

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:

To develop **phonological awareness skills** and build **vocabulary**.

The big idea as stated in the Ontario Curriculum: "The team can plan brief, focused, daily experiences that build on a particular concept or set of ideas. They also need to plan intentional and engaging literacy instruction during the day."

Activity:

- Collect items or pictures of items in a bag. Have children individually select an object from the bag and then guide the group as they clap out the number of syllables in that word. When you are planning this activity, try to select items with differing numbers of syllables. You can then have the children place their object in one of several containers labelled for the number of syllables.
- You can make this task more challenging for some students by asking them to identify initial sounds in the words as well.
- Take the time to discuss any new vocabulary and ask the children to make connections to help them learn these new words.
- Teachers can also leave these items at a play-based learning centre where children can complete this task independently and engage in investigative play. Consider more focused instruction for students who have difficulty with these tasks.

Materials:

- Reusable shopping bag
- Objects or pictures. Some suggestions for categories include:
 - Halloween -skeleton, cat, jack-o-lantern, candy, ghost

- Transportation- bus, taxi, limousine, motorcycle, submarine
- Animals -octopus, hippopotamus, bat, dinosaur, dolphin, cow
- Students' names
- Things that go in the sky- airplane, vulture, bumble bee, clouds, sun
- Work tools- stethoscope, hammer, pen, telephone
- 4 Containers labelled 1,2,3,4. Suggestions include Halloween pumpkins, parking garages made out of boxes, zoo cages, tool boxes or paper lunch sacks.

FDK Curriculum Links:

Language 1.1 – Explore sounds, rhythms, and language structures, with guidance and on their own

Language 1.7 – Use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or equipment they are using)

Math NS 1.7 – Demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation

Resources:

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