

Week 5: There Was An Old Lady Who Swallowed A Frog

What's in this lesson?

There are a variety of materials included here for our "Old Lady" story activity. Please feel free to try all - or any - 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!

1.) "Old Lady" Story (please see YouTube link)

A video-based read aloud of this week's story.

2.) Video modeling and retell/sequencing of the story using objects from the book (frog, dirt, seeds, rain, sunlight, gloves, rake, flower)

This short video offers modeling and a retell/sequencing of the story using objects from the book. The words "frog," "dirt," "seeds," "rain," "sunlight," "gloves," "rake," "flower" are modeled.

3.) Comprehension activities

These activities can be completed on a computer, phone, or tablet. They include identifying items from the story (e.g., frog, dirt, etc.), sequencing, and WH-questions. Please copy and paste the links below into your Internet browser to play!

- **Old Lady Story Boom Cards Activity**

Find the correct picture and feed the Old Lady. Then, answer the WH-questions to retell the story!

<https://boom.cards/fastplay/ycu3>

- **Old Lady Story Google Slides Activity** *(based on educational materials created by Christine Lynn via TeachersPayTeachers)*

Review target vocabulary words, practice matching the words to pictures, and make your own story-sequencing chart

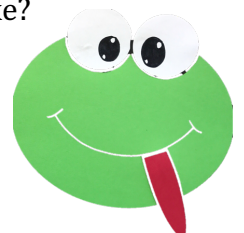
<https://docs.google.com/presentation/d/1TIIWt4l5VTuzyHUyUPvScZWX2Z0Yl-HU37mJ0z-n16A/edit?usp=sharing>

4.) Bingo!

Use these cards to review vocabulary while playing a bingo game. Cut out the picture cards included on the "Bingo Calling Card" and use them to choose which space to call next.

What else can we try at home?

- **Scavenger Hunt!** Can you find the items in the story in your own house? What can you find to feed the Old Lady? See if you can find your own version(s) of the following: frog, dirt, seeds, rain, sunlight, gloves, rake, and flower.
- **Make your own frog!** Use the attached worksheet to make your own frog at home. Color the pieces and cut them out before gluing them together. What kind of frog can you make?



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 this activity together by utilizing the tools that your child may use to communicate. We've listed a few of the more common communication tools/devices 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
 - "I don't know why she swallowed the frog!"
 - "She was in a fog!"

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

Try using one or more of the provided communication boards 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, GoTalk, SnapCoreFirst, Communicator 5, etc.). If your child uses a speech-generating device (SGD), you can use the device to model language yourself:

 - Directions (e.g., "Turn the page")
 - Comments (e.g., "I see a frog")
 - Social/Feelings (e.g., "Yuck!")
 - Questions (e.g., "What's next?" "What did she eat?")

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 Bear Hunt activity include:

- **Verbs**: go, turn, see, eat, hide

- **Adjectives**: colors (e.g., green, white, etc.), yucky/gross, fun, silly

- **Nouns**: frog, dirt, sun, rain, seeds, gloves, rake, flowers

- **Comment/Social**: like/don't like, yucky/yummy