

LETTER HOME TO PARENTS

PLANTS ARE BLOOMING

IN SPEECH THERAPY

DEAR PARENTS/GUARDIANS:

We have been learning new language skills with Spring vocabulary this week. Please help your child practice all the new Spring vocabulary by reading a Spring-themed book with your child. Make popsicle stick puppets with the coloring page attached. Color the Spring-themed items. Cut out and tape/glue the items to popsicle sticks. Create a story or act out actions with the Spring people/items.



Here are some book suggestions

Let It Rain by Maryann Cocca-Leffler

The Grouchy Ladybug by Eric Carle

Tops and Bottoms adapted and illustrated by Janet Stevens

The Tiny Seed by Eric Carle

Planting A Rainbow by Lois Ehlert

In The Tall, Tall Grass by Denise Fleming

The Very Hungry Caterpillar by Eric Carle

Spring is Here: A Bear and Mole Story by Will Hillenbrand

Additional Activities

Plant a garden with your child. Find a place where you can plant flower seeds or fruit/vegetable seeds. This is a great activity to work on sequencing as well as using garden tool vocabulary in a natural setting. Take pictures of periodically of your garden as you see changes happening. Your child can create a My Garden Book with his or her pictures. Then, your child can practice sequencing the steps to grow a garden with the pictures.

YouTube Video Ideas To Search

Make your own birdfeeder with items around your home! Watch this YouTube video to see how you can make a bird feeder for your backyard. <http://bit.ly/DIYbirdfeed>

HOW DOES A SEED GROW - Watch this YouTube video to learn how a seed becomes a plant. Ask your child wh-questions during the video and use the vocabulary to explain the seed growing process. <http://bit.ly/howplantgrowvideo>

FACTS ABOUT SPRING - Watch this video to learn more about Spring. Talk about the vocabulary used in the video. <http://bit.ly/springfacts>

PLAN SPRING ACTIVITIES - Watch this YouTube video to brainstorm some fun Spring activities you can do together. Plan the activity discussing who will come, when it will take place, where you will go and what you will do! <http://bit.ly/planspringactivities>



SPRING NOUN CRAFT WITH TISSUE PAPER



tulip

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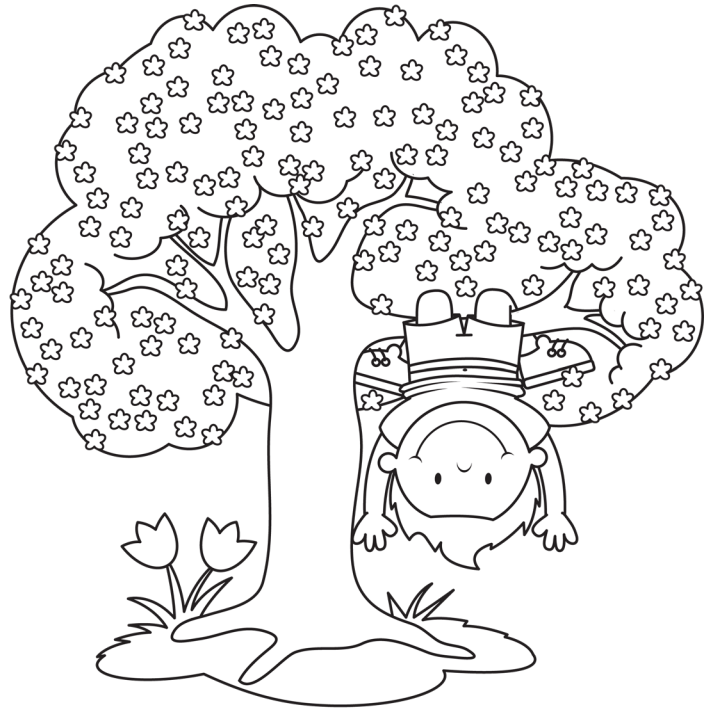
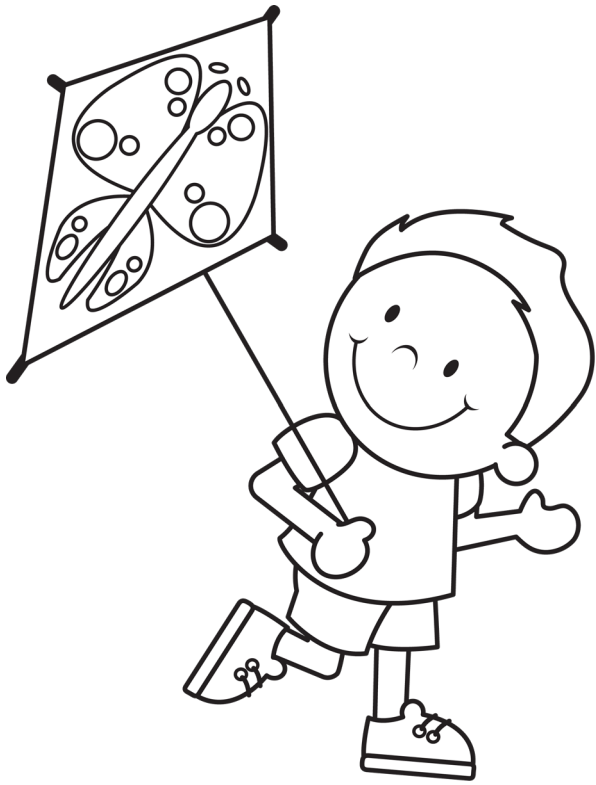
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Who Has The Umbrella?	Printables pg. 42-43 Cheat sheet pg 48	There are April rain showers and you need your umbrella! You must find your umbrella, so you don't get wet outside. Print up the umbrellas, laminate if desired and cut out. Have all the students close their eyes. Explain that if the student gets an umbrella, that they must keep it a secret. When all the umbrellas are hidden, pick a student or students to ask his/her peers if they have the item? Continue this activity until all the umbrellas are found.
Simon Says Spring Prepositions	Printables pg 44-47 Cheat sheet pg 48	Use the printables listed. Have students take turns being Simon Says and the other students in the class or small group have to follow the direction. You can also play "Where is ____?" Put the item in a location and students have to explain where it is located. Have a student hide the Spring items and students give clues "where" it is located.

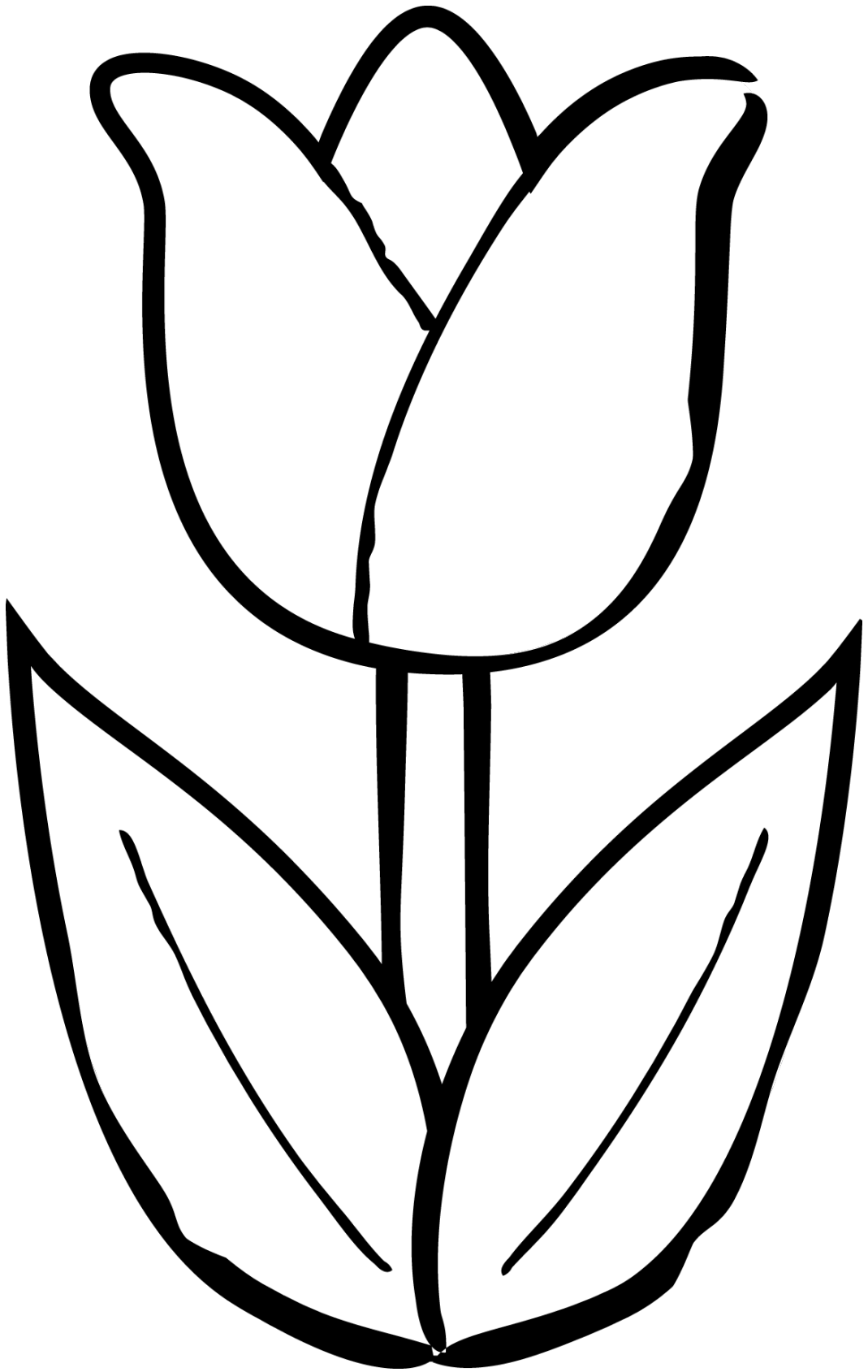


Activity: Can You Find It? Sensory Bin

1. Play the "Can You Find It?" Game using the visual supports on pg. 16-19. Hide the spring vocabulary in the grass and dirt. Then, the students must look for items with the shovel. For example, "Can you find something that you wear?". Or "Find all of the things that help you grow plants." They can generate a sentence with the visual sentence frame "I found a/an _____".
2. Let your students pick an item to "hide" in the grass and then generate a sentence about what they hid.

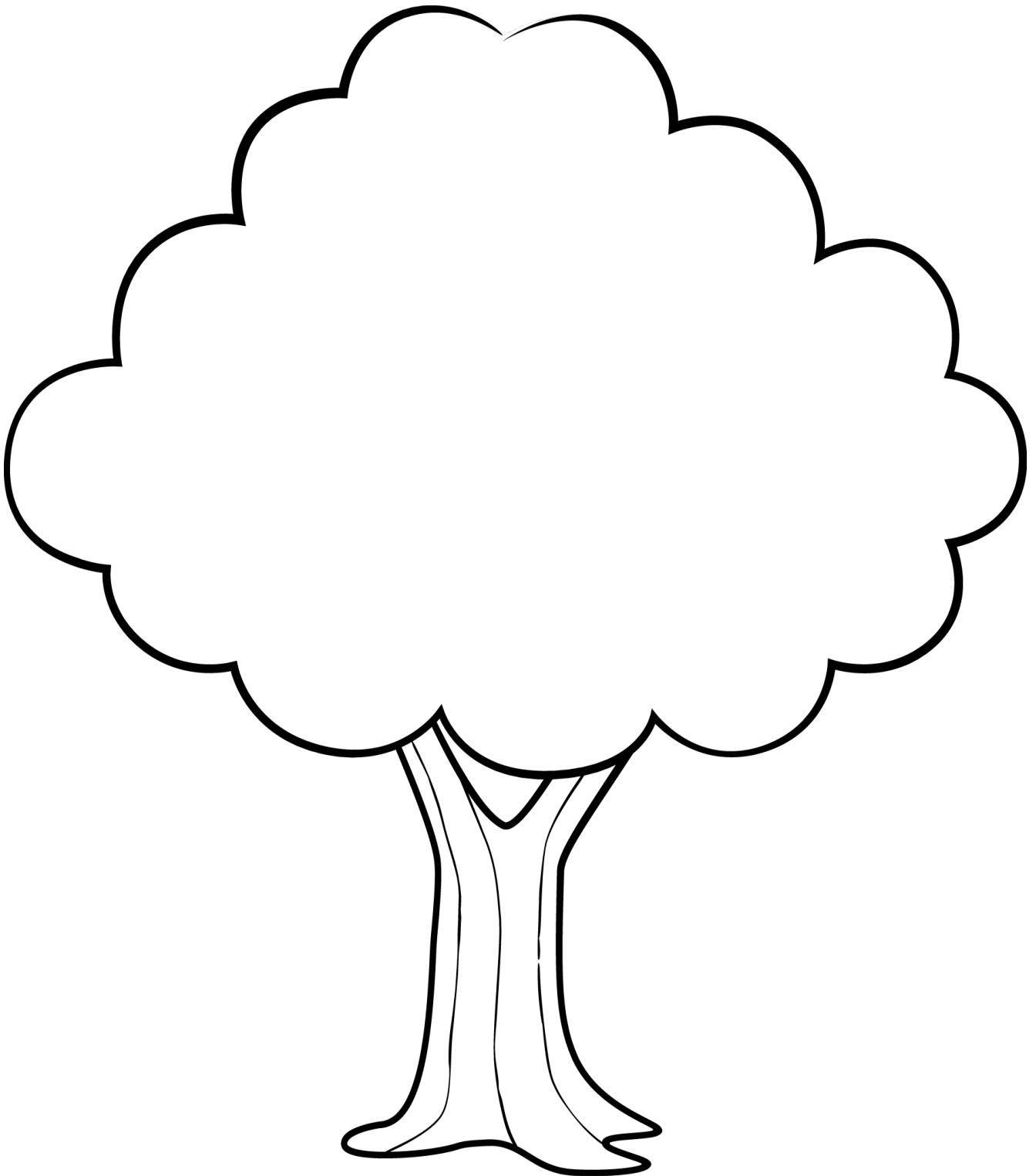
Activity: Spring Nouns Craft

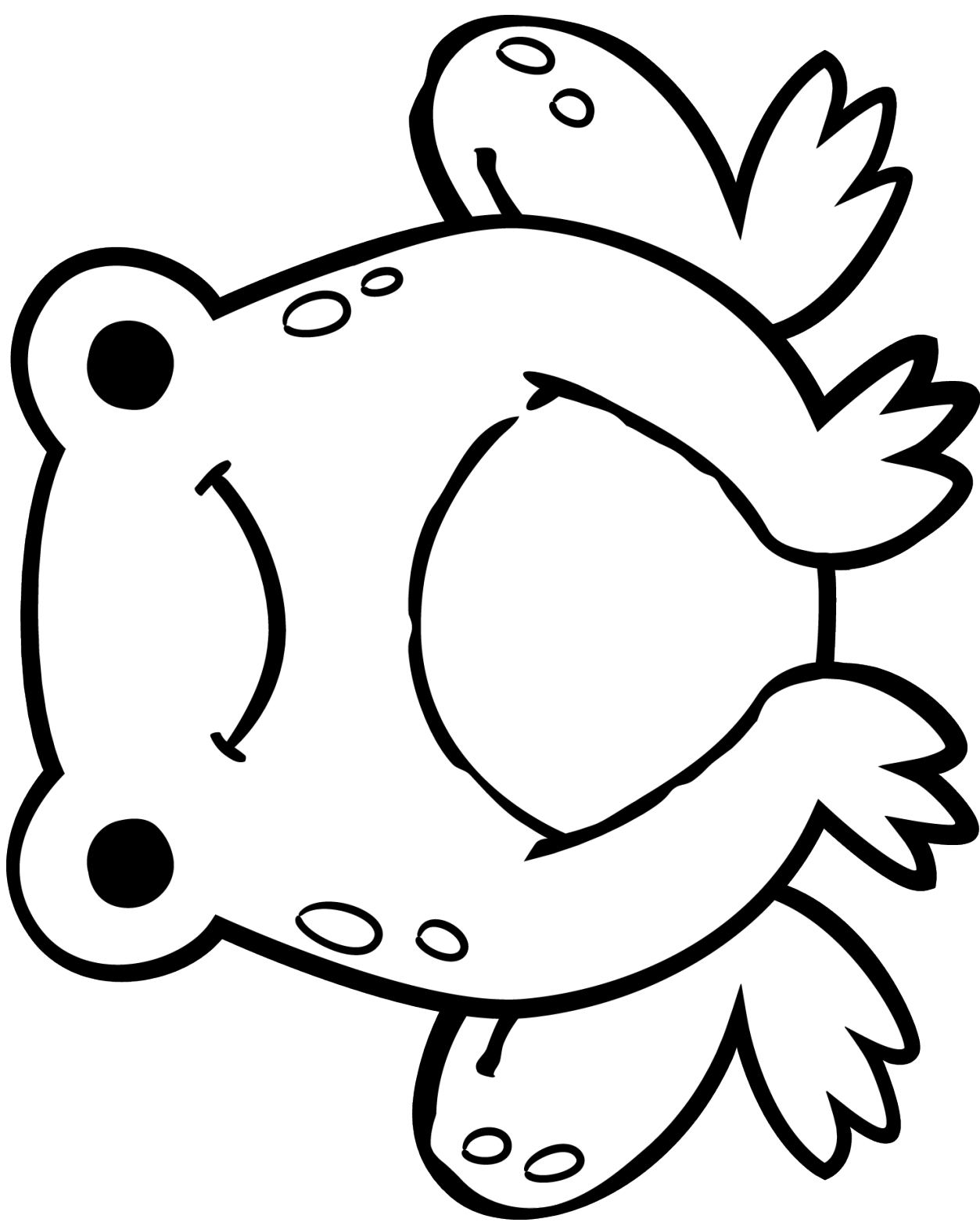
1. Print the noun that you want to do as a craft on (pg 20-23 tulip, tree, frog, or rainboots) using white cardstock. Have the students glue colored tissue paper on the craft. Or, use a q-tip and paint to decorate the noun.
2. While doing the craft, emphasize the basic concepts: on, less, more, next to.
3. Use the CORE board to communicate new vocabulary and have students request, make comments, ask for a turn with the glue, and share their feelings—for example, "I like my craft."
4. When the craft is finished, have the students explain how they created the craft. First, then, last.



tulip

Tree





frog

rainboots

