

Adventures of an SLP in FDK



Here's a tip from your Speech-Language Pathologist for your communication toolbox. We hope you find this useful in your classroom.

Activity Focus:

This fall theme activity is designed to address a range of **oral language**, **language comprehension** and **literacy** skills in a FDK classroom. The activity can be easily modified to suit the learning needs of the students.

Activity:

- Listening to a fall story, decorating a fall tree and then making a pattern book.
 - Read “The Fox And The Falling Leaves” by Julia Rawlinson to the children in circle.
 - Try highlighting specialized vocabulary related to the changing seasons. Use the illustrations to support comprehension.
 - Try talking about how the fox feels when his favourite tree changes. Make connections between the fox’s experience and what the children already know. Model and then encourage the children to share an experience which made them sad.
 - Model and then encourage children to retell events in the story.
 - Make predictions about what will happen to the tree using the children’s general knowledge of the world around them.
 - Try exploring the sounds, rhythms and language structures in the story.
- Decorate a large fall tree together.
 - The children can help paint the branches and trunk.
 - The children can take turns putting an assortment of leaves on the tree. Leaves should be cut into different colours, shapes and sizes. The teacher and children can sort the leaves by varying attributes. Talk about which pile has the “most, less, least, some, more, several, few, all” etc.

- The teacher and children can take turns giving and following directions i.e. “Put a yellow leaf between the red leaves.” while placing the leaves on the tree. Try modelling the use of ordinals, prepositions and interesting adjectives while giving directions.
- Children can also make their own fall trees by tracing their arm and open hand on a pieces of paper.

Materials:

- “The Fox And The Falling Leaves” by Julia Rawlinson
- Construction paper
- Brown paint
- Pre-cut fall leaves
- Glue
- Writing tools

Curriculum Links:

Language 1 – Communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts

Language 2 – Demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL-K team

Language 3.1 – Use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials

Language 4.1 – Communicate in writing, using strategies that are appropriate for beginners

Resources:

Blaxley, L., Kyte, C., Legget, J., McWhirter, S., and Minor-Corriveau, M. (2014). *Oral-Language at Your Fingertips*. OSLA, Toronto

Weitzman, E. (2008). *Learning Language and Loving It*. Hanen Early Language Program.

Weitzman, E. & Greenberg, J. (2010). *ABC and Beyond, Building Emergent Literacy in Early Childhood Settings*. Hanen Early Language Program.