and I hate the feel of sausages. Sausages feel slippery and yucky. etc

- somebody acts as scorer and keeps a record of the number of times the student uses the special word correctly. As the students become more competent at this, you can also keep a score of how many times the target sound/s are used correctly in other words.
- as each student has a turn he/she is told “ You have one minute to talk about Ready, set go” and a bell is rung. At the end of the minute the student is told to stop.
- at each turn the students try to improve on their previous score.

VARIATION:

I have used this variation when working with individual students with short attention spans. The context of the lotto game keeps them focused long enough to get a reasonable amount of talking practice completed.

- Use a lotto game in conjunction with this activity.
 - taking it in turns to turn over a picture card and talk for a minute about the special word.
 - place the card on the appropriate board
- the first person to cover all pictures on his/her board is the winner

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 1-3 READING ACTIVITIES

The activities in this section are organized as a list of ideas with suggested resources as the students' differing interests and reading levels make this more practical than presenting the ideas as in the previous levels.

1-3-1. READING RHYMES AND ACTION SONGS

See level 1.1

1-3-2. STRUCTURED/REPETITIVE TEXTS

See level 1.2

1-3-3. GENERAL READING FOR THE SPECIAL SOUND

The students can choose books from the library at their interest and reading level or practice using books which have been given by the class teacher for reading.

1-3-4 READING JOKES

See level 1.6

1-3-5 READING CLUES FOR CROSS WORDS

- Australian Activity books by Steve Parish

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 1-3 READING ACTIVITIES cont.

1-3-6 READING RECIPES DURING A BAKING ACTIVITY

1-3-7 READ AND DO ACTIVITIES

There are numerous puzzle, problem solving and maze books which can be used to motivate students to practise a special sound in reading. These books require the student to read clues etc and then carry out an activity. Reading is restricted to small amounts of text.

RESOURCES:

- Trailblazer's Blazing Maze. Written and illustrated by Tony and Tony Tallarico
- Trailblazer's Madcap Mazes. Written and illustrated by Tony and Tony Tallarico
- Whatever happened to Professor Potts. *Follow the clues to unravel the mystery.* by Phil Roxby Cox Usborne Publishing.
- Who's Haunting the House of Horror. *Follow the clues to unravel the mystery.* by Phil Roxby Cox Usborne Publishing.
- The Think Tank. 3 Dimensional Pop-Up Puzzles by Ivan Moscovitch. Ebury Press. Many of the puzzles are suitable for late primary and secondary students.
- The Great Two- Way Maze Book by Juliet and Charles Snape. Julia MacRae books

1-3-8 READ AND RETELL

- choose a story at the students reading and interest level to read
- the story is then retold in the student's own words.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 1-3 READING ACTIVITIES cont.

1-3-9 READ AND ANSWER QUESTIONS

RESOURCES:

- Specific Skill Books by Oxford University Press
- Headworks Series by Oxford University Press

PROCEDURE:

- choose comprehension passages on topics of interest to the students.
- the student take it in turns to reads the passage aloud.
- the student take it in turns to read a question which may be answered individually or discussed with the group.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 5 TALKING TIME

‘Talking Time’ is the step that is needed by many students to progress from more formal and structured talking situations to using the target sound/s consistently in everyday conversation and talking.

A student is ready to move to ‘Talking Time’ if the target sound/s can be used correctly most of the time, in short bursts of conversation, when the student is asked to try to remember to use the target sound/s

HOW TO TEST FOR ‘TALKING TIME’ READINESS

1. Tell the student that you are going to have a short talk together and you want him/her to remember to use the special sound/s correctly.
2. Talk to the student about a topic of interest eg. a recent film, a birthday party, pets, family, school etc.
3. If the student uses the target sound/s correctly most of the time, then move to ‘Talking Time’
4. If the student seldom remembers to use the target sound/s correctly or in an effort to monitor his/her talking, it becomes very hesitant then continue to practise activities at the previous level.
5. You may like to use the ‘Talking Time Score Sheet’ to measure the exact percentage of correct sound use. See Appendix 1

In the ideal situation Talking Time is done every day and at least twice a day. At first it should be about three to five minutes in length, and increased, by a minute or two longer each day as the student finds it easier to monitor his/her speech. As ‘Talking Time’ becomes longer generalization is looked for in other talking situations.

The student should be praised for correctly using the target sound/s outside of ‘Talking Time’ practice but should not be corrected. Correction outside of ‘Talking Time’ usually leads to frustration and resentment.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 5 TALKING TIME cont.

TALKING TIME LEVELS

‘Talking Time’ may be structured or unstructured. Some students can progress directly to unstructured ‘Talking Time’, other students need to spend some time on structured ‘Talking Time’ activities.

5.1 STRUCTURED TALKING TIME

In ‘Structured Talking Time’ the target sound/s are practised in conversation but the student is provided with a topic to talk about or to debate for increasingly longer periods of time

This step is particularly useful for those students who find it difficult to think of what to say. Many students who start as reluctant talker, gain the necessary language skills and confidence at the lower level activities so that by the time they get to ‘Talking Time’ this is not a problem.

There are always some students however, if asked more general questions eg. ” What have you been doing in your holidays?” will give brief answers such as “nothing much”. If asked to talk generally eg. “Tell me about your footie clinic/holiday to Queensland” etc. a similar problem arises.

Reluctant talkers are often reluctant talkers at home and in the classroom. With these students topics of and practice times need to negotiated for practise at home and at school.

‘Structured Talking Time’ practice needs to be done at least once a day and ideally two to three times a day, with different people, and at home and at school.

Where practical practice sessions can be taped or videotaped.

ACTIVITIES TO GENERALIZE SOUNDS

5.1 **STRUCTURED TALKING TIME** *cont.*

PROCEDURES FOR STRUCTURED TALKING PRACTICE

A. IN THE SESSION:

- tell the students that they are going to take it in turns to choose a topic to talk about.
- with some students it may be necessary to set a time goal eg. that they have to talk for a certain amount of time, ideally at least three to five minutes.
- use a stop watch to record the amount of time that the student talks for ie. the stop watch is turned off when another student/ the Speech Pathologist/parent etc. asks a question or provides some prompting.
- use the ‘Talking Time Score Sheet’ to measure the exact percentage of correct sound use. *See Appendix 1*
- the students conversations can be recorded in point form with the students then giving a summary of their opinions.
- the students are asked to give themselves a rating out of ten. With some students, the person running the session, may have to guide the student if the students assessment is not accurate.
- the students fill out the ‘Talking Time Rating Sheet’. *See Appendix 2*
- discuss with the students that their ‘Talking Time’ practice needs to be done with different people and several times a day
- have each student fill out their ‘Talking Time Contract’ sheet
- this sheet is filled in during the week and brought to the next session so that each student’s progress can be monitored. *See Appendix 3*
- each student is also asked to fill out the ‘Talking Time Rating Sheet’ during the week. *See Appendix 2*
- the emphasis is on each student taking responsibility for his/her own learning by filling out the rating sheet in the session, at home and at school.

B. HOME PRACTICE:

At home the above procedures can usually be followed. See ‘Talking Time’ practice for parents. See Appendix 4.

ACTIVITIES TO GENERALIZE SOUNDS

5.1 **STRUCTURED TALKING TIME** *cont.*

C. SCHOOL PRACTICE:

At school the above procedures will need to be simplified. See Talking Time' practice for Teachers. Appendix 5.

Discuss with the class teacher what talking occurs in the classroom and if necessary what talking opportunities can be set up

IDEAS FOR TALKING PRACTICE

- Discuss what can be seen:
 - outside the window
- Shut your eyes and think of your bedroom. See if you can think of ten ways your bedroom differs from your classroom.
- Choose a topic of interest in the news. Cut out an article and read about it. Discuss what the main idea is. Explain as much about the topic as you can.
- paste magazine pictures in a book with open ended questions to debate or answer. eg.
 1. What do you think about experimenting on animals? Think of four things.
 2. What do you think about pocket money. Do you think you should have to do jobs for it? Think of four reasons to support your opinion.
 3. Describe a day in the life of eg. Homer from the T.V. program the 'Simpson's' . Think of four things you would like about it. Now think of four things you would dislike about it.
 4. What would you do if you lost your key and when you got home no-one was home. Think of four things that you could do.

ACTIVITIES TO GENERALIZE SOUNDS

5.1 *STRUCTURED TALKING TIME cont.*

5. Talk about what you would do and justify your reasons if:
 - you won a million dollars
 - you could design your dream house
 - you could live any where you wanted to
6. Talk about what it would be like to on a farm in the middle of Australia. Think of ten ways that your life would be different.
7. Pretend that you were born a dog etc. Describe how you would spend your day. What would be different and what would be the same.
8. Pretend that you are going to meet someone at the airport/train station etc. but they don't know what you look like. Describe what you look like, what you will be wearing and where the person should meet you.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 5 'TALKING TIME' cont.

5.2 UNSTRUCTURED 'TALKING TIME'

In 'Unstructured Talking Time' the aim is to be able to have a general conversation about something of interest to each student with a minimum of prompts.

HOW TO TEST FOR 'UNSTRUCTURED TALKING TIME' READINESS:

When a student starts to use the target sound/s correctly outside the practice sessions the student is ready for this level. This shows that the ability to use the target sound/s is starting to generalize to everyday talking and conversation.

PROCEDURES FOR UNSTRUCTURED TALKING PRACTICE:

- At the beginning of the session take a pre-session rating. Without warning the students that you are rating them, have an informal chat and assess where each student is at.
- If working in a group, a topic of interest to the whole group can be chosen with each student contributing to the conversation.
- If the students need some direction give them a problem solving task to work on as a group. eg. If you were stranded on a desert island together which of the following three objects would you choose. Discuss it amongst yourselves as you all have to agree on the choice.
- Alternatively if students enjoy acting give them a plot outline for a play. Give each student a card describing their character and have them make up an impromptu play. Video this if possible. With older students, 'Host a Murder' kits could be used, or students could design their own plots and characters.
- If some students tend to dominate the talk then a time limit can be put on these students until all students have contributed.

ACTIVITIES TO GENERALIZE SOUNDS

LEVEL 5.2 UNSTRUCTURED TALKING TIME cont.

- As an alternative to rating the percentage of time a target sound is used correctly, students can measure how long they can talk without making a mistake. They can then try and improve on this time each day.
- Once each student is using the target sound/s correctly most of the time in the session then the focus of the session becomes that of checking ratings outside the sessions and that sufficient practice is being done to allow the target sound/s to generalize effectively into all talking situations.
- the time between sessions is then increased eg. to once a fortnight, once a month
- sessions can cease once parents and teachers report the target sound/s is established

AT HOME:

At this level 'Talking Time' is unstructured and needs to be part of everyday talking in the home.

In homes where there is not a lot of talking you may need to rely on the school environment more.

Where parents do not speak English and the target sound/s occur in the first language the parents can carry out the practice in the first language.

AT SCHOOL:

'Talking Time' is unstructured and needs to be part of everyday talking in the school.

See 'Talking Time' in the classroom for advice to class teachers.

LEVEL 6 CONSOLIDATING SKILLS IN CONVERSATION

At this level a student is using the sound most of all of the time but some errors are still occurring.

- continue using the rating sheet, with a student deciding on a rating at the end of the day;.
- the aim is to increase the number of days a week a student gets a rating of at least 9/10 and then 10/10
- continue to praise the student for correctly using the target sound/s.
- discuss a suitable means of letting the student know when his/her monitoring has decreased. eg. lifting your eyes. It has to be something that the student agrees to.
- The student then has to try and actively monitor for the next five minutes.

'TALKING TIME' SCORE SHEET

See how many times you can use your special sound or sounds correctly.

Ask someone to mark a tick for correct or a cross for incorrect in the boxes below as you read, tell a story or have a conversation.

Reading/ Talking/ Conversation.

Score /100

You can now use your special sound/s% of the time correctly when you are

'TALKING TIME' RATING SHEET

See how well you can use your special sound or sounds correctly.

Ask someone to listen to you doing your 'Talking Time' practice and to help you score yourself out of ten. Try and practise at least twice each day. Mark your scores in different colours in the table below for each day that you practice. eg. use a blue line for the first practice and a red line for the second practice on Monday.

Work out your average score for the whole week

<i>10</i>									
<i>9</i>									
<i>8</i>									
<i>7</i>									
<i>6</i>									
<i>5</i>									
<i>4</i>									
<i>3</i>									
<i>2</i>									
<i>1</i>									
	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>	<i>Sun</i>		<i>Week</i>

Best Score

Average Score for the week

You can now use your special sound/s% of the time correctly when you are

TALKING TIME CONTRACT

See how many times you can use your special sound or sounds correctly.

Write down at least six people that you are going to practise your *Talking Time* with.

Remember that in *Talking Time* you are trying to use your special sound or sounds in your normal conversation with these special people.

Tick off how many times you practise with each person.

I practised my *Talking Time* with:

Mum													
Dad													
My brothers/sisters													
•													
•													
My teachers:													
•													
•													
•													
My friends:													
•													
•													
•													
•													

'TALKING TIME' IN THE CLASSROOM

Dear

Your student has been learning how to use the sound/s and is now ready to use this/these sounds in 'Talking Time'.

'Talking Time' is the step that is needed by many students to move from more formal and structured talking situations to using the special sound/s consistently in everyday conversation and talking.

As most of your student's talking time is at school, your help is invaluable in teaching him/her to use the special sound/s at this level.

There are probably many times in the day when your student could do 'Talking Time' practice such as:

- delivering a verbal message to another teacher or the school office
- asking for assistance
- answering questions in class
- 'Morning Talk'
- group discussions about how to do an activity or solve a problem
- giving instructions or explanations to other students
- giving a talk to the class about a project
- performing in a play or role play
- discussing work/homework with you
- reading a story to you or other students and retelling the story

By using other students and class teachers you decrease the demands on your time and speed up the learning process because the student is learning to use the sound with different people in different talking situations.

It will also help your student if the practice times are not at the same time each day. ie. sometimes first thing in the morning at other times during the morning or in the afternoon

It is important to discuss with your student, with who and when 'Talking Time' will be done. Your student has to feel comfortable in trying to use his/her special sound/s with the people and times chosen.

'TALKING TIME' IN THE CLASSROOM

HOW TO HELP YOUR STUDENT:

- remind the student prior to the activity that he/she has to try to use the special sound and you will do a rating at the end of the activity.
- the student fills in the 'Talking Time Rating Sheet' after discussing the rating with you.
- outside this time the student is praised for correctly using the sound but is not corrected for making mistakes.
- as the student becomes more successful the length of time the student talks for can be increased, and your 'reminders' can become progressively more general

- start by 'reminding' your student to think about the special sound/s just before the talking activity.
- when your student is successful at this level, you explain that you will rate him/her sometime in the next hour but you will not say exactly when.
- tell your student as soon as he/she was rated, discuss the rating and ask your student to fill out the rating sheet.
- progressively increase the time over which your student has to monitor his/her talking ie. to sometime before morning tea, to some time before lunch etc.

This means that as it becomes easier and easier for your student to monitor the target sound/s you increase the time that he/she has to monitor the sound/s for.

'TALKING TIME' AT HOME

Dear

.....has been learning how to use the sound/s and is now ready to use this/these sounds in 'Talking Time'.

'Talking Time' is the step that is needed by many students to move from more formal and structured talking situations to using the special sound/s consistently in everyday conversation and talking.

Although most of your child's talking time is at school, your help is still invaluable in teaching him/her to use the special sound/s at home.

At first it may be difficult to think of times when you can do this practice and you may need to make special times when you and your child can talk together.

Try and think of at least two practice times. It will help your child if practice can be done with many people eg. brothers, sisters, friends, aunts, grandparents etc.

It is important to discuss with your child, with who and when 'Talking Time' will be done. Your child has to feel comfortable in trying to use his/her special sound/s with the people and times chosen.

Your child has already filled out a 'Talking Time Contract' in the speech session so this contract can help you in planning practice times.

Parents have found the following ideas helpful:

- having dinner together and talking about the day/ plans for the weekend
- discussing homework or projects together
- doing an activity together and chatting about what you are doing.
- watch a T.V. program together and talking about what happened.
- watch the news together and discuss a news item.
- talking together as you go shopping/drive to school.
- discuss a newspaper article/magazine article you have both read

'TALKING TIME' AT HOME

HOW TO HELP YOUR CHILD:

- remind your child prior to the activity that he/she has to try to use the special sound/s all the time and you will do a rating together at the end of the activity.
- your child fills in the 'Talking Time Rating Sheet' after discussing the rating with you.
- outside of 'Talking Time' your child is praised for correctly using the special sound but is not corrected for making mistakes.
- as your child becomes more successful at using the special sound/s the length of time he/she talks for can be increased, and your 'reminders' can become progressively more general
- start by 'reminding your child to think about the special sound/s just before the talking activity.
- when your child is successful at this level, you explain that you will rate him/her sometime in the next hour but you will not say exactly when.
- tell your child as soon as he/she was rated, discuss the rating and ask your child to fill out the rating sheet.
- progressively increase the time over which your child has to monitor his/her talking ie. to sometime before morning tea, to some time before lunch etc.

ACTIVITIES TO GENERALIZE SOUNDS

RESOURCES:

The following is more detailed information about a number of resources which are used in the activities.

- **Specific Skill Books.** These books cover 8 levels of graded books from the picture to the complex text level in the above skills. These are available from Dominie. They cover the 'higher order thinking skills' such as listening for the main idea, details, forming conclusions, making predictions etc.
- **Headworks Series** of books are also available at different levels of difficulty and cover many aspects of comprehension. Available from Dominie.
- **THEMAT PICTURE SHEETS**

These picture sheets were drawn by a Victorian Speech Pathologist, Neil Atkin. There are two sets of picture sheets for each sound, one sheet for pictures beginning with the target sound and one sheet for pictures ending with the target sound.

The pictures are all drawn with the accompanying word written underneath to also encourage whole word recognition.

The words are of consonant + vowel or consonant + vowel + consonant construction.

There are also pictures available for most blends at the beginning of words. eg sl as in slide, sleigh etc.

The pictures are line drawings which photocopy well and can be enlarged or reduced according to your particular needs.

The Themat picture sheets are available from Neil Atkin, see sample and flyer at the back of this booklet.

- **COMPICS**

COMPICS pictographs are computer generated pictures which have the accompanying word written underneath. These were previously available as sets of teaching cards. COMPICS can now be printed out to make an infinite range of materials using computer software programs.

COMPICS are available from COMPIC. PO Box 1233, Camberwell. Vic. Australia. 3124.

Ph: (03) 9804 0130/0139. Fax: (03) 9804 0157.

The 1670 pictographs can be purchased in a dictionary form, which can be photocopied or as laminated cards which can be used/sorted according to particular sounds and/or vocabulary themes.

The pictographs are also available as a software package on Macintosh or IBM.