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One-Minute Articulation app

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Presentation of Activity

Tell the children that they will take turns throwing round rings on to the bottles to score points and earn stickers and candy.

Materials and Set-up

Place three or four different colored, full Gatorade bottles or another type of beverage bottle on the floor or on a table. Give the children round rings to throw on to the bottles. If you don't have round rings, cut the middle out of plastic lids and use those as rings.

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"

RING TOSS

F	It's fun to find enough rings to throw on these colorful bottles. If you offer me three or four rings, I will use all my effort to throw them far even though it might be tough. (10)
G	Guys and girls are good at playing this game. Guys and girls gather rings and throw them on big bottles again and again. Please give me the rings so I can get going playing this game. (14)
J	I can just imagine throwing these rings on the large bottles. I will feel joyful if I manage to gently ring a large bottle. Join me as I judge how far to throw this ring on to a large bottle. (11)
K	I like to hook circle rings on colorful bottles. I feel like it's my lucky day so I will take a circle ring and see if I can make it land on a colorful bottle without knocking it over. (12)
L	I like to loop circle rings on all of the colorful bottles. Will you please let me have a lot of circle rings so I can loop them on the colorful bottles? Let me loop a bottle now. (17)
R	I am sure great at throwing round, circle rings farther than everybody else. Will you share three or four round, circle rings because I am in a hurry to throw them very far. (19)
S	It's time to start tossing these circle rings on those bottles. Please pass me some circle rings so I can toss them soon. I hope I don't miss the bottles. (17)
Z	I suppose boys and girls can use these rings for tossing. Let me get busy using my hands to toss these rings so I can win a prize. I'm gazing at these bottles so I can choose the easiest one. (13)
CH	Children like to take a chance as they pitch rings on to each bottle. Please fetch me a bunch of rings so I can pitch them and watch them reach each bottle. (10)
SH	It might shock you to know that I can swish these circle shaped rings on the bottles in a flash. You should share some circle shaped rings with me so I can show you how I can swish them. Please hush so I can show you. (11)
TH	I think I can throw these rings on those bottles. I will throw three of four rings farther than my mother or father. Thank you for gathering rings for me so I can throw them. (14)

Language Skills

Please give me (*one, two, three*) (*color*) circles. I want to throw a (*color*) circle on a bottle. The (*color*) circle is on the (*color*) bottle.

Vocabulary

throw	circle	bottle	yellow	one	three
toss	ring	red	blue	two	

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
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YELLOW: 2-3 years
GREEN: 3 years

BLUE: 4 years
PURPLE: 5 years

Language Development	Language Development: Set up <i>Ring Toss</i> activity. Children sign/say phrases and sentences: "Please give me <u>one, two, three</u> <u>color</u> circles. I want to throw a <u>color</u> circle on a bottle. The <u>color</u> circle is on the <u>color</u> bottle."
Vocabulary	Vocabulary: Children throw rings on bottles while using the new vocabulary words.
Pronouns	Pronouns: Place a picture of a girl on one bottle, a boy on another and a picture of two people on the third bottle. Children throw rings and when they land on a bottle they sign/say "He/She has a circle ring. This circle ring is on <u>her/him</u> . " <u>They</u> have a ring on <u>them</u> .". (<u>I, me, my, mine, you, his, her, our, their, us, we</u>) Possessives: Place pictures of girls and boys on the bottles. After a child rings one of the bottles have the child sign/say: "This is <u>her/his</u> ring" You can name the boys and girls on the bottles and sign/say: "This is <u>Sam's</u> ring".
Spatial Concepts	Spatial Concepts: Children throw the rings and then sign/say where they land. Example: <u>on, off, away from</u> the bottle, <u>In front, in back, next to, around</u> the bottle, <u>beside, between</u> the bottles, <u>behind</u> the bottle OR they tell you which colored ring they are going to use OR which bottle they are going to ring <u>first, next and last</u>
Quantity	Quantity: Children ask for <u>one, two</u> or <u>three</u> rings to throw OR children throw rings on <u>half</u> of the bottles OR throw <u>half</u> of the rings. After the children throw the rings they sign/say which bottle has <u>more</u> rings or the <u>less</u> OR use <u>all, none, most, least, many, few, some</u> .
Plurals	Plurals: After children throw the rings, count how many rings each bottle has. Children sign/say: "Here is <u>one ring</u> " "Here are <u>two rings</u> " OR Children tell you how many rings they will throw. "I will throw <u>three rings</u> "
Questions	Questions: " <u>What</u> are some things you can throw? <u>Who</u> is good at throwing balls? <u>Where</u> do you throw a basketball? <u>When</u> have you thrown something? <u>How</u> do you throw a frisbee? <u>Why</u> do throw trash into a garbage can? "
Negation	Negation: After throwing the rings on the bottles, children examine the bottles and sign/say: "This bottle does <u>not</u> have a ring" OR say, "Throw a ring on all of the bottles but <u>not</u> the blue one"

Ring Toss

Vocabulary

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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
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Monday	<p>Language Development: Set up <i>Ring Toss</i> activity. Children sign/say phrases and sentences: "Please give me <u>one, two, three</u> <u>color</u> circles. I want to throw a <u>color</u> circle on a bottle. The <u>color</u> circle is on the <u>color</u> bottle."</p> <p>Vocabulary: Children throw rings on bottles while using the new vocabulary words.</p>
Tuesday	<p>Pronouns: Place a picture of a girl on one bottle, a boy on another and a picture of two people on the third bottle. Children throw rings and when they land on a bottle they sign/say "He/She has a circle ring. This circle ring is on <u>her/him</u>. "<u>They</u> have a ring on <u>them</u>.". (<u>I, me, my, mine, you, his, her, our, their, us, we</u>)</p> <p>Possessives: Place pictures of girls and boys on the bottles. After a child rings one of the bottles have the child sign/say: "This is <u>her/his</u> ring" You can name the boys and girls on the bottles and sign/say: "This is <u>Sam's</u> ring".</p>
Wednesday	<p>Spatial Concepts: Children throw the rings and then sign/say where they land. Example: <u>on, off, away from</u> the bottle, <u>In front, in back, next to, around</u> the bottle, <u>beside, between</u> the bottles, <u>behind</u> the bottle OR they tell you which colored ring they are going to use OR which bottle they are going to ring <u>first, next and last</u></p>
Thursday	<p>Quantity: Children ask for <u>one, two</u> or <u>three</u> rings to throw OR children throw rings on <u>half</u> of the bottles OR throw <u>half</u> of the rings. After the children throw the rings they sign/say which bottle has <u>more</u> rings or the <u>less</u> OR use <u>all, none, most, least, many, few, some</u>.</p> <p>Plurals: After children throw the rings, count how many rings each bottle has. Children sign/say: "Here is <u>one ring</u>" "Here are <u>two rings</u>" OR Children tell you how many rings they will throw. "I will throw <u>three rings</u>"</p>
Friday	<p>Questions: " <u>What</u> are some things you can throw? <u>Who</u> is good at throwing balls? <u>Where</u> do you throw a basketball? <u>When</u> have you thrown something? <u>How</u> do you throw a frisbee? <u>Why</u> do throw trash into a garbage can? "</p> <p>Negation: After throwing the rings on the bottles, children examine the bottles and sign/say: "This bottle does <u>not</u> have a ring" OR say, "Throw a ring on all of the bottles but <u>not</u> the blue one"</p>