

# Downloads Terms of Use

## Thank you

Thank you for ordering from [www.thespeechsolution.com](http://www.thespeechsolution.com) We strive to offer you the best possible speech-language program and teaching aids. Feel free to contact us with any questions at [support@thespeechsolution.com](mailto:support@thespeechsolution.com).

## Terms of Use

### **Allowed**

To print as many times as you would like for your personal or classroom use. (Please show this to any printer you may take this to in order to prove that you are not infringing on the copyright by printing this file).

### **Not Allowed**

- This file cannot be given to anyone else. In order to own a digital file, it must be purchased. This file is never to be emailed to anyone else for the purpose of giving it to them or sharing it with them for any reason. In order to own or possess a file, it must be purchased.
- Do not post this file or images from this file on a blog, website, or anything like it for the purpose of giving it away or selling it.
- Do not change this file in any way.
- Do not use all or part of this file for commercial use in any way.
- This includes giving any part of this file away.

## How to Print

If you are having trouble printing, please check the following:

1. You are using a recent version of Adobe Acrobat PDF Reader. This is the most universal PDF reader. If you have a MAC, you may be using a different PDF reader and may have issues reading PDFs. Adobe Acrobat PDF Reader is available free online.
2. If you are having issues with pages being cut off, then as you select “print” and the print dialogue box pops up, check the box “fit”.
3. If you are using Adobe and getting any kind of printing error, click the “advanced” button from the Adobe print screen and then select “print as image”.

If you have any other issues while printing, please reference our *Frequently Asked Questions* section at [www.thespeechsolution.com](http://www.thespeechsolution.com). The question about printing will give you some more suggestions.

## Professional Printers

Please show this to any professional printing services you may be using so they can know that we have given you permission to print this material. It is recommended that they also use Adobe Reader to open and print the file.

## Training Videos

Make sure you watch all of our training videos available at [www.thespeechsolution.com](http://www.thespeechsolution.com) or on YouTube.

## One-Minute Articulation app

We highly recommend that you use our companion mobile app in order to provide fast, effective practice for dramatic results. Get it at Apple Store or Google play.



**Presentation of Activity**

Tell the children that they get to choose what they will draw on the chalkboard.

**Materials and Set-up**

Prepare index cards with five different letters, numbers, names and shapes. Write one letter per card etc. Show the different cards to the children and let them choose a category to draw on the chalkboard or let them draw their own picture. Use different colored chalk.

**Articulation Students**

1. Find the target sound for each student on the left-hand side of the card.
2. Ask the student to repeat the target sentence you want them to practice. The student can say all of the sentences provided or just a portion of a sentence depending on their skill level.
3. Require the student to use their *best* speech before allowing them to participate in the activity as this creates an inner motivation to produce their *best* response.
4. A student can work on *multiple target sounds* in one activity. For example, use the /r/ target sentence on a student's first turn then on the student's second turn use the /l/ target sentence.
5. In order for students to practice as many target sounds as possible, rotate through the students and sentences quickly. One student carries out the activity while another student is repeating a target sentence.

**Data collection:** The number in parentheses after each sentence denotes the total number of repetitions of the target sound in all sentences

**Language Skills**

**Non-verbal Student:** Require the student to use sign language to “say” the phrase/sentence listed under “*language learners*” before they participate in the activity. OR require the student to use assistive technology to “speak” for them before participating in the activity.

**Limited Language Skills:** Require the student to imitate the simple phrase/sentence that is provided before they participate in the activity.

**As Language Skills Increase:** Use more complex sentences from any of the target sentences listed.

**“Make It Real”**

CHALKBOARD

<b>F</b>	Before I draw a funny picture or write a few letters on this firm chalkboard, I need to find some colorful chalk. If I make a mistake, will you offer me a useful eraser? It will be fun to _____ (draw, write) some _____ (letters, numbers etc.). (10)
<b>G</b>	I'm going to begin this game writing big letters and numbers when you give me some chalk. I'm eager to get going. I guess I will _____ (draw, write) some big _____ (numbers, letters etc.) on this chalkboard. (10)
<b>J</b>	My job is to write large letters, draw a giant image, or use my imagination to write a message on this chalkboard. I will press the chalk gently as I manage to _____ (draw, write) some large, giant _____ (letters, numbers). (10)
<b>K</b>	When I take a stick of colored chalk, I can make a picture on the chalkboard or write a couple of things. I like this color of chalk. I can _____ (write, draw) _____ (letters, numbers, picture) on the chalkboard. (14)
<b>L</b>	Will you allow me to use several different colored pieces of chalk? I like drawing lines, circles, letters and other silly things on the chalkboard. I will use this color to _____ (draw/write) all of the _____ (letters numbers. shapes.) (12)
<b>R</b>	Everyone really looks forward to writing or drawing on a chalkboard. Can I borrow your colored chalk and your eraser to draw pictures or write numbers on the chalkboard? I'm ready to _____ (draw, write). (20)
<b>S</b>	It would be so nice to use a piece of chalk so I can trace letters, numbers, shapes and names on this chalkboard. If I make a mistake, I guess I will ask you to pass me this useful eraser. I suppose I will choose the _____ (numbers, letters, shapes, names). (20)
<b>Z</b>	I will get busy using these pieces of chalk to draw amusing pictures, easy letters, or a dozen numbers. I suppose I will surprise you by _____ (drawing, writing) some easy _____ (letters, numbers, etc.) (14)
<b>CH</b>	I will reach for chalk and I will reach for an eraser to use on this chalkboard. Which picture, shape or letter should I etch on to this chalkboard? After much thought and after looking at each choice, I will choose to etch _____ (letters, numbers etc.). (12)
<b>SH</b>	You should share some chalk with me so I can show you how I can draw shapes or a special picture. Please be patient as I show you some special _____ (letters, numbers etc.) when you share some chalk with me. (9)
<b>TH</b>	I can draw anything with this chalk. Let me see everything so I can think about what I want to do. I think the _____ (letters, numbers, shapes etc.) are the perfect thing for me to _____ (draw, write). (9)

**Language Skills**

Please let me (draw, write) on the chalkboard. Give me (color) chalk. I will (draw, write) (A, B, 1, 2, face etc.). Look at my (A, B, 1, 2, face etc.)

**Vocabulary**

chalk	draw	shapes	picture	name
chalkboard	write	numbers	eraser	

**Basic Disability Guidance**

(Follow sequence according to current developmental ability)

Autism	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Down Syndrome	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Apraxia	(1) h, m, b, p, w.    (2) t, d, n.	(3) k, g, f, v.    (4) th, s, z.	(5) sh, ch, j.    (6) l, r.
Global Developmental Delay	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Cerebral Palsy	(1) Sign/Device (1-3 words) (4) Imitates 3-6 words	(2) Sign/Device (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Fluency	(1) Continuous phonation to eliminate disfluencies, pauses or breaks (2) Light contact with lips and tongue for a softer approach to articulating sounds (3) Pausing on every 2-4 words		
Articulation	(1) h, m, b, p, w.    (2) t, d, n.	(3) k, g, f, v.    (4) th, s, z.	(5) sh, ch, j.    (6) l, r.
Language Delay	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Non-verbal	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences

Name \_\_\_\_\_

**YELLOW:** 2-3 years  
**GREEN:** 3 years

**BLUE:** 4 years  
**PURPLE:** 5 years

<b>Language Development</b>	<b>Language Development:</b> Set up <i>Chalkboard</i> activity. Children sign/say phrases and sentences: <i>Please let me (draw, write) on the chalkboard. Give me (color) chalk. I will (draw, write) (A, B, 1, 2, face etc.). Look at my (A, B, 1, 2, face etc.)</i>
<b>Vocabulary</b>	<b>Vocabulary:</b> Children draw or write numbers and letters on the chalkboard while using the new vocabulary words.
<b>Descriptions</b>	<b>Descriptions:</b> Ask a child to describe a picture to another child and they have to draw it. <b>Example:</b> Child says "Draw something that floats in the water, it goes fast and it has a motor" ( <i>boat</i> ) OR "Draw something that is soft, you can eat it and it grows on a tree" ( <i>banana</i> ) etc.
<b>Following Directions</b>	<b>Following Directions:</b> Give each child a 1-3-part command to follow. <b>Example:</b> " <b>First</b> , write the number 3 <b>next</b> draw a happy face, <b>last</b> draw a square". After the child has finished following directions ask, "What did you put on the chalkboard?" Child says, " <b>First</b> I put the number 3 <b>next</b> a happy face and <b>last</b> a square. ( <b>1-action, 2-actions, 3-actions, first, last, before, after</b> )
<b>Quantity</b>	<b>Quantity:</b> Ask the children to draw <b>one, two</b> or <b>three</b> shapes on the chalkboard OR to draw numbers on <b>half</b> of the chalkboard and letters on the other <b>half</b> OR <b>more</b> letter A's and <b>less</b> letter B's. Also use <b>all, none, most, least, many, few, some.</b>
<b>Questions</b>	<b>Questions:</b> " <b>What</b> you write on a chalkboard? <b>Who</b> uses chalk? <b>Where</b> can you see a chalkboard? <b>When</b> do you use a chalkboard? <b>How</b> do you clean a chalkboard? <b>Why</b> do you need an eraser?"
<b>Negation</b>	<b>Negation:</b> Draw several different shapes on the board. Ask a child to erase all of the shapes but <b>not</b> the circle OR write something on the board but <b>not</b> a letter OR draw a picture but do <b>not</b> use the color blue.

## Vocabulary

chalk	draw	shapes	picture	name
chalkboard	write	numbers	eraser	

## Basic Disability Guidance

(Follow sequence according to current developmental ability)

Autism	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Down Syndrome	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Apraxia	(1) h, m, b, p, w. (2) t, d, n. (3) k, g, f, v. (4) th, s, z. (5) sh, ch, j. (6) l, r.		
Global Developmental Delay	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Cerebral Palsy	(1) Sign/Device (1-3 words) (4) Imitates 3-6 words	(2) Sign/Device (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Fluency	(1) Continuous phonation to eliminate disfluencies, pauses or breaks (2) Light contact with lips and tongue for a softer approach to articulating sounds (3) Pausing on every 2-4 words		
Articulation	(1) h, m, b, p, w. (2) t, d, n. (3) k, g, f, v. (4) th, s, z. (5) sh, ch, j. (6) l, r.		
Language Delay	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Non-verbal	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences

# Chalkboard

**YELLOW:** 2-3 years  
**GREEN:** 3 years

**BLUE:** 4 years  
**PURPLE:** 5 years

<b>Monday</b>	<p><b>Language Development:</b> Set up <i>Chalkboard</i> activity. Children sign/say phrases and sentences: <i>Please let me (draw, write) on the chalkboard. Give me (color) chalk. I will (draw, write) (A, B, 1, 2, face etc.). Look at my (A, B, 1, 2, face etc.)</i></p> <p><b>Vocabulary:</b> Children draw or write numbers and letters on the chalkboard while using the new vocabulary words.</p>
<b>Tuesday</b>	<p><b>Descriptions:</b> Ask a child to describe a picture to another child and they have to draw it. <b>Example:</b> Child says "Draw something that floats in the water, it goes fast and it has a motor" (<i>boat</i>) OR "Draw something that is soft, you can eat it and it grows on a tree"(banana) etc.</p>
<b>Wednesday</b>	<p><b>Following Directions:</b> Give each child a 1-3-part command to follow. <b>Example:</b> "<b>First</b>, write the number 3 <b>next</b> draw a happy face, <b>last</b> draw a square". After the child has finished following directions ask, "What did you put on the chalkboard?" Child says, "<b>First</b> I put the number 3 <b>next</b> a happy face and <b>last</b> a square. (1-action, 2-actions, 3-actions, first, last, before, after)</p>
<b>Thursday</b>	<p><b>Quantity:</b> Ask the children to draw <b>one, two</b> or <b>three</b> shapes on the chalkboard OR to draw numbers on <b>half</b> of the chalkboard and letters on the other <b>half</b> OR <b>more</b> letter A's and <b>less</b> letter B's. Also use <b>all, none, most, least, many, few, some.</b></p>
<b>Friday</b>	<p><b>Questions:</b> "<b>What</b> you write on a chalkboard? <b>Who</b> uses chalk? <b>Where</b> can you see a chalkboard? <b>When</b> do you use a chalkboard? <b>How</b> do you clean a chalkboard? <b>Why</b> do you need an eraser? "</p> <p><b>Negation:</b> Draw several different shapes on the board. Ask a child to erase all of the shapes but <b>not</b> the circle OR write something on the board but <b>not</b> a letter OR draw a picture but do <b>not</b> use the color blue.</p>