

Lesson 4

In this lesson, children practice using slow and steady speech as they play games related to the characters and events in *The Jungle Marathon*. The games can be played in the speech room, classroom, or at home. All of the game cards may be reproduced so that the games can be used in a variety of situations.

Fluency Measurement and Progress Review

Prior to beginning the activities, do the following:

1. Collect a speech sample and conduct a disfluency analysis. Ask the child to retell the story, *The Jungle Marathon*.
 - Say: Now, we are going to make a tape recording of you speaking for one minute. Today, I would like you to talk for one minute and tell me the story, *The Jungle Marathon*. Look at the pictures of Charley and Terrific Tim and all of the animals. The picture will help you remember the story. You can also tell me about the speech practice you did and how many T-days you had.
2. Review homework submitted by the child.
3. Provide feedback to the child on his/her performance. Emphasize the importance of self-monitoring.
4. Go back to the previous lesson if additional practice is necessary.

Activity 4-1: Jungle Sights and Sounds

Place the Animal Cards (see Appendix C) on the table. Tell the students that they are going to take an "imaginary walk" through the jungle and need to tell each other what they see and hear. Place 10 large paper footprints on the floor before beginning this activity.

- **Say:** "Let's pretend we are walking through the jungle where Charley Cheetah, Timothy Turtle, and all of the animals live. We will take turns picking a card. As we step on the footprints, we will tell each other the jungle sights we see, talk about the animal we see on the card, and tell what the animal is doing. If the animal is making any noises or is talking to us, we will make any animal sounds we hear. Remember to use slow and steady speech. I'll take a turn first, and then you will have your turn. Ready?"

The child draws an Animal Card. As the child describes the animal, he/she moves from one footprint to the next each time that a syllable is spoken.

Examples

I see an owl.

Owls live in trees.

The owl says...

Possible Sounds

"who, who, whooo"

I see a snake.

A snake crawls on the ground.

The snake says...

"ssssss, sssss"

I see a parrot.

The parrot can fly.

The parrot says...

"wat, wat, hello"

I see a monkey.

Monkeys like bananas.

The monkey says...

"keek, keek"

I see a lion.

The lion likes to eat.

The lion says...

"grrr, grrr"

Continue the slow speech reinforcement activity for 10 to 15 minutes or until you are sure that the child is using slow and steady speech consistently.

Activity 4-2: Stairway to the Stars

Sit at the table with the child. Place a picture of a stairway in front of the child. Take out the list of phrases and sentences from Activity 2-2. The stairway on Reproducible Form 4 is needed to play this game. Explain that the child will climb the stairs with his/her fingers each time that he/she says a syllable or word using slow and steady speech. If the child succeeds in saying a phrase or sentence slowly, draw a star near the top step. Let the child "finger walk" slowly without speaking several times to "get the feel" of the motoric activity involved. Tell the child that a star will be placed on the top step if he/she speaks slowly and smoothly.

Home Speech Assignment

1. The child should listen to Activity 3-2 and Story 1 once a day. Ask the child to retell the story.
2. Play *Stairway to the Stars* (Activity 4-2) using slow, steady speech when saying words and phrases from Reproducible Form 4.
3. The child should keep the Banana Reminder Cards posted in visible places and should practice the phrases and sentences on these cards daily.

Student: _____ **Date:** _____

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Stairway to the Stars Game

Procedure: Select phrases and sentences from the list below. The child's task is to climb the stairs on the following page with his/her fingers each time that a syllable is produced. If the child succeeds in saying a phrase or sentence slowly, draw a star near the top step. Let the child "finger walk" slowly without speaking several times to "get the feel" of the motoric activity involved.

Tim won.	Slow speech
In the jungle	Slow and steady
The big race	slow, steady speech
Beavers work.	I use slow speech.
Hugo Hawk	Smooth as glass
Terrific Tim	I'm a winner.
Slow and steady	I'm terrific.
Tim won.	I speak slowly.
Monkey's tail	Benjamin Boar
Charley Cheetah	The jungle race
Otters play.	Slow and easy
Slow and steady	Slow and steady
I'm ready.	I'm a winner.
Terrific Tim	Hello, Mom.
Hello, Dad.	Anyone home?
Let's play.	See you soon.
I like it.	I'm hungry.
Good night, Mom.	Good night, Dad.
I'm tired.	I'm here!
Timothy won.	Slow and steady
Jungle animals	Beaver's work hard
Slow, smooth speech	Terrific Tim
Slow is better.	Good morning!
Let's go to school!	Let's play.
I'm hungry.	What's for dinner?
I washed my hands.	Can I watch TV?
Can I play?	Read me a story.
I like cookies.	I like hot dogs.
The phone's ringing.	Is dinner ready?
Hamburgers	French fries



Stairway to the Stars Game

Reproducible Form 4 (continued).

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