

Week 3: Spring

(4/27/20 -> 5/1/20)

What's in this lesson?

There are a variety of materials included here for our Spring themed group activity. Please feel free to try any or all of them, depending on what works best for your child and your family. You do not need to focus on all of these target areas! Please feel free to contact your child's speech-language pathologist if you're not sure which materials may be the most appropriate. Have fun!

○ Spring Book Video

This video displays the book 'Spring,' an introduction to the season of spring, which highlights spring vocabulary. Feel free to pause the video to find and discuss the spring vocabulary. You may also pause the video to have your child request 'more' or to 'turn the page'. Materials: video of book reading, digital book, symbols for the book

○ Spring Scavenger Hunt

This activity encompasses a scavenger hunt checklist of spring items to find and collect. Take a walk on a nice day and see if you can find all the items on the checklist to reinforce the spring vocabulary discussed in the story. You may want to recall the prepositions from your Bear Hunt activity, looking up/down, under/over, in/out, etc. Materials: scavenger hunt checklist, symbols for the scavenger hunt

○ Spring Sounds Powerpoint

*This powerpoint contains photographs of spring items/activities with the accompanying sounds that the item/activity makes to listen to. Some students may enjoy guessing what they hear and viewing the photograph after they guess. Materials: spring sounds powerpoint ***you may have to download this file as it is very large due to the embedded videos****

○ Spring Boom Cards

Choose the correct vocabulary word to match the picture and fill-in the sentence. Materials: link to Boom Cards: (<https://boom.cards/fastplay/joh48>)

○ Spring Bingo

Complete the bingo card when reading a story about spring or going for a walk outside. If you don't have a printer you can take a screenshot of the bingo board and markup the photo as you find the items! Materials: Spring bingo board or nature walk bingo board

How can I use these materials with my child's communication system?

(based on educational materials created by Elizabeth Rose, M.S. CCC-SLP, Speech-Language Pathologist, Boston Children's Hospital)

There are many different ways to enjoy these activities together by utilizing the tools/strategies that your child may use to communicate. A few of the more common communication tools/devices are listed below as examples, but you can use any communication modality that works for you and your child.

- **Single Message Voice Output Device (e.g., BIGmack, LITTLEmack, etc.)**
 - Record phrases on the device. Examples include:
 - "My turn!" – focuses on participation and initiation
 - "Turn the page!" – focuses on directing an activity
 - "It's spring!"
 - "I found the _____"

- **Paper-based picture communication symbols or topic displays**

Try using the provided communication board and/or symbols to talk about the story together. (No printer at home? No problem! Try taking a screenshot on a phone, computer or tablet. Use "Guided Access" [<https://support.apple.com/en-us/HT202612>] to lock the device screen if necessary).

 - Model pointing to a symbol or picture as you say a sentence aloud.
 - Label out loud any symbol/picture your child points to.
 - Try to respond to your child's statements:
 - For example, if your child points to "Turn the page," repeat the message out loud ("Turn the page!") while pointing to the related symbol, and then turn to the next page in the book.

- **iPad with Speech-Generating Application or Speech-Generating Device**

This can be done with any speech-generating program (e.g., Proloquo2Go, LAMP Words For Life, TouchChat, GoTalk, SnapCoreFirst, Communicator 5, etc.). If your child uses a speech-generating device (SGD), you can also use the device to model language:

 - Directions (e.g., "Turn the page")
 - Requests (e.g., "I want more")
 - Comments (e.g., "I found it")
 - Social/Feelings (e.g., "I like it")
 - Questions (e.g., "what" or "where")

You can model vocabulary words or concepts verbally, with signs, with pictures, or on your child's AAC device/communication system to encourage language expansion at home. Some suggested target words for this week's Spring activity include:

- **Verbs**: turn, grow, see/look, find, hear/listen

- **Adjectives**: colors (e.g., green, red, etc.), warm, wet/dry
- **Nouns**: tree, flower, animals (e.g., bunny, bug, frog, etc.), rain, sun, umbrella, etc.
- **Positional/Directional**: up/down, under/over, in/out(outside)
- **Comment/Social**: like/don't like

What else can we try at home?

- **Spring books**
 - o **What do you see in the spring?** (<https://tarheelreader.org/2018/03/20/what-do-you-see-in-the-spring/>)
 - o **In Spring...** (<https://tarheelreader.org/2019/05/30/in-spring-4/>)
 - o **Spring is Here** by Will Hillenbrand (<https://www.youtube.com/watch?v=DKAyvvJwG8U>)
 - o **The Listening Walk** by Paul Showers (<https://www.youtube.com/watch?v=BLs4r8lHUSg>)
- **Spring songs**
 - o **Spring is Here!** (<https://tarheelgameplay.org/2019/04/04/spring-2/>)
 - o **Springtime video** (<https://tarheelgameplay.org/2018/04/03/spring-time-video/>)
 - o **Springtime dance** (<https://www.youtube.com/watch?v=udrIY0nts-E>)
 - o **Green Grass grows all around** (<https://www.youtube.com/watch?v=BnVq2YRpbQc>)
- **Go on a Listening walk**
 - o Take a walk outside and listen to the spring sounds (e.g., birds chirping, wind blowing, kids playing, crickets/frogs chirping, etc.)
- **Scrapbook/nature photos**
 - o Take a walk outside and take photos of spring items (e.g., blooming flowers, tree buds, birds, sun, etc.), when you get back home review all of your photos.