

EARLY SPEECH INTERVENTION IN THE KINDERGARTEN CLASSROOM

BY: Renee Roark, MA CCC-SLP

OVERVIEW:

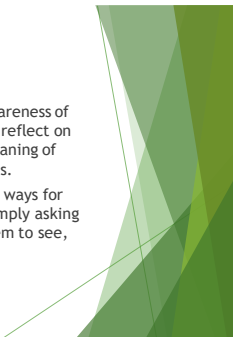
- ▶ Phonological Awareness Definition
- ▶ Programs
- ▶ Materials
- ▶ Names of "Brothers"
- ▶ Quiet vs Noisy
- ▶ Type of Air
- ▶ Initial/Final Sound
- ▶ Rhyming
- ▶ Sound Segmentation/Blending
- ▶ Compound Words

PROGRAMS:

- ▶ LINDAMOOD PHONEME SEQUENCING PROGRAM (LIPS)
PRO-ED, Inc.
8700 Shoal Creek Boulevard
Austin, Texas 78757-6897
www.proedinc.com
- ▶ SOUNDS ABOUND
PRO-ED, Inc.
8700 Shoal Creek Boulevard
Austin, Texas 78757-6897
www.proedinc.com
- ▶ PHONEMIC AWARENESS
Joe Fitzpatrick, Author
Creative Teaching Press
6262 Katella Ave.
Cypress, CA 90630

Why the Lindamood?

- ▶ Phonological Awareness: the conscious awareness of the sounds of language. It is the ability to reflect on the sounds in words separate from the meaning of words. The ability to “think” about sounds.
- ▶ The Lindamood LIPS program teaches new ways for kids to learn about sounds. Rather than simply asking the kid to listen for a sound, we teach them to see, feel, hear and think about the sounds.

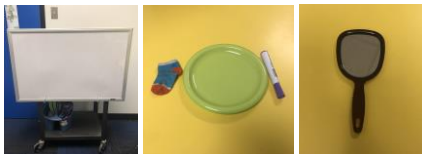


MATERIALS

- ▶ Mirrors
- ▶ Plastic Plates
- ▶ Dry Erase Markers
- ▶ Infant Socks (Erasers)
- ▶ Note Cards
 - Tongue/Lips
 - Car-Front/Back
 - Wind/Nose
- ▶ Manila Envelopes



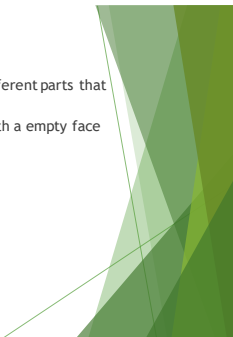
Materials



INTRODUCTION LESSON

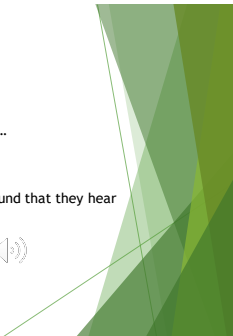
What do we use to Learn? We talk about the different parts that we need to learn...

- ▶ Draw a picture of someone learning...Start with a empty face
 - ▶ Brain---to think
 - ▶ Eyes---to see
 - ▶ Ears---to hear
 - ▶ Mouth
 - ▶ To talk
 - ▶ To Feel (Hands behind back)



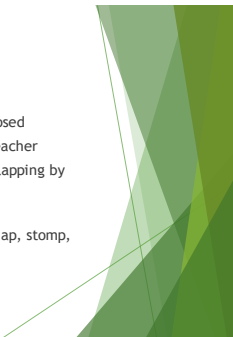
INTRODUCTION LESSON CONT. Good Listening Activities

- Talk about being a good listener...Let's practice...
- Recording of different sounds
Such as--train, cat, owl and etc.
Students rely on their ears to figure out the sound that they hear



INTRODUCTION LESSON CONT. Good Listening Activities

- ▶ Circle of students, one in center with eyes closed
Students in circle clap when pointed to by teacher
Student in middle has to identify source of clapping by only listening
- ▶ Stomp, clap, and snap
Students will follow SLP using a pattern of snap, stomp, and clapping
Must rely on ears and eyes



Teaching the “BROTHERS”

- ▶ A different set of brothers are introduced each week
- ▶ Use mirrors to allow students to “discover” what is “working” when they make each new sound
- ▶ Choose picture that best displays characteristics of sound their learning that week

Teaching First Set of Brothers Lip Poppers /p/ and /b/

- ▶ Introduce concept of brothers, using pictures of brothers or TV twins.
- ▶ Introduce concept of “noisy” vs. “quiet” using s/z, f/v, and t/d.
 - ▶ Feel vibration with hands
 - ▶ Cover ears to amplify sound

Teaching First Set of Brothers Assigning Label

- ▶ “Check this sound /p/.../p/.../p/”
- ▶ Lindamood encourages clinicians not to say “listen to this sound”, but rather “check this sound”, to promote “discovering” sounds through multiple senses. Lindamood provides sample dialogue to teach each sound group.
- ▶ What do you see working... what do you feel working?
 - ▶ Lips? What are lips doing? Do they creep open real slow or pop open real fast?
 - ▶ Since our lips are popping open...we will call these sounds lip poppers

Teaching First Set of Brothers Assigning A Picture

- ▶ Give a choice between two pictures
 - ▶ Very easy to differentiate for initial lesson
 - ▶ Increase difficulty with more choices and/or more closely related pictures in later lessons
- ▶ Use mirrors to check self, "Which lips look like they're popped open?"
 - ▶ "Feel the air, is it a stream of air or a puff?"
 - ▶ "Which look's like a puff of air?"

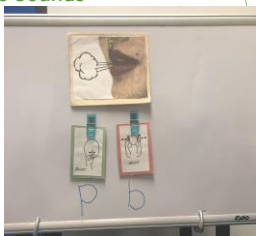


Teaching First Set of Brothers Completing the Pair

- ▶ Identify quiet brother.
 - ▶ Is /p/ a quiet or noisy sound?
- ▶ Let's find it's noisy brother...can anyone think of a sound that you pop your lips like your making the /p/, but is different from /p/ because it is noisy?
 - ▶ Have class check each sound offered by students until /b/ is "discovered". Talk about each sound and it's features as it is offered.

Teaching First Set of Brothers Assigning Letters to Sounds

- ▶ Assign letters to sounds.

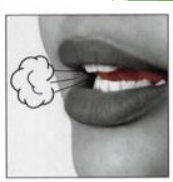


Lip Popper Intro/Review



Teaching Tip Tappers /t, d/

- ▶ Introduce new brother sounds, “not lip poppers”
- ▶ What do you feel and see working?
- ▶ Lips or tongue? Tip or back of tongue? What are we doing, holding it there or tapping teeth? Feel air.
- ▶ Label “tip tappers”
- ▶ Identify picture
- ▶ Find noisy brother
- ▶ Assign letters to quiet and noisy brothers



Review and Differentiate Lip Poppers and Tip Tappers

- ▶ Use note card with tongue on front, lips on back
- ▶ Listen for first sound in word
 - ▶ Example...bed...should show me picture of Lips (Lip Popper)
 - ▶ Example...dog...should show me picture of Tongue (Tip-Tapper)

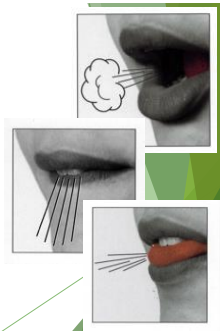


Lip Popper / Tip Tapper Review with Cards



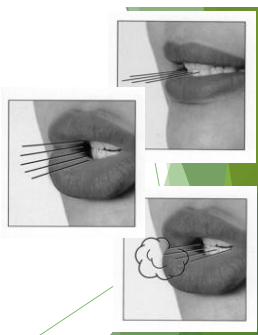
Teaching the Other Brothers

- ▶ Tongue Scrapers
 - ▶ /k/ and /g/
 - ▶ Front or back of tongue? Describe as making "fist" or "ball" with tongue. Tapping or scraping?
- ▶ Lip Coolers
 - ▶ /f/ and /v/
 - ▶ Lick lips and blow air, does it feel? How does a fan make you feel?
- ▶ Tongue Coolers
 - ▶ /th+voice/ and /th+voice/



Teaching the Other Brothers

- ▶ Fat Air and Skinny Air Sounds introduced together
 - ▶ Talk about how air feels and shape of lips
 - ▶ Fat Air = Fat Lips
Skinny Air = Skinny Lips
 - ▶ Skinny Air /s/ and /z/
Fat Air /sh/ and /zh/
 - ▶ Make a gate with teeth
- ▶ Fat Pushed Air /ch/ and /j/
 - ▶ Air is fat, lips are fat, but pushed out in a puff



Teaching Cousin Sounds

- ▶ Introduce concept of cousins
 - ▶ These sounds don't have a brother
 - ▶ No "quiet" or "noisy" distinction in pair
 - ▶ Cousins are similar, but not exactly alike
- ▶ Nose Sounds
 - ▶ /m/ and /n/
 - ▶ What is mouth doing?
 - ▶ What is air doing? Where is air coming from? mouth...eyes...ears...nose?
 - ▶ Air coming from nose? Pinch nose. Does air stop? Check other sounds.



Teaching Cousin Sounds

- ▶ Windy Sounds and Lifter Sounds introduced together
- ▶ Talk about characteristics of cousin groups using motions
 - ▶ Windy
 - ▶ Lifting the Tongue
- ▶ Assign /h/, /l/, /w/, and /r/ to "windy" or "lifter" sound group
- ▶ Windy Sounds- /h/ and /w/
- ▶ Lifter Sounds- /r/ and /l/



Activities to reinforce weekly learning

- ▶ Use markers, plates and erasers to identify the first/final sound that they hear
- ▶ Use pictures of words with sound from that week for manila envelope lesson
 - Place manila envelope on board with letters on envelope and student puts the picture they were given into the correct envelope
- ▶ Use note cards to reinforce understanding of tongue/lip, wind/nose sounds, and front/back of tongue (with car)

Reinforcement Activity

First Sound in Word With Plates and Markers



Picture Card Activity

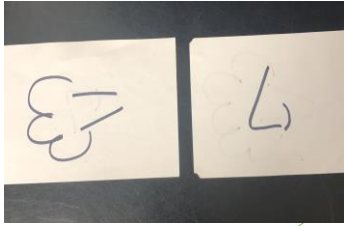


Front vs Back of Tongue or First vs Last Sound in Word

- ▶ Use car cards---front/back
 - ▶ Check first sound in word
 - ▶ If it's a tip tapper show me the front of the car (front of tongue)
 - ▶ If it's a tongue scraper show me the back of the car (back of tongue)
- ▶ First/Last sound in word
 - ▶ Check these words for "t", do you here it at the beginning or end of word.



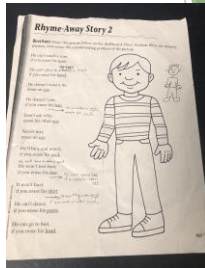
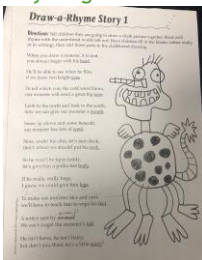
Windy vs Nose Sounds



Rhyming Activities

- ▶ Introduce rhyming
 - ▶ Rhyming words sound, feel, and look the same at the end.
- ▶ Rhyming Activities
 - ▶ Add in rhyming after a "brothers" lesson
- ▶ Rhyme Away Picture
 - ▶ Example---House picture
- ▶ Draw a Rhyme
 - ▶ Example---Monster

Rhyming Activities



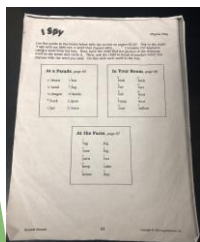
Rhyme Away Activity



More Rhyming Activities

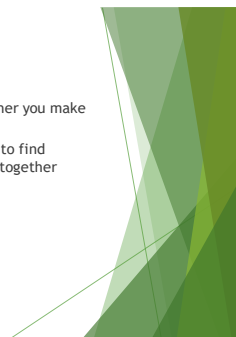
- ▶ Rhyming picture cards
Give each student a card and they have to find someone who rhymes with them
Example---dog/log
- ▶ I Spy Rhyming
Picture---Start rhyme and they find object in picture that finishes the rhyme
Example---On the farm picture

I Spy Rhyming



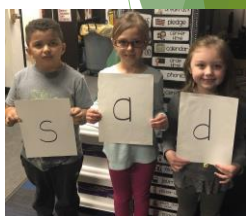
Compound Word Activities

- ▶ Introduce Compound Words
2 little words and when you put them together you make a big word
Give each one a picture card and they have to find someone that has a picture if you put them together would make a compound word
- ▶ Example.....
Picture of butter
Picture of fly
Together makes--butterfly



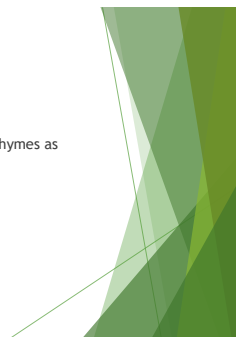
Sound Blending Activity

- ▶ Use big card-stock cards
- ▶ Use the vowel "a" for middle sound
- ▶ Write a consonant on a card
- ▶ Use only 3-letter words
- ▶ Have a 3 students hold cards
- ▶ Point to each student and have them make their sound
- ▶ Then whole class blends the word
- ▶ Use true words and nonsense words
- ▶ This activity is completed after all sounds have been learned



Christmas Activity

- ▶ Rhyming Activity
- ▶ Read Mr. Willowby's Christmas Tree
Rhyming book and have children complete rhymes as being read.



Wodney Wat Activity

- ▶ Read Wodney Wat
Talk about not making “fun” of their friends if they can’t make certain sounds. Never know they may be your “hero” one day

Extra Information

- ▶ Meets Kindergarten Standards
- ▶ Has decreased 1st Grade referrals
- ▶ Start around the end of September
- ▶ Finish around the end of April
- ▶ Lessons take 20-30 minutes
- ▶ If don't do a rhyming lesson, then the lesson can be completed in 20 minutes
- ▶ After I introduce a couple of brothers, I go back and just do a review.
Example-----using plates, markers, and erasers
Example---Manilla envelopes with letters on it and put in correct envelopes----P,B

Questions.....

- ▶ If you have any questions, feel free to see me tomorrow morning at the Round Table Session.
- ▶ Thanks to Sounds About, Phonemic Awareness and the LindaMood Phoneme Sequencing Program for allowing me to show how I use their programs for early intervention for speech sounds in the kindergarten classroom.
