

Literacy-based Intervention with Culturally and Linguistically Diverse Populations

Using storybooks in speech-language intervention

Handouts Include:

- Pre-reading, post-reading, and scaffolding techniques
- Articulation Word Template
- Category, Attribute, Function Activity Template
- Character and Setting Activity Template
- “WH” Card Template
- Sequencing Activities for Younger Students
- Sequencing Activities for Older Students
- Story Illustrating and Writing Template
- Articulation Data Collection Template
- Scaffolding Chart Template
- References

This packet is designed to support interventionists in using storybooks to address communication goals. The following templates can be reproduced to serve this purpose. Sale or profit from these materials are not authorized. Bilingualistics, Inc.

Pre-reading activities

Pre-reading activities are used to bridge any gaps between a student's current skills and the targeted skills. Below is a list of pre-reading activities that work well with any book.

1. Music – use songs semantically related to the material in the book. (Hoggan & Strong, 1994)
2. Semantic mapping/graphic organizers – the adult and students develop a list of words and concepts related to the story and then develop a visual representation or map of how the words and concepts are related to one another (Gilliam & Ukrainetz, 2006; Hoggan & Strong, 1994). According to Gillam and Ukrainetz (2006), graphic organizers also provide the opportunity for students to work on increasing semantic and syntactic complexity through scaffolding techniques. Examples are below.
3. Pre-reading discussion – Pre-reading questions are designed to tie the students' knowledge and ideas from the graphic organizer to the concepts in the book.
4. Illustration discussion – The student creates a story using illustrations from the selected book. Scaffolding techniques may be used to facilitate higher semantic and syntactic complexity. Several templates that can be used during this activity are included. The clinician would complete a set of pre-reading activities, and then read the book.

Reading the story book

While reading the book, use scaffolding techniques to engage the student and check understanding. Clinicians commonly use scaffolding techniques in order to help the student learn target skills. Specific scaffolding techniques are presented in this story-reading section but they are effective during pre- and post-reading activities as well. Below is a list of scaffolding techniques commonly used in speech and language therapy (Liboiron & Soto, 2006).

Scaffolding techniques

1. Print reference – The adult references a target from the book by pointing or commenting (e.g. The adult points to an illustration and asks, “What is happening in the picture?”)
2. Cloze procedures – The adult provides the first part of an utterance and the student completes the thought (e.g. A: The mouse lost his balance *and* _____ S: fell off).
3. Syntactic and semantic expansions – The adult expands on an utterance provided by the student using the grammar and vocabulary targets (e.g. S: The mouse walking. A: Yes, the little mouse is walking on the vine.).
4. Comprehension questions – The adult asks the student a question targeting an appropriate level of complexity for the student (A: Why do you think it could have been worse for the mouse? S: Because the cat could have eaten him).
5. Binary choice – The adult offers the student two choices of responses (e.g. A: What happened to the mouse? Did he fall off or jump off the vine? S: He fell off the vine.).
6. Modeling – The adult models the target structure for the student (e.g. What happened to the mouse when he was crossing the river? The mouse fell into the river.) (Liboiron & Soto, 2006).

Post reading activities

Post-reading activities create a time when the student can review and reflect on what they have learned. For students with language impairments, post-reading activities are a powerful way to allow the student to experience success that they may not often feel in the classroom. Here are general post-reading activities.

1. Discussion questions – The adult and student discuss the story. According to Gillam and Ukrainetz (2006), the clinician should respond to 40% to 60% of all questions with scaffolding techniques.
2. Syntactic activities – Students create grammatical structures through a variety of art activities and games. *Suggested targets:* past tense and present progressive
3. Semantic activities – Students add to their word books through art activities in the areas of object/function, part/whole, categories, antonyms, and synonyms. *Suggested targets:* comparison, categories, and action words.
4. Narrative retelling – use scaffolding techniques and visuals from the book to support the student while retelling the story
5. Phonology/Articulation – Use images from the book as well as general images in order to target specific phonological and articulation skills. See articulation chart in the following activities.

Storybook Activity Goal Chart

This graph provides a list of the most common communication goals. Use this list to identify how different activities can be used to address different goals.

Activity 1:

Activity 2:

Activity 3:

Speech			
Phonological Awareness			
Labeling			
Similarities/Differences			
Describing			
Categorizing			
Sequencing			
Following Directions			
Asking and Answering ?s			
Utterance Expansion			
Article/Noun Agreement			
Prepositions			

Scaffolding Chart

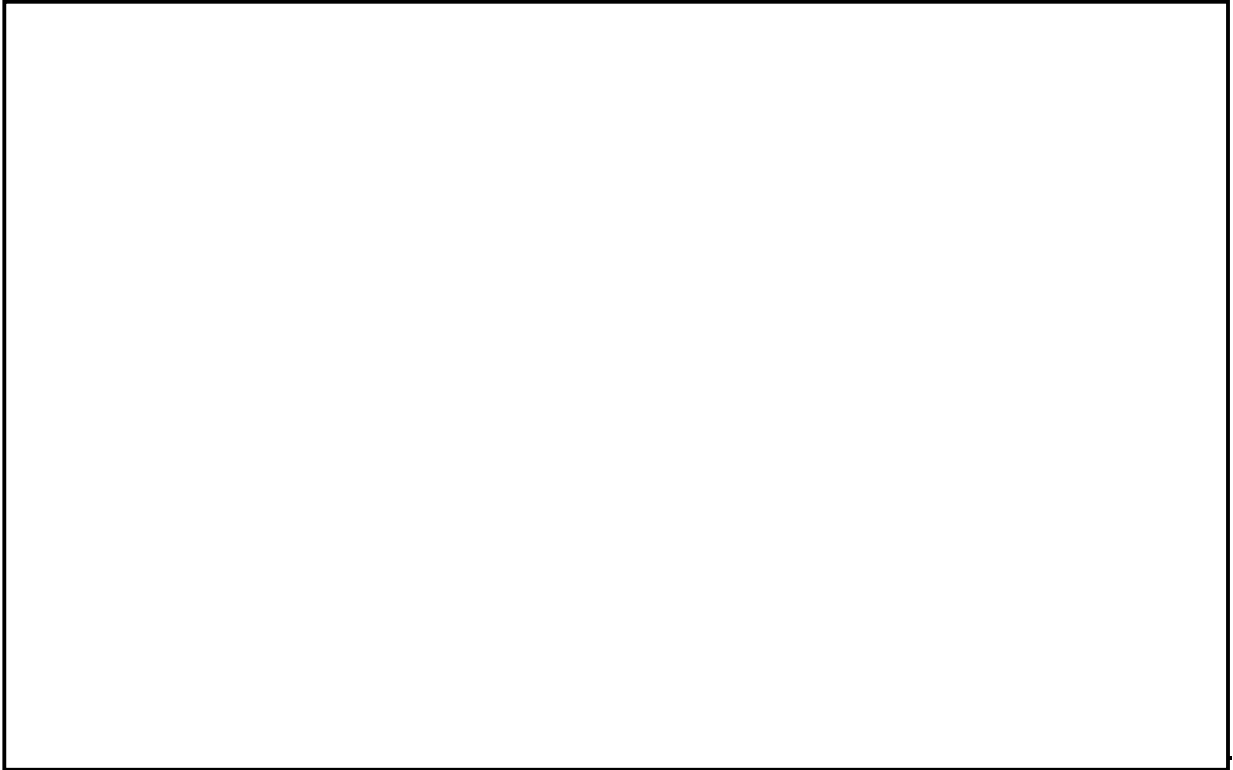
Below is a chart of scaffolding techniques. The clinician can use this chart to take data on the types of scaffolding the student most frequently responds to. The information can be used to send home specific techniques for the parents to use while completing his or her homework.

Scaffolding Technique	Frequency
Modeling	
Print reference	
Expansions	
Binary choice	
Cloze procedure	
Comprehension questions	

Story Illustration and Writing

This template can be used to draw a picture from the book and write key words or sentences about the story.

The Title / El Título: _____



Answering Questions

Use these following two organizers to identify the parts of the story. Younger children can draw a picture and older students can write to describe the part of the story.

Parts of a Story!

<p>Who?</p>	<p>What?</p>
<p>Where?</p>	<p>When?</p>

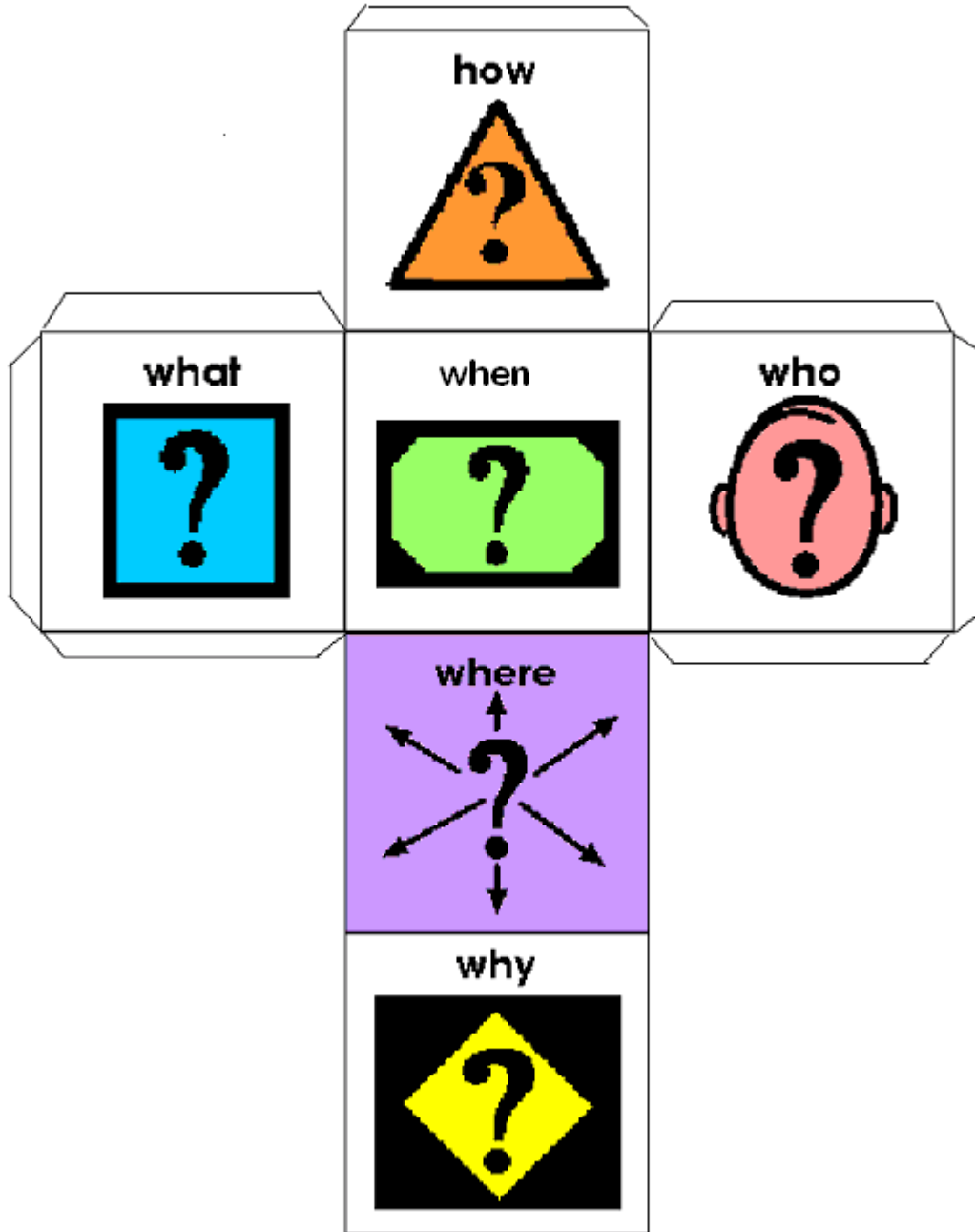
Answering Questions

¡Los Partes del Cuento!

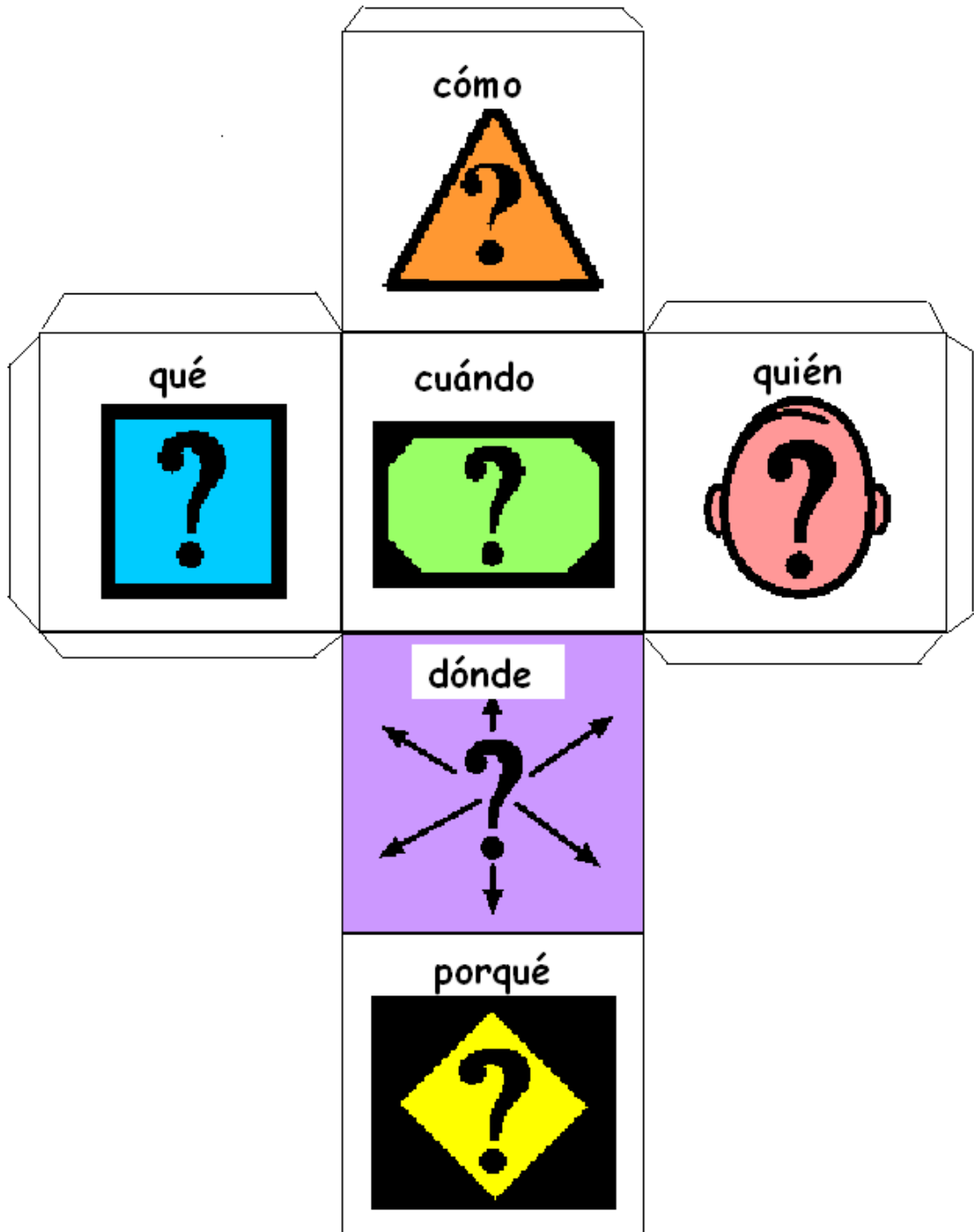
¿Quién?	¿Qué?
¿Dónde?	¿Cuándo?

Answering Questions Dice

Use this die during games or question asking activities. Students can cut and color the die themselves.

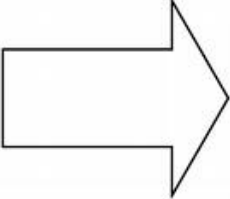



Answering Questions Dice



WH Question Game Board

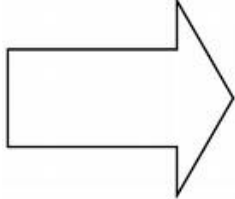

Create game pieces with the characters in the story. Children love to decorate their own game and take it home.

		<p>Where did the story take place?</p>		<p>Who is the main character?</p>
				
<p>Is there a bad person in the story?</p>				<p>What did you like about the story?</p>
<p>What happened at the beginning of the story?</p>		<p>What are the characters like? Describe them.</p>		<p>How did the story end?</p>

1	2	3	4
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WH Question Game Board

Create game pieces with the characters in the story. Children love to decorate their own game and take it home.

		<p>¿Dónde pasó el cuento?</p>		<p>¿Quién es el personaje principal?</p>
				
<p>¿Hay un personaje malo en este cuento?</p>				<p>¿Qué te gusta del cuento?</p>
<p>¿Qué pasó al principio del cuento?</p>		<p>¿Cómo son los personajes? Describalos</p>		<p>¿Cómo terminó el cuento?</p>

1	2	3	4
---	---	---	---

“WH” Question Cards

Fill in cards with “Wh” questions about the story. This can also be an activity that the students partake in. Use these decks for games and activities.

_____	_____
_____	_____
_____	_____
_____	_____

Comparing and Contrasting Two Stories

Use each story you read as an opportunity for the student to create their own story. Use the story book's structure to invent and tell a story. For example, my favorite when "Goldielocks and the Three Bears" became "The Mouse and the Three Monsters" where the mouse went into their cave to eat their trash and sleep in their mud holes.

Title / El Título _____ _____	Main Character / El Personaje Principal	Secondary Characters / Los Personajes Secundarias	Setting / La Escena
_____ _____			
_____ _____			
_____ _____			

Your Story /
Su Cuento:

Utterance Expansion – Category, Attribute, and Function Map

Use these following two organizers to expand sentences by describing. This graph provides a structure for a student to say “A _____ is a _____ that _____.” Use pictures or objects from the book and have choices of different attributes (colors, sizes).

Function / El function <i>you can throw / puede tirar</i>	can / puede
Attribute / El atributo <i>is round / es redondo</i>	that is / que es
Category / El grupo <i>a toy / un juguete</i>	is / es
Name / El Nombre <i>ball / la pelota</i>	<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>

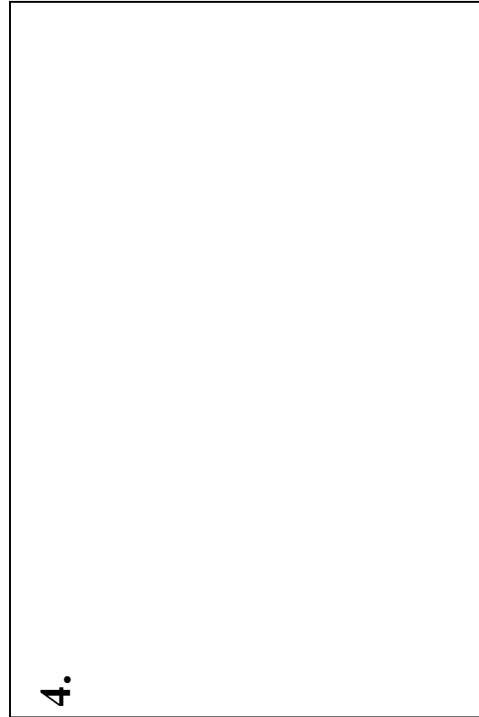
Sequencing Activities for Younger Students

2.



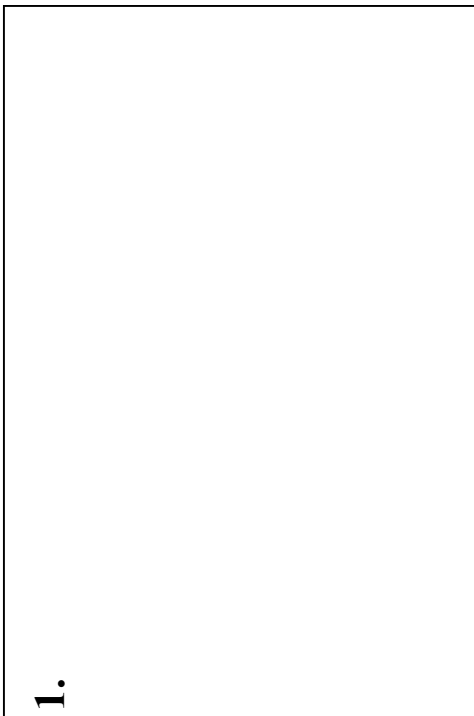
Two vertical lines for sequencing activity 2.

4.



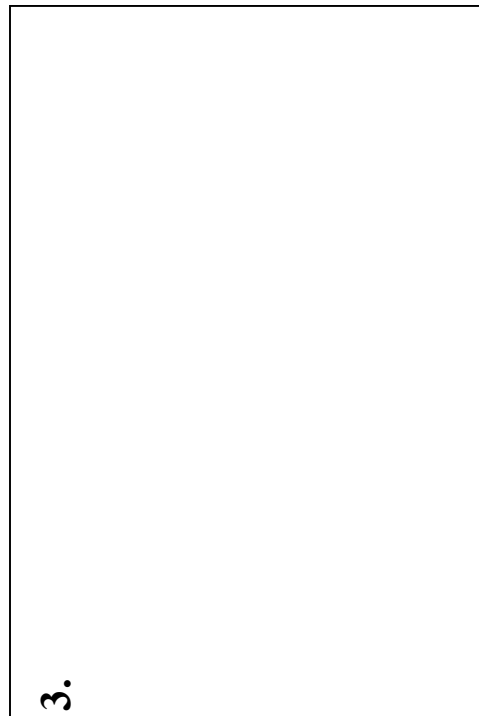
Two vertical lines for sequencing activity 4.

1.



Two vertical lines for sequencing activity 1.

3.



Two vertical lines for sequencing activity 3.

Recall, Sequencing, and Narrative Components for Older Students

Use these following two graphs to organize how a student retells a story.

Name of the Story: _____

Title:

Place:

Main Characters:

First Detail:

Second Detail:

Third Detail:

Problem:

Solution:

Recall, Sequencing, and Narrative Components for Older Students

El Nombre del Cuento: _____

El título:

El lugar:

Las personajes principales:

Primer detalle:

Segundo detalle:

Tercer detalle:

El problema:

La solución:

Articulation Word Lists and Homework

Use these following graphs to group words from the story by their sounds. These graphs can also serve as homework assignments. Four to five of these sheets should be printed out per book to include the sounds b,p,m,n,d,t,f,s,l,r, & ch (th,sh,rr,ll, depending on language).

Practicing the words from the story _____ .

Sound	√	Sound		Sound	
-------	---	-------	--	-------	--

Parents, please practice these words with your child and put a check next to each word.

Articulation Word Lists and Homework

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Practicando las palabras de cuento _____.

Sonido	✓	Sonido		Sonido	
--------	---	--------	--	--------	--

Por favor, Pida que su niño diga todas estas palabras y pone un cheque al lado de cada palabra.

Sample Articulation Chart

Articulation charts similar to this can easily be created for any book to track a student's articulation productions while answering "wh" questions.

Example:

This articulation chart was created for the book *Podría haber sido peor / It could have been Worse*, by A.H. Benjamin.

Word	+-	K	G	S	D	N	L	T	R	RR	Y	cluster
Raton												
Cayo												
Suelo												

Word	+-	K	G	S	D	N	L	T	R	RR	Y	cluster
Total												

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