



## Speech, Language and Auditory Activities

### The Farm

September 27<sup>th</sup> – October 8<sup>th</sup>

#### Speech Articulation

- ❑ Participate in oral motor exercises to strengthen oral muscles needed to produce speech sounds.
  - Suck applesauce through a straw to help strengthen lip strength and lip closure as well as increase breath control. This will facilitate in the production of /m/
  - Place peanut butter on the child's bottom lip. Have the child clear it off with his top teeth. This will help facilitate the placement for /f/
- ❑ Increase breath control by blowing feathers across the table to glue onto the rooster using own breath as well as a variety of straws
- ❑ Using the digital camera, take pictures of the children forming the correct mouth position for /f/ and /m/
- ❑ Continue to produce repetitions and alternations of vowels and diphthongs (i.e., ah-ee, oo-ee, uh-oh, ee-eye-ee-eye-oh etc.) . Singing of the song "Old MacDonald Had a Farm" will also help in the production of vowel alternations
- ❑ Repeat and alternate consonant –vowel combinations utilizing target sounds (i.e., fah – fee). This exercise is to practice movements associated with vowel formation that is commonly observed in connected speech
- ❑ Target Sounds:
  - ❑ /f/ : fence, fox, feather, farm, four, five, few, feet, field, fell, food, first, fork, phone, fingers, football, fur, feather, feed, calf, cough, leaf, roof, laugh, giraffe, wolf, hoof, knife, off, if
  - ❑ /m/: man, mouse, mittens, mom, monkey, moon, movie, milk, moo, hammer, lemon, tomato, numbers, camel, family, camera, farm, lamb, comb, broom, team, ice cream, time, climb, come, home, name, room
- ❑ Glue target words onto farm animal headbands
- ❑ Find target words somewhere in our big red barn. The children will also describe where they found the target word
- ❑ Feed the cow target articulation words

#### Receptive and Expressive Language

- ❑ Learn a variety of theme-related vocabulary: animals (cow, horse, pig, sheep, duck, mouse, dog, cat, rooster, etc.), sounds animals make (neigh, baa, oink), food animals eat (hay, carrots, grass), parts to animals (hoof, snout, fur, feathers), actions they perform (gallop, waddle, rolls), things

*found on a farm (fence, barn, silo, fields, tractor, pitchfork, hay, meadow, path, row, gate, stone, soil, sack, shed, etc.)*

- ❑ *Verb vocabulary – bring, make, push, rake, plant, back, pick, drive, serve*
- ❑ *Sort animals you find on a farm versus animals you find at the zoo*
- ❑ *Find animals in bucket of hay and state what the baby is called*
- ❑ *Utilize a variety of sentence structures to describe the actions of the farm animals:*
  - ❑ *Noun + verb (i.e., Duck runs)*
  - ❑ *Noun + present progressive –ing (i.e., Cow is eating)*
  - ❑ *Noun + verb + noun ( i.e., Horse eat hay)*
  - ❑ *Combine two verbs (i.e., The cow is standing and eating)*
- ❑ *Play a barrier game with the farm utilizing various spatial concepts and newly learned vocabulary. The children will take turns listening to the directives and giving the directives. The pronouns “my” and “your” will be targeted during this activity when expressing whose turn it is*
- ❑ *Answer “Where” questions to describe express the location of the farmer and animals in a farm scene utilizing the following spatial concepts: in, on, under, behind, in front, over, through, across, around, next to, etc. The semantic relation location + entity will be utilized (i.e., in the barn, next to the horse)*
- ❑ *Complete the “What Does Not Belong on a Farm?” activity*
- ❑ *Read the pattern book “The Farm” and answer a variety of “wh” questions*
- ❑ *Complete the “Wh” question books about “The Farm” and “The Tractor”*

## **Auditory**

- ❑ *Detect, discriminate and identify the Ling 6 sounds /ah/, /ee/, /oo/, /sh/, /s/ and /m/*
- ❑ *Discriminate between a long continuous sound (moooo) versus a short-intermittent sound (quack – quack) utilizing animal sounds*
- ❑ *Identify the sounds that animals make and match them with the animal*
- ❑ *Discriminate between one, two and three syllable theme-related vocabulary (see the list under language targets) while gluing feathers onto a turkey*
- ❑ *Follow directives that contain two to four critical elements and/or multiple steps utilizing the spatial concepts of in, on, under, behind, in front, over, through, across, around, off, on top of, in the center. Manipulatives from a farm scene will be used*
- ❑ *Identify an animal found on a farm given two to three sentence description presented auditorily*
- ❑ *Given a set of three to five animals, listen for the animal that was not heard*
- ❑ *Identify minimally paired words that have similar vowels but differ in initial consonants by manner (i.e., cat vs. hat), voicing (i.e., pie vs. buy) and place (i.e., shoe vs. zoo) while gluing cotton balls onto a sheep*
- ❑ *Follow an auditory sequenced set of directions “First put a striped patch in the tall farmer’s knee and then put a hat on the farmer”*

