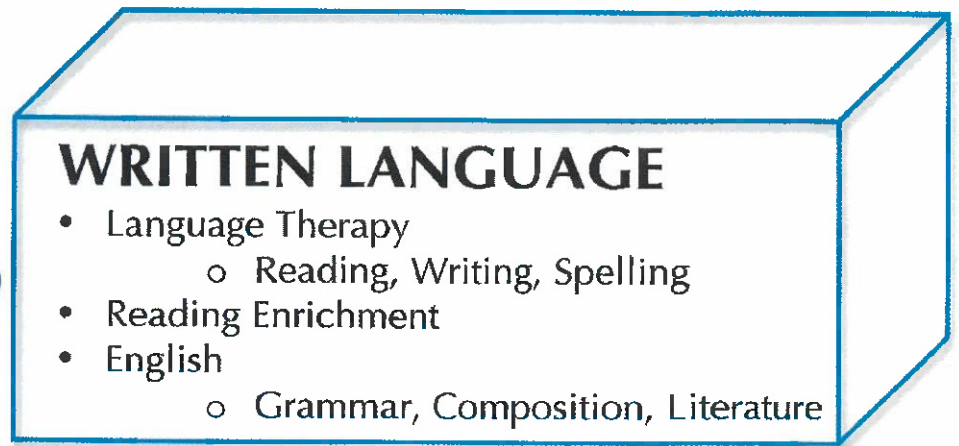
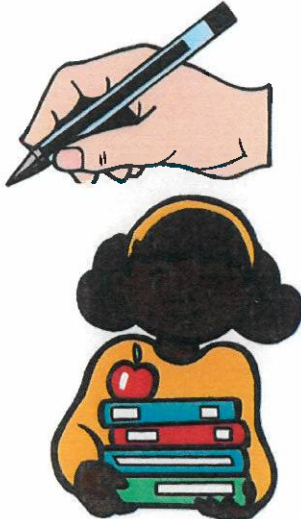
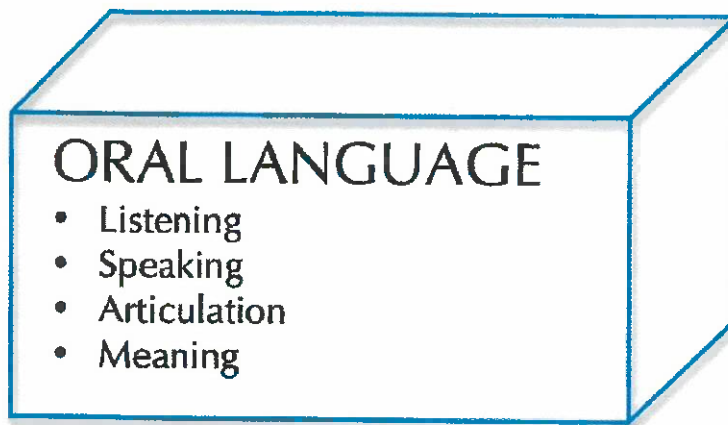


Oral and Written Language



Language Building Activities

Games:

1. **BLURT!** (word finding, listening, vocabulary)
2. **TriBond for Kids** (reasoning, listening skills, associations, word finding, vocabulary)
3. **TABOO** (defining/describing, vocabulary, verbal expression, word finding, auditory comprehension, memory)
4. **Scategories Junior** (categories, word finding, vocabulary)
5. **Outburst Junior** (categories, word finding, vocabulary)
6. **Apples to Apples** (word associations, categories, vocabulary, turn taking)
7. **20 Questions for Kids** (memory, reasoning, auditory comprehension, word finding)
8. **21st Century 20 Questions** (memory, reasoning, listening skills, word finding)
9. **Guess Who?** (reasoning, problem solving, memory, basic vocabulary, question formation)
10. **Master Mind** (reasoning, memory)
11. **Cranium** (targets creative, performance, linguistic, and practical abilities)
12. **Brain Quest** (reasoning, linguistics, word finding)
13. **Word Burst** (word finding, categories, associations, listening skills, memory, vocabulary)
14. **Semantically Speaking** (vocabulary, word relationships/associations, multiple meaning words, reasoning)
15. **More Semantically Speaking** (vocabulary, word associations, reasoning, figurative language, time concepts)
16. **Grammar Scrabble** (linguistics, grammar, thought formulation)
17. **Pictionary Junior** (vocabulary, reasoning, word finding/naming, multiple meaning words)
18. **Trivia Pursuit** (word finding, reasoning, auditory comprehension, turn taking)
19. **Loaded Questions** (thought formulation, memory, creative thinking)
20. **Buzz Word** (memory, vocabulary, word finding, social skills)
21. **Such and Such** (word associations, word finding, reasoning, memory)
22. **Sentence Says** (grammar, sentence formulation, word finding)
23. **Jabber Jots** (creative thinking, thought formulation, grammar)
24. **Password** (vocabulary, word finding, auditory comprehension, turn taking)
25. **Origin** (creative thinking, thought formulation, figurative language, grammar)
26. **Create a Story** (thought formulation, vocabulary, creative thinking)
27. **In a Pickle** (word associations, reasoning, vocabulary, turn taking)
28. **ASAP** (categories, associations, vocabulary, word finding)
29. **Last Word** (categories, associations, vocabulary, word finding)
30. **Verbal Volley** (antonyms, synonyms, vocabulary, word associations, word finding)
31. **Perfect Sense** (word finding, inferencing, listening skills, turn taking)
32. **Story Cubes** (problem solving, thought formation, listening skills, sequencing)
33. **Thinkets** (memory, associations)
34. **You've Been Sentenced** (sentence creation, thought formation, sequencing, parts of speech)

Computer Programs:

1. *Imagination Express Series*: Allows students to create interactive stories
2. *Carmen San Diego Word Detective*: Targets grammar, spelling, vocabulary skills, and problem solving
3. *Thinkin' Things Collection 1,2, and 3*: Targets memory skills, problem solving, and logic

****Most can be found on Amazon.com**

Web Sites:

1. *Mystery*: www.mysterynet.com (comprehension, reasoning, problem solving)
2. *Vocabulary*: www.wordcentral.com
3. *Language*: www.english-forum.com (vocabulary, grammar, idioms, and more)
4. *Memory*: <http://www.lumosity.com/> (fun activities that help improve memory and attention)
5. *Vocabulary*: <http://www.freerice.com/category> (This website has areas for vocabulary building and grammar. For each answer you get right, the website donates 10 grains of rice through the World Food Program to help end hunger)

iPhone Apps:

1. Grammar: Sentence Builder-\$3.99 (Learn how to build grammatically correct sentences)
2. Language: Question Builder-\$3.99 (Learn to answer abstract questions and make inferences)
3. Grammar: Word Venture-Free (Students use parts of speech to create a silly story: similar to Mad Libs)
4. Language: Brain Pop Feature Movie-Free (A new brain pop movie every day covers topics including math, social studies, English, technology, arts and music, and health. After watching the daily animated movie, you can test your knowledge with an interactive quiz.)

ALL PARENTS SHOULD MONITOR THEIR CHILD'S ACTIVITIES ESPECIALLY WHEN CHILDREN ARE VISITING WEB SITES IN ORDER TO ENSURE THE CHILD IS ENGAGING IN ACTIVITIES APPROPRIATE TO THEIR SKILL LEVEL.



SHELTON

Speech-Language & Hearing

LANGUAGE BUILDING GAMES

5 modifications for kids with language difficulties:

Each of these games relies heavily on language skills. Therefore, a child with language difficulties might find these games challenging. To help, here are a few ways to modify each game so that your child feels more successful. I advise using the modifications for *all* players, instead of singling one child out.

- **Extend the time allowed for each turn.** Instead of using a sand-timer, use your own timer on a smartphone or stopwatch to allow each player more time to complete tasks.
- **Eliminate timing altogether.** If you notice your child crumbling under the time pressure, just eliminate timers altogether. After your child has had practice with the game and feels more confident, you can slowly reintroduce the timer.
- **Adjust the vocabulary words.** If your child seems unfamiliar or overwhelmed by the vocabulary in the game (e.g., Apples to Apples), create your own playing cards with more suitable vocabulary for your child.
- **Encourage note-taking.** Games such as Guess Who and Headbantz rely on memory. If your child seems to have difficulty remembering clues, encourage him/her to write things down during the game (e.g., my headband is an animal, it lives in the zoo, it has stripes, etc).
- **Provide lots of encouragement.** Discourage any negative comments from players, while encouraging positive comments instead (e.g., "good try" or "nice job!"). Give your child positive and descriptive praise for anything they are doing well (e.g., "Wow, you are showing great sportsmanship" or "That was an excellent question to ask.")

Blurt-word finding, listening, vocabulary

Outburst Junior. This fast-paced game encourages the use of categories and vocabulary. Players are given a word or category, and asked to name as many category members as possible before the time runs out.

Scattergories Junior. This fun game also encourages the use of categories. Players are given a specific letter (e.g., "F" or "G") as well as a list of categories. Each player must think of various category members that begin with that letter.

Guess Who. This silly game encourages players to ask questions and group pictures together based on similarities and differences. Players have a board filled with faces (or in the new

version, animals, appliances and even monsters) and have to guess which face belongs to their opponent.

Guess Where-reasoning, problem solving, memory, vocabulary, question formation

Headbanz. This engaging game encourages children to verbally describe objects, ask questions, and remember clues. Players are each given a secret word to wear on their headband. Players can look at other players' headbands, but cannot see their own. Each player must ask questions about their word, and give others clues for theirs (e.g., "Is my word an animal?").

Catch Phrase Junior. This high-energy game encourages the use of vocabulary, verbal descriptions, categorization, synonyms, and word definitions. Players are given a word and must try to get team members to guess what it is without actually stating the word.

Cranium Junior. This entertaining game also encourages the use of vocabulary and word meanings while tapping into the various senses. Players are given a question card and must act, hum, draw, or sculpt the answer to help their teammates guess what it is.

Apples To Apples Junior. This interactive game encourages the use of vocabulary, word meanings, synonyms, and categorization. Players are given a stack of cards, each with a different word (a person, place or thing). A descriptive word is then placed in the center of the game and players must choose a card from their stack that best fits the description.

Guesstures-nonverbal communication, body language

Taboo Jr.-categorization, memory, associations

Spot It-rapid word recall, vocabulary

Games for Speech & Language Development for Younger Students

Uno MOO Preschool Game

A take on the classic UNO game, designed for the preschool set, UNO MOO Preschool Game is great for turn taking, vocabulary, color ID, matching skills, following directions, and more!



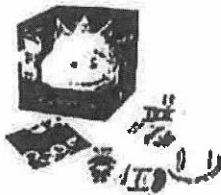
Zingo by Thinkfun (good for older students too)

This is one of my top 5 favorite games for therapy. ThinkFun's Zingo is fantastic for turn taking and vocabulary building. Add in some commentary about the pictured items and you have hours of fun language building in one little game. Kids LOVE IT!



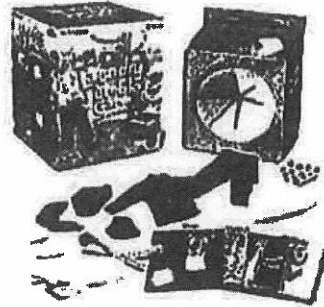
Hello Sunshine Game

Wonderful for teaching locative concepts, Hello Sunshine Game is a FUN active game where you take turns hiding Sunshine (a plush sun) in different places while learning about locative concepts. I LOVE games like these that get kids moving and help teach skills in a playful and meaningful way. Though targeted for 18 months and up, it can be great for any young child with speech and language delays as well.



Laundry Jumble Game by Educational Insights

Great for Clothing ID, Matching and more Laundry Jumble Game is very similar to What's in Ned's Head (below) in that it uses a multi-sensory approach to play and is a bit more appropriate for the little ones who may not like the grossness of Ned's Head.



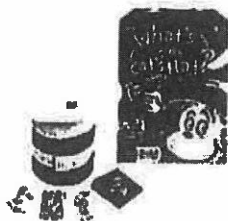
The Cat in the Hat I can Do That Game

Recommended for ages 4 and up. The Cat in the Hat I Can Do That! Game is another game that gets kids moving and learning in fun and meaningful ways. Get silly while working on memory, following directions, vocabulary social skills and turn taking!



Dr. Seuss What's in the Cat's Hat? Game

Another hit by the folks at Dr. Seuss is the Dr. Seuss What's in the Cat's Hat? Game . In this game, you'll be having a blast working on answering and asking questions, building memory and recall, turn taking, following directions and deductive reasoning as you take turns hiding household items in the Cat's Hat as players ask questions and explore the object in various ways to figure out What's in the Cat's Hat!?



What's In Ned's Head?

This is another in my top 5 most used games in speech therapy. What's In Ned's Head is, well, a little gross but the kids LOVE it. Take turns reaching into Ned's Head where he has a bunch of weird and sometimes disgusting items up in there. Reach in Ned's Head through his ears or his NOSE! Feel with your hands...can you tell what it is? A rat? A brain? A TONGUE?? So much fun and great for deductive reasoning, vocabulary development, and social-cognitive skills like joint attention and turn taking. Did I mention it's a little gross? You can always throw in items from your own home that are not quite so yucky!



Where is it? Game

This is a great game for learning locative concepts. The Where Is It? Game is kind of like Bingo but with images of a silly dog in all kinds of places. Where is he? On top of the house? Near? far? Running around the house? Great for little ones who are struggling with these concepts.



Ways to Build High Level Language Skills

-Play games that target language skills including making inferences, ambiguous language, and problem solving and reasoning:

1. Perplexor games
2. Rush hour
3. Bubble talk
4. Sour apple

(There is a more exhaustive list of games with the language skills it targets)

-Look at billboards and bumper stickers and discuss why they are funny

-Watch Commercials and discuss why they are funny

(You can do a search on youtube for "commercials and making inferences")

-Idioms: Most days you will encounter/say multiple idioms without even realizing it. Take the opportunity to point them out and discuss what they mean. You might even research the origin which can be very interesting! You can Google "Idiom of the day" or "Idioms for kids" for good examples along with their meaning/interpretation.

-Crossword puzzles to increase vocabulary and awareness of ambiguous language.

-Far side

-Sandra Boynton Facebook page. She has a picture with "play on word/tongue in cheek" phrases that are very humorous.

-Proverbs and Fables. They are often short stories. You can discuss what you have learned from the story.

-Newspaper headlines to work on ambiguous language

These are some ideas which I think should really facilitate language skills in a more fun and natural way.

The Shelton Program

If **Learning Differences** are **physical, neurological differences** which cause challenges with learning, **how does Shelton improve a student's academic skills?**

It is understood that **students with learning differences process visual and auditory information related to symbols like letters/sounds and sometimes numbers inaccurately** a significant percentage of the time.

Since the 1920's clinical studies and research have been seeking to solve the question of how to help the intelligent LD student process symbols more accurately. From the **pioneer work of Samuel T. Orton and Anna Gillingham comes the methods for helping the LD student read, write and spell more effectively.** The Orton-Gillingham approach is the prototype multisensory structured language method for teaching written language to the LD student. Ten multisensory structured language methods have been developed from the Orton-Gillingham model.

The **three Orton-Gillingham methods used at Shelton are Alphabetic Phonics (AP), Sequential English Education (SEE), and Shelton Upper School Reading Programs.** A **fourth MSL method** employed at Shelton is **The Association Method**, which is derived from the work of Mildred McGinnis for students who need **specialized techniques in oral language communication as well as the written language skills** of reading, writing, and spelling. Detailed information is given on each method in this booklet.

In general all MSL methods include the following emphasis:

Alphabetic	Mastery/automatic ability to name the letters of the alphabet
Phonetic	Mastery/automatic ability to attach sounds to the letters of the language
Structured	Patterns of the language presented in an organized, sequential manner
Linguistic	Patterns taught in sequential manner from simple to complex
Individualized	Instruction 1:1 or small group
Intensive	Information taught for mastery; each skill repeated continually
Multisensory	All senses used to present new information

The Shelton Program

Oral Language Development

- | | |
|--|---|
| Lower School & Upper Elementary | In EC-5th there are manipulative language development activities in every room to provide for vocabulary development, sentence usage, and reasoning concepts. |
| Middle School | In Middle School the vocabulary and sentence development is enhanced through the Language Therapy programs of Alphabetic Phonics and Sequential English Education, and the Association Method |
| Upper School | The Upper School program provides an in-depth vocabulary study through PSAT/SAT preparation materials. |

Students who function in receptive or expressive language development below the 25th percentile are also scheduled for small group therapy with a Speech/Language Pathologist from EC through 8th grade.

Written Language Development - Reading/Writing/Spelling

- | | |
|--|--|
| Lower School & Upper Elementary | Learning pre-reading and writing skills are the emphasis in EC and Pre-Primary. With a good foundation of the code of the language students move through the prescribed language therapy method: Alphabetic Phonics; Sequential English Education; and Association Method. |
| Middle School | Students in 6-8 continue through Language Therapy programs; emphasizing decoding, fluency, and comprehension skills. |
| Upper School | Students in 9-12 are assigned to the Upper School Reading Programs or Literature classes or may proceed into foreign language |

Shelton Language Therapy classes

ALPHABETIC PHONICS

Students at Shelton School have the opportunity to receive structured, multisensory language instruction which is based on the Orton-Gillingham approach for teaching phonics and the structure of the English language. This approach utilizes the curriculum of *Situation Learning*, *MTA*, or *Take Flight* and other curriculum from Texas Scottish Rite Hospital. The following is a descriptive overview of the presentation and content of the language training classes.

Each intervention class contains the following components:

Alphabet	Letter knowledge and the sequence of the alphabet are addressed in this lesson component. As letter knowledge and the sequence are mastered, dictionary skills are introduced as well as utilizing reference materials.
Reading Decks	Automatic recognition of the graphemes (single letters as well as letter clusters such as digraphs and diphthongs) is reviewed daily. The students name the letters and letter clusters and then review the sounds made by those letters using consistent key words. As grapheme/phoneme (symbol and sound) correspondences are introduced, they are added to this daily review deck.
New Learning	New concepts are introduced through direct, explicit instruction using a structured multi-sensory approach. The rules that govern our language for reading and spelling are introduced as well as the symbol/sound correspondences, the six syllable types, syllable division patterns and morphemes (prefixes, roots and suffixes).
Reading Practice	The reading practice portion of the lesson offers practice designed to build accuracy as well as automaticity. The lesson includes daily practice in repeated reading of reading instant words as well as practice in decoding words in isolation and in sentences. Repeated reading of words grouped by syllable or orthographic pattern lead the student to mastery of those concepts. Rate is addressed in repeated reading activities. Fluency is also addressed.
Handwriting	Direct explicit instruction in the cursive letters shapes is included in this portion of the lesson. The cursive letters shapes are introduced in the same sequence as the letter/sound correspondences are introduced.
Spelling Deck	This section is a daily review of the sounds of the English language. The students respond to the sound with the most frequent spelling(s) of that sound. As new sounds and new spellings of various sounds are added through new learning, those sounds or spellings are added to this daily review deck.
Phonemic Awareness	Using "mouth pictures" to add a visual and kinesthetic aspect to recognition of individual phonemes, phoneme identification and manipulation is practiced each day by students. Alternately, students work on auditory discrimination and memory.
Spelling	The spelling section of the lesson incorporates phonemic awareness in the spelling procedures. Practice in applying the rules for spelling one-syllable base words, derivatives or multi-syllable words is incorporated daily.
Review	This section of the lesson provides a quick review of the new learning of the day as well as a review of other concepts. Often morphemes or syllable patterns are also reviewed in this section.

On a rotating basis, the following components are also addressed:

Comprehension	Beginning with listening comprehension and building to reading comprehension, multiple strategies are introduced and practiced. Grammar is also addressed in this section of the lesson.
Written Expression	Moving from verbal expression to written expression, the ability to convey thoughts through written expression is addressed here. Students begin by building strong sentences then progress to composing paragraphs and longer passages.

SEQUENTIAL ENGLISH EDUCATION (SEE)

SEE is an IMSLEC accredited course utilizing structured, multi-sensory language instruction, based on the Sequential English Education approach for teaching reading/writing/comprehension/spelling and auditory discrimination and memory. The following is a descriptive overview of the presentation and content of the classes.

The lesson includes these activities:

Language:	Each lesson presents the patterns of the English language to the student moving from simple to complex patterns.
Alphabet:	Visual recognition of Upper and Lower Case letters and the sequence of the alphabet is covered.
Sound/Symbol Correspondence:	The sound of each letter is presented and reviewed for automaticity.
Word Families:	Perceiving the internal detail of words by identifying the word family within the word is practiced.
Reading:	<p>At the beginning of the therapy process the reading emphasizes decoding, breaking words into parts and blending the parts into a word. As accuracy improves, speed increases and inflection is improved.</p> <p>Each word that is decoded is defined and used in a sentence. Word meanings are the basis of comprehension of sentences, paragraphs and stories.</p>
Oral Language Development:	The development of vocabulary and expressive language is increased through defining words and using them orally and in written sentences.
Handwriting:	Each lesson includes a presentation of the letter being taught. This teaching is highly multi-sensory. The student traces the letter in their manual, on their memory board and writes it from memory on paper. As letters are mastered, letter connections, spacing, pencil pressure and consistency of writing slant are improved.
Spelling:	As a student learns to decode the patterns of the language, he learns to spell those patterns. Reading, writing and spelling are seen to reinforce each other.
Dictation:	Each lesson provides that the student listen for words, phrases, and sentences and practice the skill of holding this information in mind while transferring it to paper.
Review:	Review of previous material is built into each lesson. Reviews are also placed at regular intervals in the student manuals and surveys are given at the end of each of the three manuals to determine mastery.
Listening:	Listening skills are enhanced throughout the SEE lessons, but an additional program, Auditory Discrimination and Memory is an integral part of this program. These drills improve listening, following directions, and spelling.

Shelton Upper School Reading Programs

Students in the Shelton Upper School have the opportunity to receive structured, multisensory language instruction based on the Orton-Gillingham approach for teaching phonics and the structure of the English language. This approach utilizes the curriculum of the *Wilson Reading System* combined with various elements proven to strengthen reading accuracy skills (decoding) and spelling skills (encoding). The following is a descriptive overview of the various components of the Upper School Reading curricula.

The daily lesson includes these activities:

Sight Words	This lesson includes 10 words that do not follow the typical rules of the English language and frequently misspelled words. Students write, define, and use the words in a sentence each week. In addition, students practice orally spelling the words. Finally, students use a masonite board for further kinesthetic spelling practice.
Morphemes	Prefixes, suffixes, and root words are taught each week in order to understand the structure of the language. In addition, knowledge of the meanings of these morphemes help with vocabulary development and preparation for SAT/ACT testing.
<u>Decoding</u> Sound Cards	This includes a "quick drill" of the phonemes with the teacher showing a sound card and the student(s) naming the letter(s) and corresponding sound(s). Key words are also used with vowels and as needed with other sounds.
Teach/Review	Blank cards and letter cards are used to teach phoneme segmentation and blending. Students are taught to segment sounds using a finger tapping procedure. Syllable and suffix cards are used to teach total word structure.
Wordlist Reading	Skills are applied to the reading of single words on a controlled wordlist in the Student Reader containing only those elements of word structure taught thus far.
Sentence Reading	Word attack skills are applied to reading within sentences.
Passage Reading	Students silently read a short passage with controlled vocabulary containing only the studied word elements. Students retell the passage in their own words linked to visualization of the passage. Student then read orally. This lesson also reinforces reading comprehension.
<u>Encoding</u> Quick Drill	Letter formation is taught as needed. Every lesson includes a phoneme drill with the teacher saying a sound and the student identifying the corresponding letter(s).
Auditory Drill	In this phonemic awareness activity, students are asked to isolate sounds or combinations of sounds until mastery is achieved. Rhyming and segmenting of sounds is also practiced in this section.
Teach/Review	Initially, students spell words with phoneme cards and blank cards. Students apply the finger tapping procedure to segment sounds for spelling. Beyond Step 3, students use syllable and suffix cards. Students spell words using the cards to sequence sounds, syllables, and word parts.
Written Work	Sounds, single words, and sentence dictation are included. The teacher dictates sounds, words, and sentences that are controlled. The students repeat the dictation prior to writing. Sounds and words are spelled orally before they are written. A formal procedure is followed for independent sentence proofreading.
Fluency	<p>Students work on fluidity of reading (decoding, smoothness, tone and phrasing) in this non-controlled reading section. The teacher chooses a reading passage and models reading it fluently for the students. The students then chorally read the same passage as a group. Paired reading is used to work on identifying mistakes as well as further reading practice. Fluency is evaluated by charting the errors at the beginning and end of the week.</p> <p>Rapid Word Recognition charts are also used to work on reading fluency. Students read words and/or phrases independently of text in order to further apply reading skills.</p>

SHELTON LANGUAGE THERAPY CLASSES THE ASSOCIATION METHOD

Students at Shelton School have the opportunity to receive structured, multisensory language instruction in The Association Method. The Motor Theory of Speech Perception and the Information Theory support this method of instruction. The Association Method is a multisensory, phonetically based, systematic, incremental instructional program for teaching and/or refining oral and written language (reading, writing and spelling). The following is a descriptive overview of the presentation and content of the classes.

The daily lesson includes these activities:

Language:	Students learn to read, write and spell by introduction to the symbols of the Northampton Chart and the procedures for combining these symbols into words. The symbols are presented in an individualized order for each child.
Alphabet:	The lower case cursive letters of the alphabet are taught. Capital letter formation is begun at the sentence level. The sequence of the alphabet is taught in oral spelling.
Sound/Symbol Correspondence:	The Northampton Symbol system is presented and reviewed for automaticity.
Reading:	At the beginning, precise articulation of the primary spelling of the Northampton Symbols is required to advance to the drill level (combining consonant-vowel and vowel-consonant combinations which begins to form an association between the written form and the spoken form). The cross drill level is the next level in which secondary spellings (Northampton Symbols) are introduced. At this level decoding is strongly emphasized as well as making an association between the written and spoken word (attaching meaning). Color differentiation is used to differentiate phonemes within words.
Oral Language Development:	The program is based on the hierarchy of normal development of receptive and expressive language skills. Each step in the program is incremental in building and maintaining language skills. Color differentiation is used to highlight verbs and new concepts in language structure.
Articulation:	Precise articulation is required from the beginning and before advancing to higher levels in the program.
Handwriting:	Accurate written recall of material at each level is required prior to progressing to the next level.
Spelling:	As the student learns to decode the patterns of the language, he learns to spell those patterns. Reading, writing and spelling are seen to reinforce each other. Mastery of oral and written recall is expected at each level in the program.
Dictation:	Within the program, lessons provide opportunities for the student to listen for sounds, words, sentences and stories which entail practicing the skill of holding this information in memory while transferring it to paper.
Review:	Review of previous material is built into each lesson. Oral and written recall at each level is required to progress. Sound/noun/sentence review board activities are used to review materials. Each child has his own individual book for review.
Listening:	Listening activities are enhanced through the phoneme/noun/sentence review work at the board. A slower temporal rate of speech is used to provide the children more time to process auditorily and more time to observe the speaker's lip movements.

Oral Language

Oral language is man's most unique and complex ability. Any disturbance in this process interferes with an individual's ability to acquire basic and higher-level knowledge. Every student has the right to develop maximum competence in communication and academic abilities. Therefore, the oral language program of The Language-Speech Department works to develop programs and remediate speech/language delays/deficits in students to help them reach their communicative and academic potential.

The Language-Speech program encompasses receptive/expressive language, articulation, syntax, pragmatics, voice, and fluency. There are different categories of language deviation. These are described as follows:

*Receptive Deficiencies—Inadequate recognition of input (spoken or written) in terms of attaching significance, interpretation of sounds/letters, words, and word combinations, and the relationships expressed in language.

*Expressive Deficiencies—Inadequate production (spoken or written) of the intended message as judged by language rules of a specific situation.

*Organizational Deficiencies—Inadequate planning or execution of goal-directed tasks.

Characteristics of Language Disordered Children

1. Difficulties making associations between/among auditory stimuli, objects, and written language
2. Poor auditory discrimination
3. Poor auditory memory for sequencing
4. Major difficulties and/or limitations in vocabulary, concepts, verb tenses, sentence formulation, question formulation, and syntax (word order) in general
5. Specific weaknesses for speech production—e.g. apraxia of speech
6. Inability to understand spoken linguistic events at the normal rate
7. Difficulties with pragmatic (social) skills—Pragmatics is a set of rules one knows and uses in determining who says what to whom, how, why, when, and in what situation.

The Language-Speech Department provides services for students grades EC-8th. Students are seen two times a week in group sessions. Students are grouped by strengths/weaknesses and grade. In addition to group speech, Shelton offers private therapy for EC-8th grades through the Shelton LSH Clinic (972/774-1772).

Writing with a Plan

Sentences → Paragraphs → Papers

Building a Good Sentence

Begin with...

- Who? (a noun).
- Describe the noun.

What does it look like (color, size)?

What does it smell like?

What does it feel like?

What does it taste like?

- What? What does _____ do?
- When? When does the action occur?
- Where? Where is _____?
- Why? Why does _____ do it?
- How? How does _____ perform the action?

When writing paragraphs, you will need to remember:



Go!

Topic Sentence: - Tells the reader:

- What the paragraph is about
- What I am going to prove, explain, or share.



**SLOW
DOWN!**

Reason/Detail/Fact: List your interesting place with some information. Use a transition.



STOP!

Explain: List WHY your place is interesting and give some information. Give evidence, explanations, examples.



**Go
Back!**

Remind: - The reader of your topic!

The three colors of the traffic light help students remember how to write a simple paragraph. First, green gets the writing started. A topic sentence is green; it tells the reader what the paragraph will prove, explain, describe, or share. Next, yellow reminds the writer to slow down and support the topic with good reasons, interesting facts, or well-described details. Reasons, details, and facts are introduced with transitions. Finally, red is a reminder to stop. Red examples, explanations, evidence, and events bring paragraphs to life. The conclusion, of course, is green because the final sentence reminds the reader of the topic.



Topic Sentence: Body Paragraph

(Use
O.P.)





















Go Back remind reader of Topic:

WRITING: OUTLINE A PARAGRAPH ABOUT YOUR FAVORITE SNACK

TITLE _____

I. INTRODUCTION: Topic Sentence (What is your favorite hobby?)

II. BODY: Supporting Sentences (Example of why it is your favorite)

1) _____

a. _____

b. _____

2) _____

a. _____

b. _____

3) _____

a. _____

b. _____

III. CONCLUSION: Summary sentences (I enjoy _____ because...)

Directions: Write a rough draft. Edit your draft checking for capitalization, punctuation and complete sentences. Write a polished finished product.

BOOK III, SECTION II

Ways to Build Your Student's Writing Skills

Don't underestimate the power of conversation! Oral language development precedes written language.

Use your vocabulary to build your student's. Use words that your student may not know, then include the definition in your talk.

ex: "There was the most noxious odor at work today! It smelled so bad that we had to evacuate the building."

Reading builds writing. It improves vocabulary, and students see examples of grammar and story structure.

Be a listener. When your student needs assistance getting started with writing, have them first tell you what they are going to write. Many students do much better if they first rehearse orally.

As your student is telling you his/her writing plan, use the magic phrase, "***tell me more,***" to encourage elaboration.

Once your student has written something, instead of you looking at the page, ***have your student read it to you.*** Often students can identify their errors just by reading it aloud.

Ask your student what you should focus on when he/she reads a piece of writing. Do they need you to listen for anything that isn't clear? Maybe they want you to tell them if the beginning catches your attention. Let your student decide on the focus.

Remember it is your student's work. If your student asks you to read and edit something, once more ask what they want your focus to be. Just look for the items your student has identified. If you rewrite your student's paper so it is in your voice and not his/hers, it makes it difficult for us to accurately assess what your student has mastered and what areas still need work.

Don't endorse less than your student's best. While it may sound supportive to say, "Don't worry about it, I cannot write either! or We just aren't a family of writers; we are scientists." The message you are unintentionally sending is quite different: "This is hard. As an adult, I cannot do it. In fact no one in our family can do it. Just give up. It is okay." ***Instead, prompt him/her to break it down and to remember what was done in class.***

Let's equip and empower our students to be confident, independent writers.