

## Terapia del Habla: Programa del Verano

### Speech Therapy: Older Students Summer Program English Explanation

The documents for the older students are intended to be fun and encourage a commitment to continued reading throughout the summer. The hope is that this will develop a love of reading. Here is the translated portion of the plan. It is then followed by different graphic organizers for parents to use with the books.

### Booklist

Tomas and the Library Lady - Tomas y la señora de la biblioteca	Pat Mora
Ms. Nelson is Missing - Ms. Nelson ha desaparecido	Harry Allard y James Marshall
Doctor De Soto	William Steig
The Amazing Bone - El Hueso Prodigioso	William Steig
Sylvester and the Magic Pebble - Silvestre y La Piedrecita Mágica	William Steig
If you Give a Mouse a Cookie - Si le das una galletita a un ratón	Laura Numeroff y Felicia Bond
The True Story of the Three Little Pigs - La Verdadera Historia De Los Tres Cerditos	Jon Scieszka
Stellaluna	Janell Cannon
My Very Own Room - Mi Propio Cuartito	Amada Irma Perez
El Cucuy!	Joe Hayes
Juan and the Chupacabras - Juan y el Chupacabras	Xavier Garza
Stone Soup - Sopa de piedras	Marcia Brown
Mayte and the Bogeyman - Mayte y el Cuco	Ada Gonzalez

Dear Parents:

To help your son / daughter make progress in the coming year, it is important to work with them during the summer. There are activities you can do at home that are easy and fun. What is important is that children have an opportunity to interact and converse with adults.

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This summer, please take a few minutes each day talking with your child about something and doing homework on the following pages. They can talk about the day's plans (where they will go, who will see), something they have seen on TV or read in a book or newspaper. They can also talk about everyday things for your child / to participate. Your son / daughter can help in cooking food, talking about cooking processes or procedures or follow a recipe, sow plants outside, give directions to a known location, etc.

Included with this package are some activities and instructions can also do with your child. Try to use these activities to have fun with your child; converse with him as you do the activity to make it as a game rather than task. Sometimes, you may feel a little weird talking so much with your child to about these things, but the effect it will have on your ability to communicate is better amazing. Please do these activities during the summer and spend a few minutes with your child each day to talk or read a book together.

**Homework:** Go to the Library and choose a book from the provided list or let your child / to choose one of their standard. Read a story every week of the summer and follow the instructions for each day to help speech and language your child!

**11 weeks: Put a mark / happy face / star in each box for homework that day!**

Book title	Monday	Tuesday	Wednesday	Thursday	Friday
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### Activities for each day of the week

**Monday:** Before reading the book, guess that is to be treated by looking at the cover and read the title. Then, when you are reading the book, ask questions to check understanding your child (use sheet # 2). After reading, talk about the parts of a story (who, what, where, when, problem, solution, and the sequence of events). Use a paper to take notes (as in sheet # 1) and help your child / to identify the different parts.

**Tuesday:** Grab a piece of paper and fold in 8 different sections. Ask your child draw the different events of the story. Use the book to help them remember and draw events in sequence. Then you can cut the paper mix pieces and calls for their son / daughter put them in order and retell the story again.

**Wednesday:** Look for the words in the story with the sounds your daughter has been working on speech therapy. Write the words on a sheet of paper to practice and make definitions of those words to increase vocabulary (use sheet # 3 to make definitions of those words). If you are not working on a specific sound, write the words of the book that your daughter does not know and definitions.

**Thursday:** Grab a sheet of paper and ask your child / to draw their favorite scene in the story. Then ask that describes and writes (or help write) he happened.

**Friday:** Make connections to his life story and use critical thinking. Examples of questions to discuss are:

1. Ask your son if he likes the characters in the story.
2. Was there a time when the events of the story happened in the life of your son?
3. How is your life different from the story?
4. Guess what happens next in the story.
5. How did the characters feel in different parts of the story? Why?