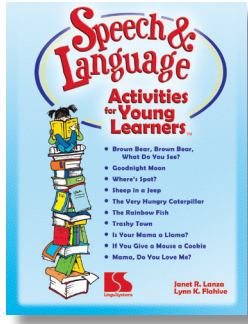




Favorite Children's Stories Spark Speech and Language Development



Language use and understanding are intricately related to literacy achievement. In its report, *Developing Early Literacy* (released January, 2009), the National Early Literacy Panel identifies oral language, phonological awareness, phonological memory (the ability to remember spoken information for a short period of time), and alphabet knowledge as key skills that are predictive of later literacy achievement. Book-sharing interventions produced "statistically significant" effects on children's oral language skills, print knowledge, and general cognitive abilities.

Children's books are a fantastic springboard for developing early skills in language and literacy. *Speech & Language Activities for Young Learners* provides speech and language activities for ten popular children's books. The fun, interactive lessons are equally effective for individuals or groups.

The activities for each storybook target these skills:

- receptive and expressive vocabulary (nouns, verbs, and adjectives)
- concepts - yes/no and wh- questions - articulation - letter identification
- phonology - phonological awareness - language



Using favorite children's books as the basis for learning enhances essential speech and language skills.

Lanza, J.R., & Flahive, L.K. (2007). *Speech & language activities for young learners*. East Moline, IL: LinguSystems, Inc.
 National Early Literacy Panel. (January, 2009). *Developing early literacy*. Retrieved May 17, 2010, from www.nifl.gov/publications/pdf/NELPsummary.pdf

Here are some activities to print and use with *The Very Hungry Caterpillar*.

Receptive Vocabulary

☆ Objective: The child will demonstrate understanding of targeted nouns, verbs, and adjectives.

Nouns: caterpillar, antenna, legs, sun, sky, butterfly, wings
 Verbs: eat, crawl, shine, fly
 Adjectives: beautiful, plain, few, many, sweet, sour

Give the child crayons and a copy of the target pictures from pages 58-60. Read the following to the child:

Nouns (page 58)
 Find two caterpillars. Color one caterpillar green and the other one brown.
 Draw an X on one of the caterpillar's antenna.
 Color the other caterpillar's legs black.
 Find the sun. Color it yellow.
 Find the sky blue.
 Find the butterfly. Circle it.
 Color one of the butterfly's wings red.

Verbs (page 58)
 Find the animal that is eating. Circle it.
 Find the animal that is crawling. Draw a square around it.
 Find something that is shining. Draw an X on it.
 Find the animal that is flying. Draw a line under it.

Adjectives (page 60)
 Find something that is beautiful. Color it many colors.
 Find something that is plain. Color it a few pieces of fruit. Color the plain green. Now circle the plain green. Draw a line under it. Now

caterpillar

Hands-On Activity

☆ Objective: The child will increase receptive and expressive knowledge of nouns, verbs, adjectives, and prepositions.

Materials
 knee-high panty hose
 Googly eyes
 various pieces of real or pretend fruits and vegetables
 glue

Directions

1. Glue the eyes onto the toe of the hose like a caterpillar.
2. Glue the pieces of fruit and vegetables onto the hose like caterpillar legs.

☆☆☆☆☆☆☆☆ **Nouns & Verbs** ☆☆☆☆☆☆☆☆

Use this page with receptive activities on page 56 and expressive activities on page 57.

Receptive Vocabulary

☆ Objective: The child will demonstrate understanding of targeted nouns, verbs, and adjectives.

Nouns: caterpillar, antenna, legs, sun, sky, butterfly, wings

Verbs: eat, crawl, shine, fly

Adjectives: beautiful, plain, few, many, sweet, sour

Give the child crayons and a copy of the target pictures from pages 58-60.

Read the following to the child:

Nouns (page 58)

Find two caterpillars. Color one caterpillar green and the other one brown.

Draw an X on one of the caterpillar's antenna.

Color the other caterpillar's legs black.

Find the sun. Color it yellow.

Color the sky blue.

Find the butterfly. Circle it.

Color one of the butterfly's wings red.

Verbs (page 58)

Find the animal that is eating. Circle it.

Find the animal that is crawling. Draw a square around it.

Find something that is shining. Draw an X on it.

Find the animal that is flying. Draw a line under it.

Adjectives (pages 59-60)

Point to the top box on page 59 and say, "Find something that is beautiful. Color it many colors. Now circle something that is plain."

Point to the bottom box on page 59 and say, "Find the plate with a few pieces of fruit. Color them purple. Now find the plate with many pieces of fruit. Color them orange."

Point to the top box on page 60 and say, "Find the long caterpillar. Color it green. Now circle the short caterpillar."

Point to the bottom box on page 60 and say, "Find something sour. Draw a line under it. Now circle the food that is sweet."



For More Challenge

- ◆ The child points to foods named in the book. Then the child points to foods described by color and taste.
- ◆ Encourage the child to pretend to be a caterpillar and crawl, eat some food, spin a cocoon, pop out of the cocoon, and fly around the room like a butterfly.

Expressive Vocabulary

☆ Objective: The child will demonstrate expression of targeted nouns, verbs, and adjectives.

Nouns: caterpillar, antenna, legs, sun, sky, butterfly, wings

Verbs: eat, crawl, shine, fly

Adjectives: beautiful, plain, few, many, sweet, sour

Give the child a copy of the target pictures from pages 58-60.

Read the following to the child:

Nouns (page 58)

Point to an item and ask, "What is this?" (sun, sky, caterpillar, leg, antenna, butterfly, wing)

Verbs (page 58)

Point to an item and ask, "What is this ____ doing?" (shining, crawling, eating, flying)

Adjectives (pages 59-60)

Point to the butterfly and say, "This butterfly is beautiful." Then point to the cocoon and say, "Tell me about the cocoon." (plain)

Point to the plate with the plums and say, "This plate has a few pieces of fruit." Then point to the plate with the oranges and ask, "Does this plate have a few or many pieces of fruit?" (many)

Point to the long caterpillar and say, "This caterpillar is long." Then point to the other one and say, "Tell me about this one." (short)

Point to the pickle and say, "This pickle is sour." Then point to the cake and say, "Tell me how the cake tastes." (sweet)

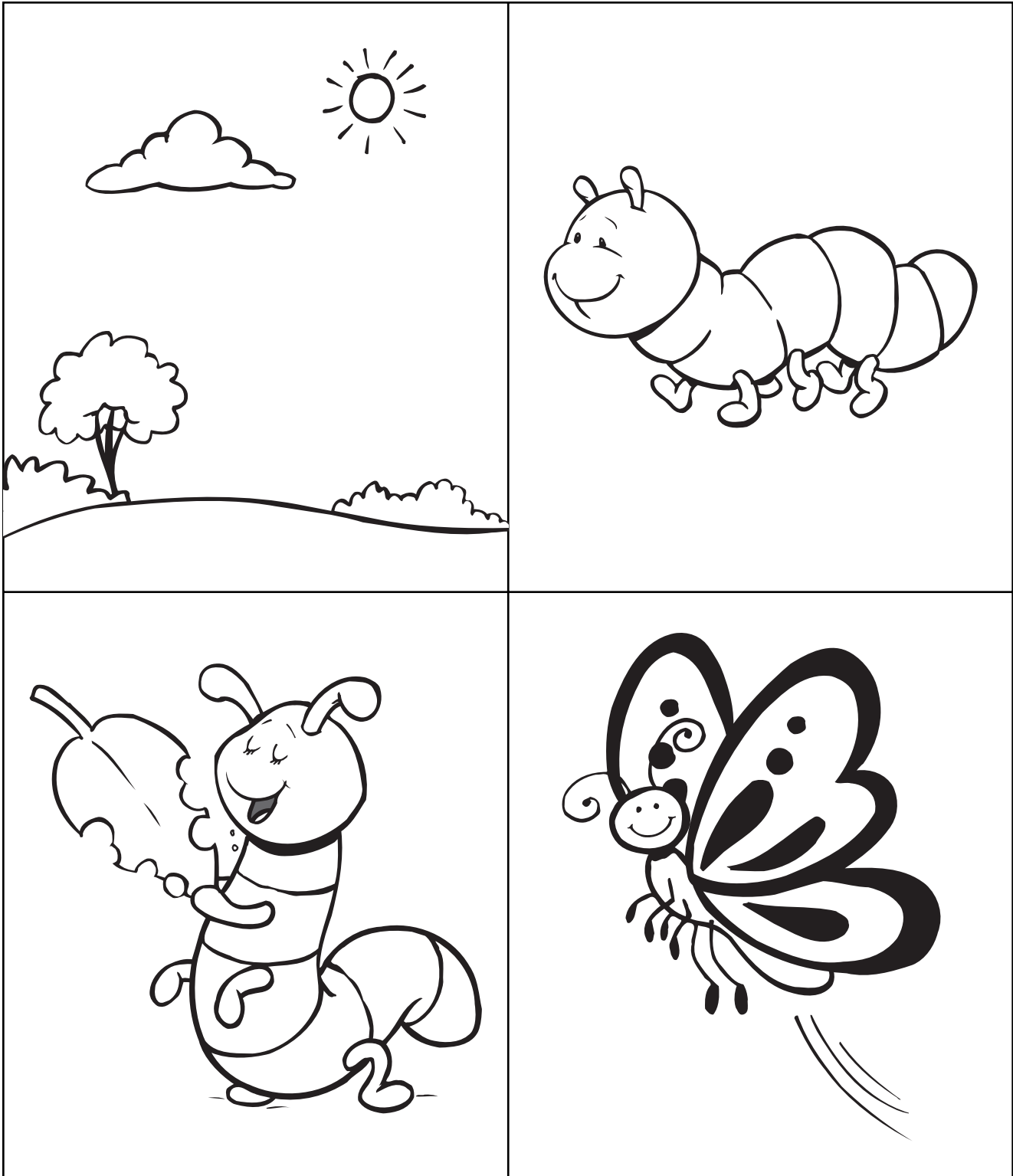


For More Challenge

- ◆ Using the pictures on pages 59 and 60, the child completes simple analogies (The cocoon is plain, The butterfly is ____; This caterpillar is short, This one is ____; The cake tastes sweet, The pickle tastes ____; This plate has many pieces of fruit, This one has ____ pieces of fruit).
- ◆ The child uses a noun+verb form (Caterpillar crawls, Butterfly flies), a noun+auxiliary+verb form (Caterpillar is crawling, Sun is shining), an adjective+noun form (Beautiful butterfly, Long caterpillar), or a noun+copula+adjective form (Cake is sweet, Butterfly is beautiful).

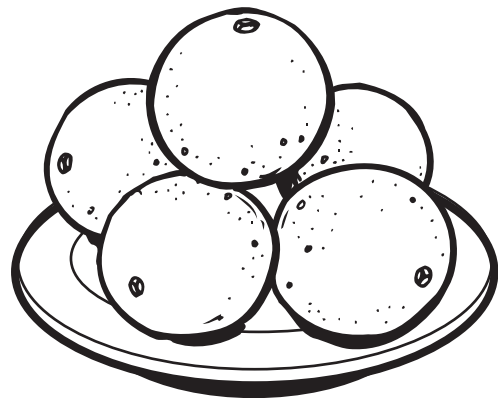
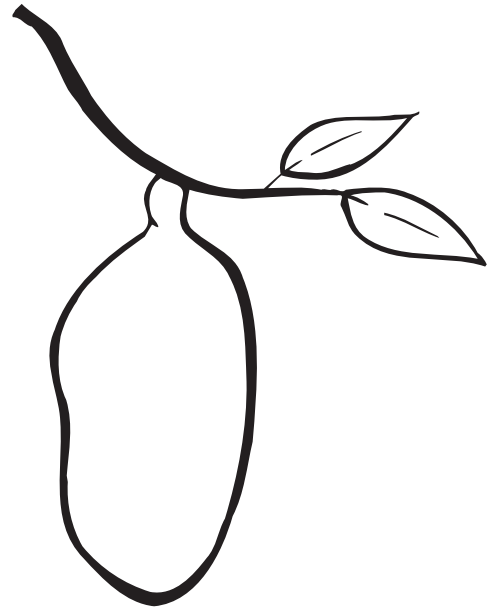
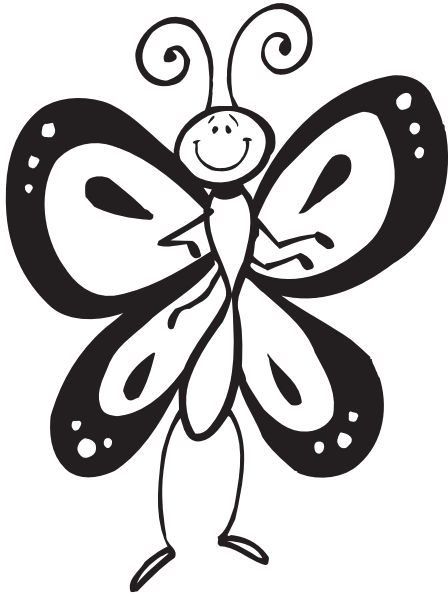
☆ ☆ ☆ ☆ ☆ ☆ ☆ Nouns & Verbs ☆ ☆ ☆ ☆ ☆ ☆ ☆

Use this page with receptive activities on page 56 and expressive activities on page 57.



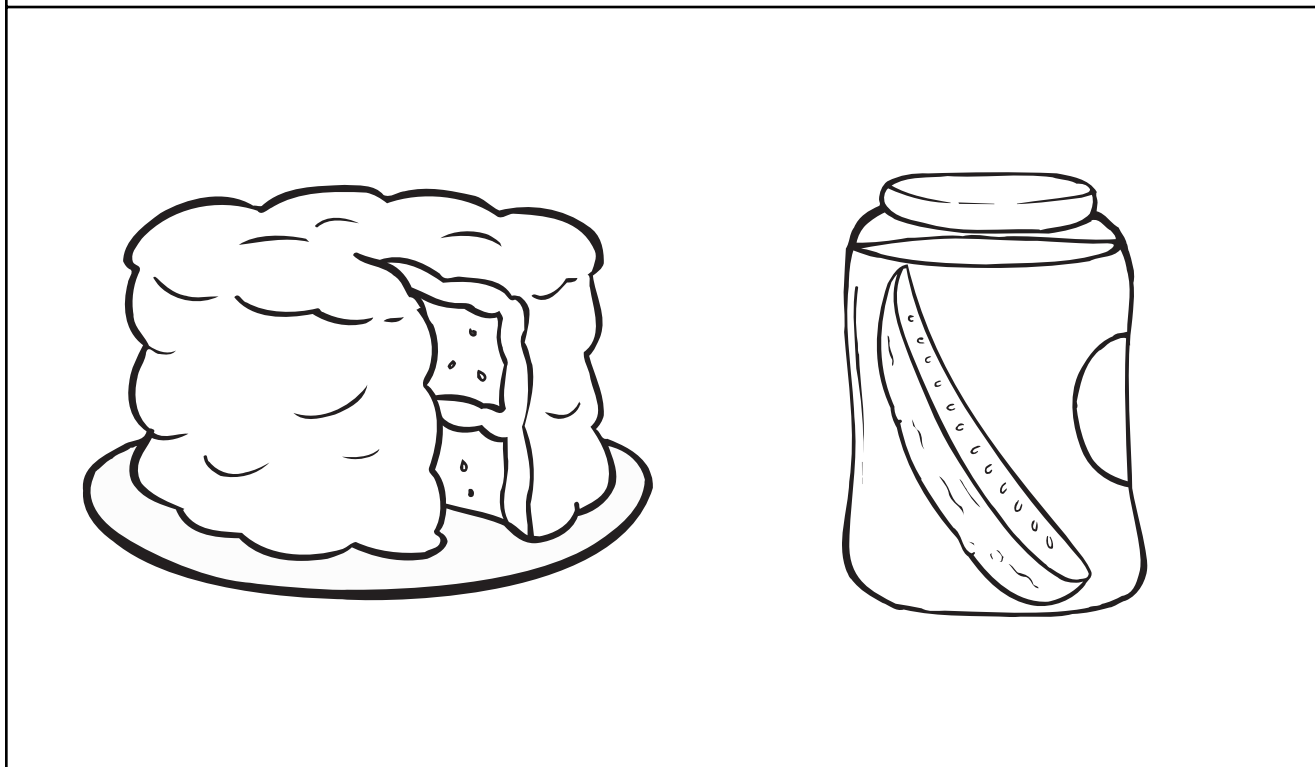
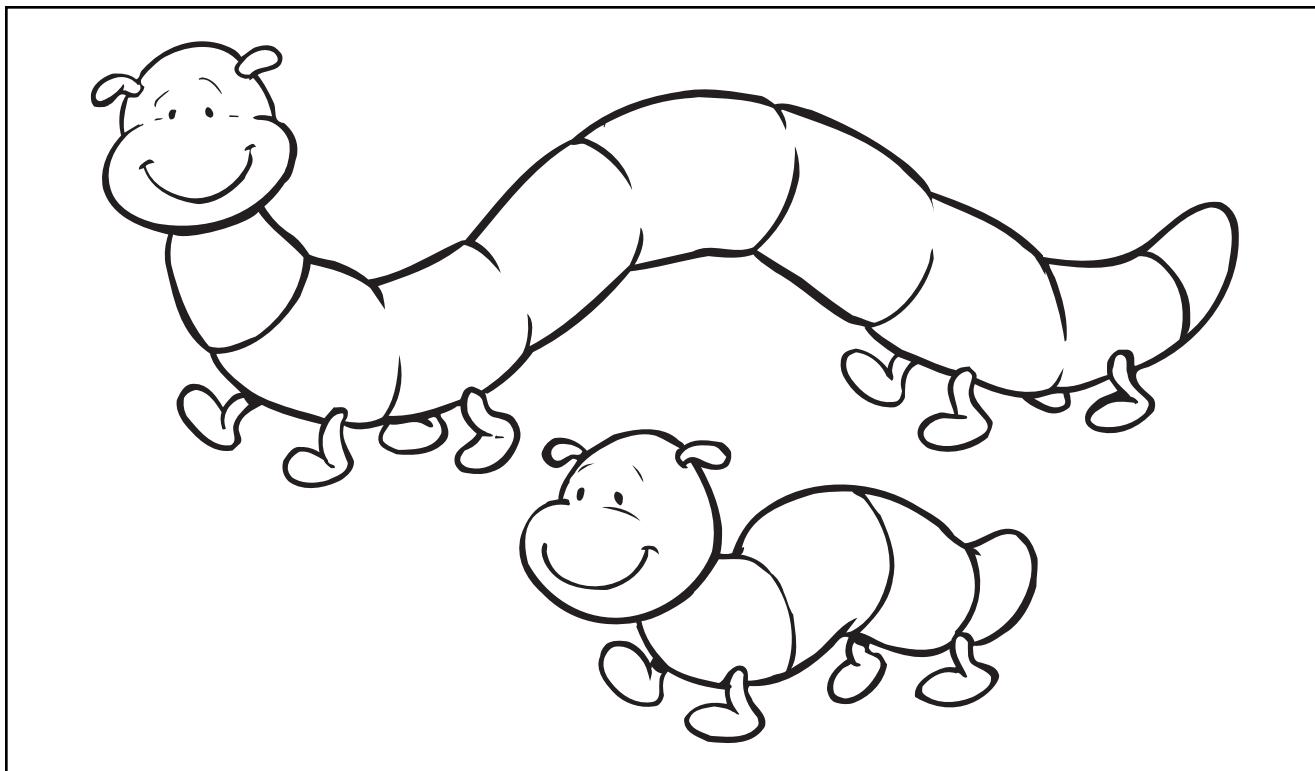
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Use this page with receptive activities on page 56 and expressive activities on page 57.



☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ Adjectives ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

Use this page with receptive activities on page 56 and expressive activities on page 57.



Hands-On Activity

☆ Objective: The child will increase receptive and expressive knowledge of nouns, verbs, adjectives, and prepositions.

Materials

knee-high panty hose

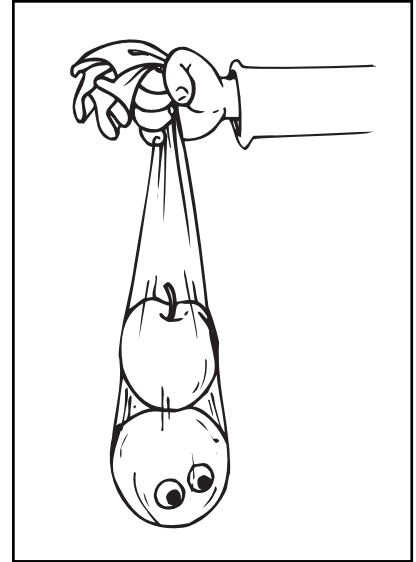
Googly eyes

various pieces of real or pretend fruits and vegetables

glue

Directions

1. Glue the eyes onto the toe of the hose so that it looks like a caterpillar.
2. Choose a food and describe it by size, color, shape, and taste.
3. Put the food in the caterpillar.
4. Talk about how the caterpillar is growing as it "eats" the food.



Language Enrichment

- Nouns:** Before "feeding" the caterpillar, the child names the materials used to make it. Then the child names each food he "feeds" to the caterpillar.
- Verbs:** Talk about what the child is doing using various verbs (eat, put, grow). When appropriate, use expanded utterances (The caterpillar is eating, I am feeding the caterpillar).
- Adjectives:** Encourage the development of preschool skills by counting the food the caterpillar eats and describing each food by color and shape. Also have the child use adjectives to tell how each food would taste. When appropriate, have the child combine a noun and adjective (Apple is round, Sweet candy).
- Prepositions:** Encourage the use of prepositions as the child feeds each food to the caterpillar (I am putting the apple in, The pear is next to the apple).

Concepts



Objective: The child will demonstrate understanding and expression of targeted concepts.

Review *The Very Hungry Caterpillar* with the child, eliciting both understanding and expression of these concept words as appropriate.

on/off

The egg is on the leaf.

The caterpillar crawled off the leaf.

The cherry is on the cake.

in/out

The caterpillar is in the cocoon.

The butterfly came out of the cocoon.

before/after

The caterpillar ate one apple before he ate two pears.

After the caterpillar ate all of the food, he was bigger.

beside/between

The cupcake is beside the slice of watermelon.

The pickle is between the ice-cream cone and the Swiss cheese.

left/right

The lollipop is on the left of the cherry pie.

The sausage is on the right of the cherry pie.

little/big

At first the caterpillar is little.

After he eats all the food,
the caterpillar is big.

beginning/middle/end

In the beginning of the story, it was an egg.

In the middle of the story, it was a caterpillar.

At the end of the story, it was a butterfly.

through

The caterpillar ate through one apple (two pears, three plums, etc.).

Phonological Awareness Activity

☆ Objective: The child will identify the number of syllables in a spoken word.

Give the child a copy of page 64 and a crayon. Point to a picture on the left side of the page and say, "Let's say the word ____ (caterpillar, cocoon, egg). How many parts/syllables does the word have?" Have the child color that many sections of the caterpillar next to the picture.

Repeat for the pictures on page 65 (butterfly, cupcake, leaf).

Articulation/Phonological Pattern Activity

☆ Objective: The child will produce the targeted phoneme/reduce the use of the targeted phonological pattern at the word/phrase/sentence level with or without a model as appropriate.

Choose appropriate targets from the A5/P5 cards. Decide whether to work at the word, phrase, or sentence level. Provide a model or have the child give an unmodeled response. Then say, "Name these pictures with your special sound. Let's see how many times you can say these words while we are reading and talking about *The Very Hungry Caterpillar*. Remember to use your best speech."

Target Sounds/Words

/k/ cake, caterpillar, cone, cocoon, cupcake, ache

/s/ sun, salami, sausage, Sunday, house, piece

Target Patterns/Words

Syllable Omission: butterfly, cocoon, caterpillar, strawberries, lollipop, watermelon

/s/ Cluster Reduction: slice, Swiss cheese, stomachache, small, ice cream, skinny

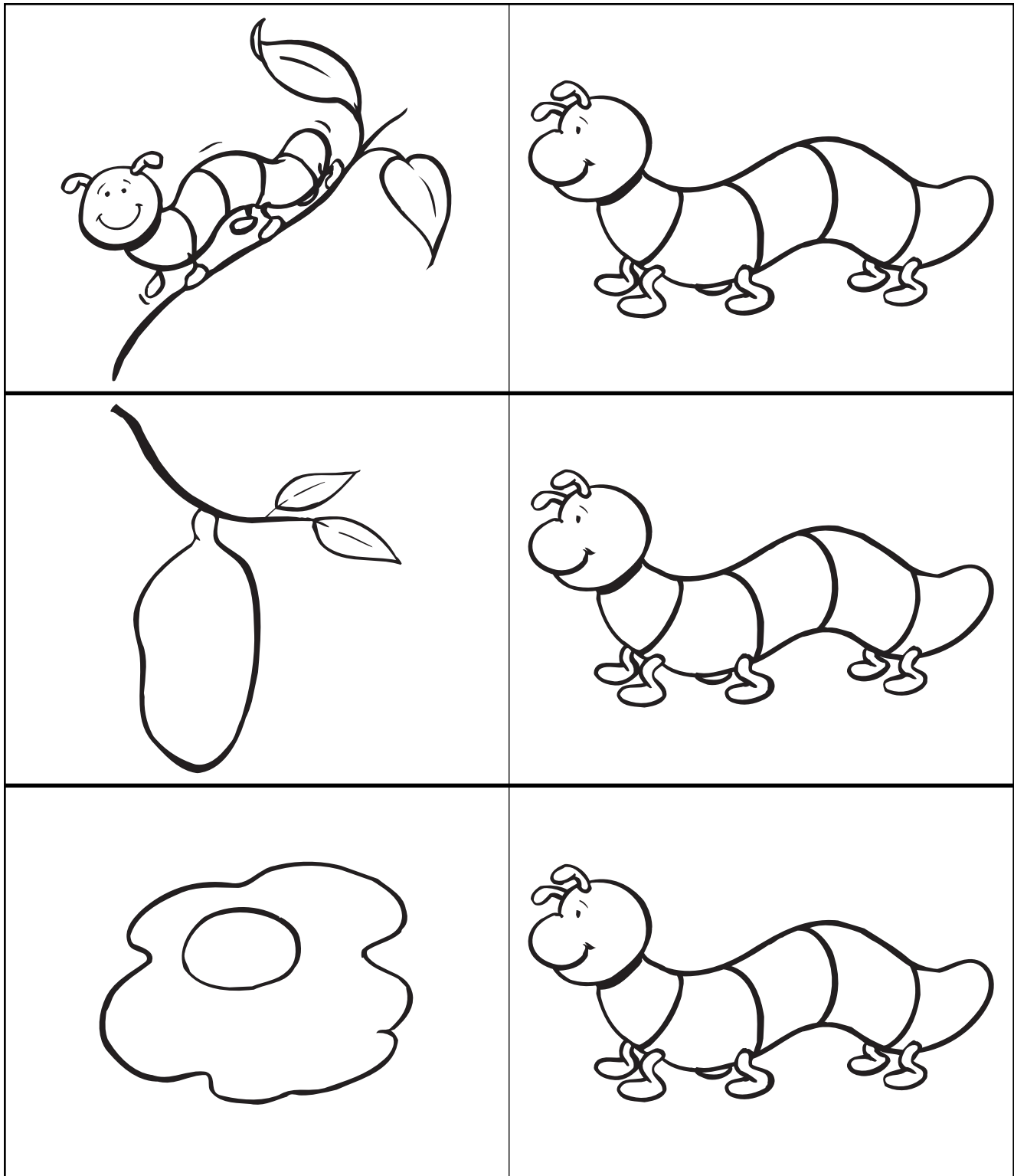
Letter Knowledge Activity

☆ Objective: The child will recognize two consonant letters and the sounds that they make.

Prior to reading the book, select two flashcards of the letters you wish to target. Show the cover of the book to the child. Talk about the illustration and the title. Show the letter cards to the child. Name each letter and talk about the sound that it makes. Find a word in the book that contains that letter and write the word on the board. For example say, "This is the letter S. I see the letter S in the word *Sunday*. The letter S makes the /s/ sound." Then read the book aloud, pointing to the words as appropriate. Encourage the child to point out the target letters and have him say their sounds.

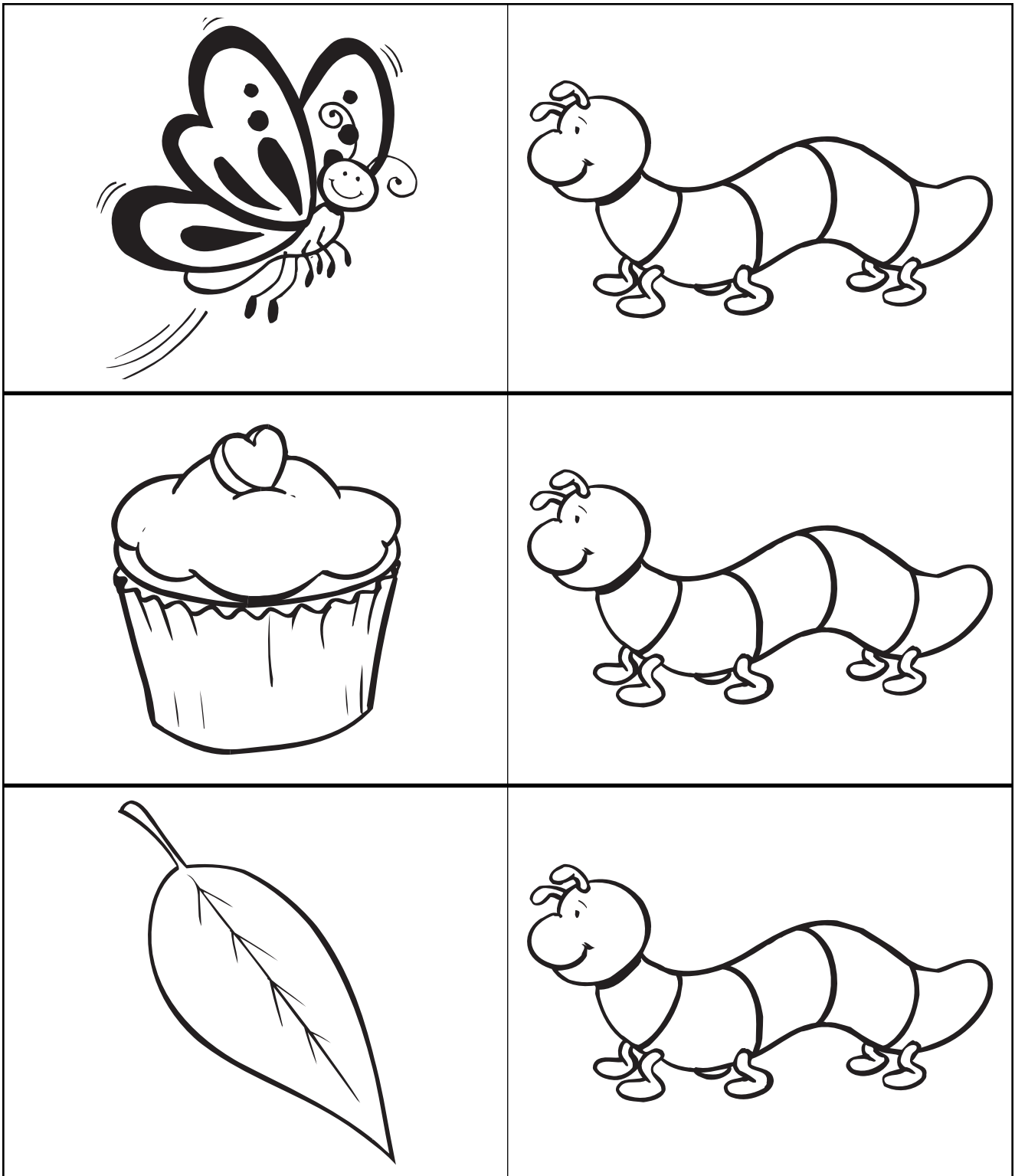
☆☆☆☆ Phonological Awareness Activity ☆☆☆☆

Use this page with the activity on page 63.



☆☆☆☆ Phonological Awareness Activity ☆☆☆☆

Use this page with the activity on page 63.



Questions

☆ Objective: The child will answer increasingly difficult questions.

An excellent means of increasing a child's expressive language skills is to ask the child questions. Read *The Very Hungry Caterpillar* aloud. Then re-read the book, stopping to ask the following questions at the appropriate level for the child. Begin with simple *yes/no* questions and then proceed to the more difficult *wh-* questions.

Yes/No

- Does a caterpillar have legs?
- Can a butterfly swim?
- Is a cocoon made out of wood?
- Does a caterpillar eat leaves?

Who

- Who makes the snacks in your home?
- Who helps you if you have a stomachache?
- Who builds homes for people?
- Who likes butterflies?

What

- What popped out of the cocoon?
- What does a butterfly look like?
- What are some other insects?
- What do you eat for a snack?

Where

- Where was the tiny egg?
- Where was the caterpillar before he became a butterfly?
- Where have you seen a butterfly?
- Where would you fly if you were a butterfly?

When

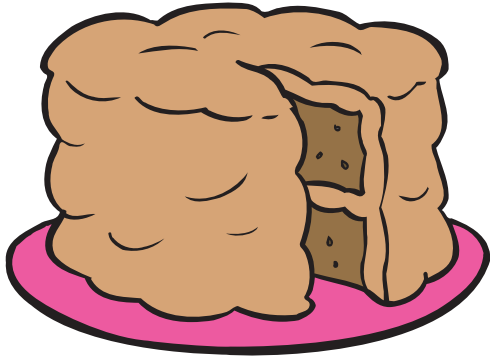
- When did the caterpillar eat one apple?
- When did the caterpillar spin a cocoon?
- When do you like to eat a snack?
- When have you had too much to eat?

How

- How does a butterfly move?
- How does a caterpillar move?
- How could you catch a butterfly?
- How are a butterfly and a bird different?

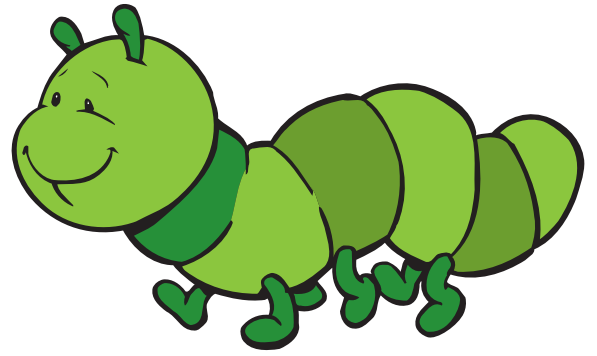
Why

- Why did the caterpillar have a stomachache?
- Why did the caterpillar eat so much?
- Why do you like this book?
- Why would it be fun to be a butterfly?



cake

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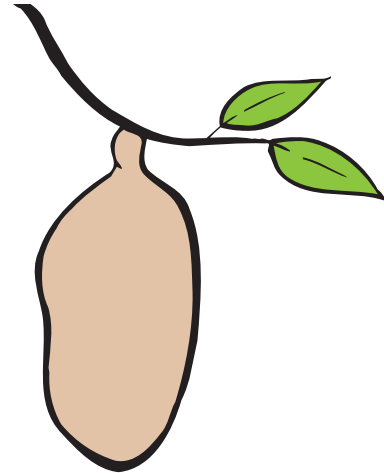
caterpillar

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cone

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cocoon

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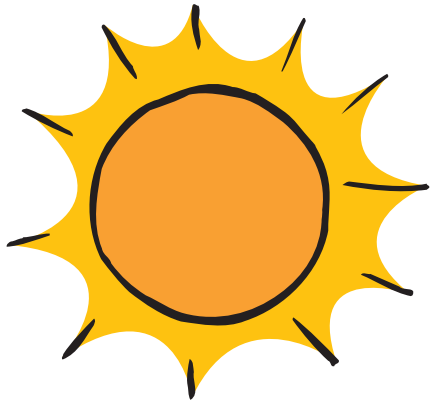
cupcake

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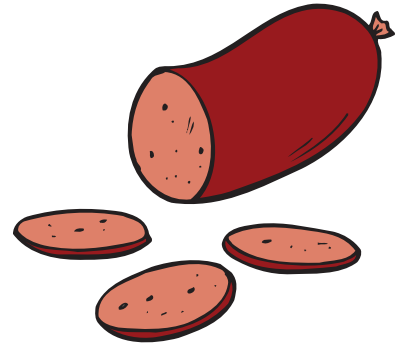


ache

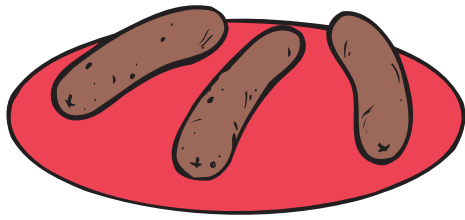
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sun



salami



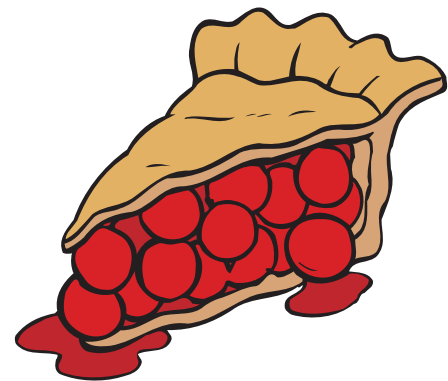
sausage



Sunday



house



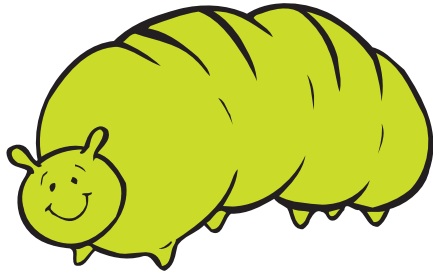
piece



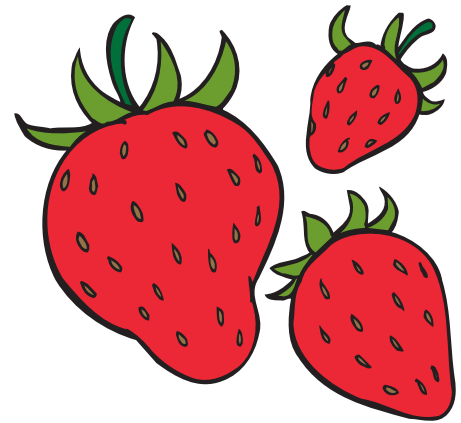
butterfly



cocoon



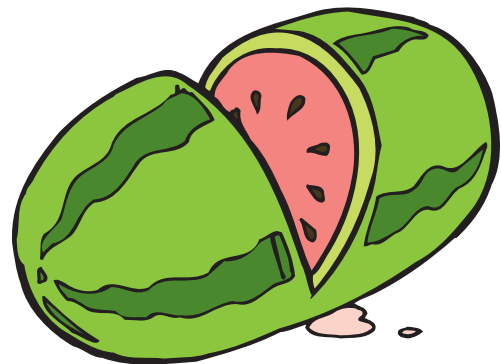
caterpillar



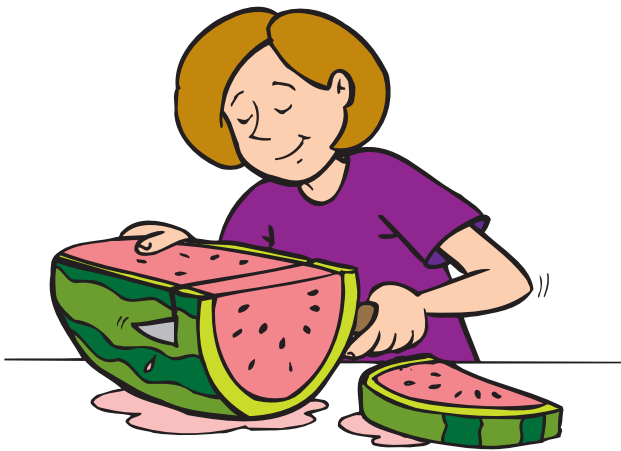
strawberries



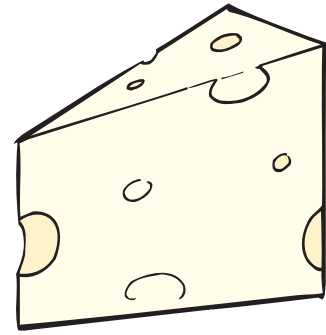
lollipop



watermelon



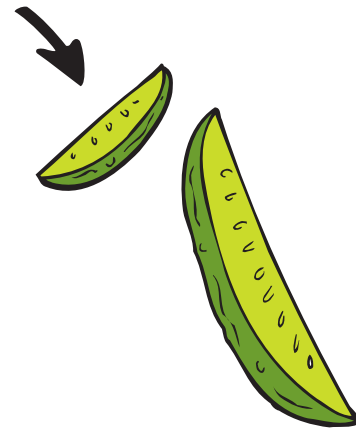
slice



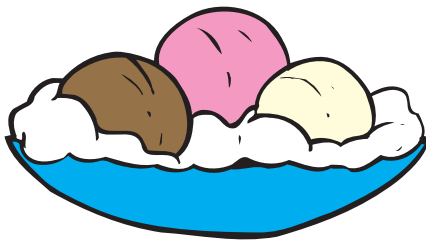
Swiss cheese



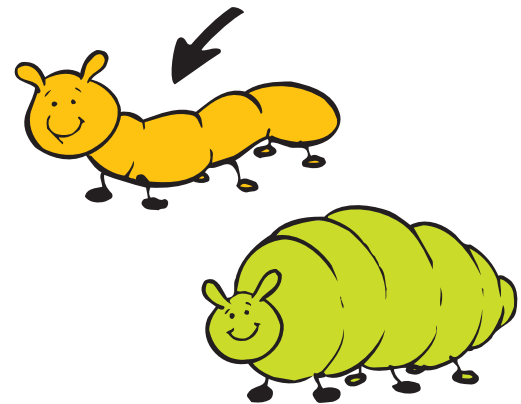
stomachache



small



ice cream



skinny