

READ ALOUD FOR SPEECH THERAPY:

A Guide for Therapists & Parents to Support
Students via Read Aloud and Book
Companions

READ ALOUD FOR SPEECH THERAPY: What is it and Why?

WHY READ ALOUDS?

Read alouds, combined with **book companions** and **extension activities** are a great tool for learning. A read aloud simply means the idea of reading a book out loud to your child. What are some benefits of read alouds?

- Strengthens the bond between parent/child
- Promotes a positive attitude around reading
- Increases vocabulary and language skills
- Improves attention and behavior
- Activates imagination
- Find more information here: ADD BITLY

<https://www.scholastic.com/readingreport/rise-of-read-aloud.html>

WHAT IS A BOOK COMPANION?

- Hands-on activities that accompany stories
- Help children gain a deeper understanding of the story
- Increases a child's engagement in the story with hands-on practice of language concepts

WHAT GOALS CAN I PRACTICE?

Reading aloud to your child can benefit him/her in SO many ways. Here are some specific goals often targeted with read alouds and book companions in speech therapy:

- Receptive Language (the input of language)
- Expressive Language (the output of language)
- Social Communication/Social skills (feelings, thoughts of others, etc.)
- Articulation (speech sounds)
- Phonological Awareness (ability to recognize and understand sounds, letters, and words)

READ ALOUD FOR SPEECH THERAPY: What Can I Work On?

SPEECH GOALS // EXAMPLES

RECEPTIVE LANGUAGE

- Identify colors, nouns, verbs, and other concepts
- Identifying vocabulary
- Following directions ("Point to the blue fish and red crab")
- Prepositions ("Which crab is under the shark?")
- Sequencing (learning about what happened first, in the middle, and last)
- Identify word relationships (finding items in the same category)
- Listening comprehension (main characters, setting, etc.)

EXPRESSIVE LANGUAGE

- Story tell and retell (using story pieces, story mats, etc.)
 - Visually sequence stories using story pieces and story mats
 - What happened in the beginning, middle, end of story?
- Wh Questions and How Questions
 - What (e.g., What is the character doing?)
 - Who (e.g., Who is that?, Who is that character talking to?)
 - Where (e.g., Where are they?, Where do ___ live?)
 - When (e.g., When did the character go swimming?
When did the Old Lady swallow the butterfly?)
 - Why (e.g., Why did the character do that/go there?)
 - How (e.g., How did the character make it up the hill?)
- Vocabulary
 - Naming items/animals/people/places you see in the story ("I see a leprechaun!")
 - Describing items/animals/people/place in the story ("I see a tiny, green leprechaun!")
- Use of nouns and verbs
- Pronouns (e.g., he, she, they, her, him, hers, his, theirs, etc.)
- Create grammatically correct sentences (use visual sentence strips for reference)
- Make predictions (e.g., What do you think will happen next?)
- Inferencing (e.g., Why do you think that happened?, What clues did you see?, How do you know that?)

READ ALOUD FOR SPEECH THERAPY: What Can I Work On?

SPEECH GOALS // EXAMPLES

SOCIAL SKILLS

- Identify feelings in characters and the cause of feelings
- Perspective taking / point of view
 - Example: "This character thought this way but the other character though that way"
- Identify the size of the problem of the story (e.g., Is this a BIG problem or a little problem for the character?)
- Problem solving (e.g., What do you think the character should do? What would you do?)

ARTICULATION

- Practice saying pictures with the target sound
 - "There's a leprechaun. That word starts with your L speech sound!"

PHONOLOGICAL AWARENESS

- Rhyming
- Pre-literacy skills
 - Left to right direction of reading (put your finger under each word you are reading aloud to show your child that we read from left to right)
 - Knowledge of the alphabet (encourage your child to identify letter that they see in the story)
 - Awareness of sounds (e.g., What sound does the letter B make?)

READ ALOUD FOR SPEECH THERAPY:

Learning About Book Companions

LET'S GET FAMILIAR!

STORY PIECES/ CHARACTERS

Story pieces are characters/items straight from the story and are great for:

- Retelling the story using story pieces and characters
- Putting pieces in a sensory bin for fine-motor practice
- Hiding story pieces around the room/house
 - Try to find them using clues!

STORY RETELL MATS

Story Retell Mats include scenes from the story to be used as a background for story pieces

- Use story retell pieces/characters right on these mats to retell and interact with the story

VISUAL SENTENCE STRIPS

Sentence Strips are pictures/images accompanied by words that help children create complete sentences

- Help children expand their thoughts
- Help create sentences about what happened in the story or what they see in the story

STORY MAPS

Story Maps are pictures or words that help guide the child in the correct sequence of events that happen in the story

SUPPLEMENTAL OR EXTENSION ACTIVITIES

Supplemental or Extension Activities are hands-on activities that are specific to certain books. These can vary based on age and interest (see extension activities page for ideas!)

READ ALOUD FOR SPEECH THERAPY:

Providing Support

SUPPORTING VOCABULARY

BEFORE READING

- Look at the cover
 - Review what you see on the cover- items/animals/people/places, facial expressions, etc.
- Take a “Book Walk”- flip through the pages and just look at the pictures together. Name some of the things you see/notice.
- Look at story pieces and mats from book companions- review items/animals/people
 - Provide brief, child-friendly definitions of story vocabulary
 - Example: Blueberries (“Blueberries are a kind of fruit. Blueberries are a kind of berry that we can eat. They are small and blue and they grow on bushes. We can go to the farm and pick them off the bushes in the spring. They taste sweet and can be made into a pie. Yum!”)

DURING READING

- Point to illustrations in the story- label items/ animals/people/places, etc.
- Provide brief, child-friendly definitions of words during reading (see above example)
- Fill in the blanks (e.g., “When Franklin went to school, he put on his ____.”)
- Describe what you see and then ask your child what they see (e.g., “Now it’s your turn to tell about this page!”)

AFTER READING

- Use book companion resources to retell the story using story maps, create story scenes using story pieces and mats, create sentences with visual sentence strips, pretend play with story pieces

READ ALOUD FOR SPEECH THERAPY:

Providing Support

SUPPORTING VOCABULARY

HOW DO I KNOW WHICH VOCABULARY TO TARGET WHEN CHOOSING A BOOK OR READING A BOOK?

ANY word is a vocabulary word!

You may decide to focus on one kind of vocabulary per story or per read through

- By category- (e.g., Let's find all the food/animals/people in the story)
- By color- (e.g., Can you name all the red things you see in the story? Let's point to all the blue things we see in the story)
- By shape- (e.g., I see a ball. That ball is round. Can we find any more round things in the story like that ball?)
- By size- (e.g., Look at this page. What things are big? What things are tiny?)
- By material- (e.g., That table the character is sitting at is made of wood. What else is made of wood in the story?, What else in this room is made of wood?)
- By location- (e.g., Where is the character on this page?)
- By season- (e.g., What season is it in the story? How do you know it's summer? [the sun is out, they are at the beach, the character is wearing shorts, etc.], What do you wear in the summer?)
- By job- (e.g., What kind of worker is this character?)

READ ALOUD FOR SPEECH THERAPY:

Providing Support

QUESTIONS TO ASK

BEFORE READING

- Look at the cover
 - Review what you see on the cover- (e.g., What do you see?, What is he/she doing?)
 - Make predictions (e.g., What do you think this story is going to be about?)
- Take a "Book Walk"- flip through the pages and just look at the pictures together. Ask questions about what characters your child sees, what the characters are doing, what they think might happen next.
- Preview materials in the book companions
 - Example: Preview the story map (e.g., What kind of pictures do you see?, What do you think will happen based on these pictures?)

DURING READING

- ALL type of Wh questions (e.g., What do you see? What is this?, Who is this? Where are they? What are they doing?)
- Open ended questions (e.g., What is happening in this part of the story?)
- Connect to your own life (e.g., How would you feel if this happened to you? Do you remember that time we went to the parade just like Curious George?)

AFTER READING

- Recall questions (e.g., Can you remember some of things that the Old Lady swallowed?, What were 3 animals in that story?)
- Ask for opinions (e.g., What did you think of the story?, Did you like that story? Why/ Why not?, What was your favorite thing that happened?)
- Make predictions (e.g., What do you think is going to happen next?)

READ ALOUD FOR SPEECH THERAPY:

Providing Support

EXTENSION ACTIVITIES

AGES 3-5

- Use pretend toy items around your house to help retell the story (i.e. toy farm animals to retell a farm book, puppets, etc.)
- Build a character out of play-doh (dog, cat, pig, etc) or draw a character with crayons and paper
- Use a sensory bin- fill a bin with beads, sand, plastic grass filler.
 - Stick/hide book companion story pieces in the sensory bin- try finding them! Talk about where you found the piece.

AGES 6-12

- Retell the story using your own drawing with markers or crayons
- Use pretend toy items around your house to help retell the story (i.e. toy farm animals to retell a farm book)
- Use a target theme from the story to create your own story (theme about friendship? Use dolls or figurines to tell your own story about friendship)
- Act out the story
- Draw a map of the book's setting
- Create a collage of pictures that go along with the book's theme

AGES 13+

- Pretend you are the character. Write a journal entry as if you were that character- explaining your feelings about the events happening in the story
- Write a letter to one of the characters- explain how you think he/she handled their problem, praise them for their food efforts, give them tips for how you would do things differently, etc.
 - Write the character's response!
- Create a comic strip version of the story or particular event that happened
- Write an imaginary interview with the author

READ ALOUD FOR SPEECH THERAPY: “Troubleshooting”

PARENT SUPPORT

WHAT IF MY STUDENT/CHILD IS AT THE VERY BASIC LEVEL OF JUST NAMING PHOTOS/ITEMS IN THE BOOK?

- First things first: THAT'S OKAY!
- The following strategies can be used to help your child expand their language beyond single words and encourage deeper responses
 - Example: *Snow White is being offered an apple.*
 - Prompt your child to say something about the book
 - Adult: “What does Snow White have in her hand?”
 - Child: “Apple!”
 - Evaluate the child's response
 - Adult: “Yes, it is an apple. What kind of apple do you see?”
 - Expand the child's response
 - Adult: “Yes, it's a big, round red apple!”
 - Repeat the prompt
 - Adult: “What does Snow White have in her hand?”
 - Child: “A big, red apple!”
 - Praise and apply the child's response
 - Adult: “That's right! Snow White has a big, round red apple in her hand. I hope she doesn't eat it! Oh no!”

WHAT IF MY STUDENT/CHILD ANSWERS A QUESTION INCORRECTLY?

- First things first: THAT'S OKAY!
- Praise your child for their answer (e.g., Wow, I like the way you are thinking!)
- Acknowledge their answer/ line of thinking (e.g., I see how you thought that!)
- Connect/link your child's incorrect answer to the correct answer (e.g., I see how you thought that David looks sick. His head is on his desk. Sometimes we put our head down when we have a headache or when we are feeling sick.)
- Provide reasons for the correct answer (e.g., I think David feels frustrated here. There is a math worksheet in front of him on his desk and we found out earlier that he does not like to do math. He put his head down because he feels frustrated and does not want to do his math work.)

READ ALOUD FOR SPEECH THERAPY: “Troubleshooting”

PARENT SUPPORT

WHAT IS THE LANGUAGE I SHOULD BE USING TO HELP SUPPORT SEQUENCING THE STORY?

- Words related to time concepts are key in sequencing
- Encourage using time concepts at the start of every event description
- Examples of time concepts
 - Beginning of the story: First, In the beginning, To start,
 - Middle of the story: Second, Third, Next, Then, Before, After, Later
 - End of the story: Last, Finally, In the end

CAN I MESS UP OR DO ANYTHING WRONG?

No! The beauty of using books and book companions to facilitate learning is that they're SO open ended. Maybe you asked about the main character and realized your student may not have the understanding of the vocabulary word "character"? That's okay! You just gave them exposure to brand new vocabulary. Simply support them with comments such as, "oh! A character is a person or animal from the story! In this story, the main character in the story is Clifford. He's the big red dog and his best friend is Emily."

READ ALOUD FOR SPEECH THERAPY: “Troubleshooting”

PARENT SUPPORT

WHERE CAN I FIND VISUAL SUPPORTS / BOOK COMPANIONS FOR MY CHILD?

- Print pages from the book:
 - Have a copier at home? Copy a few of the characters or setting from the story and print them off. Use them for play!
- Find some similar images on Google (i.e. image search “red dog clipart” as a character for “Clifford”). Print those images off and use them for play!
- You likely have a ton of toys that can serve as pretend characters right in your home! Farm animals work great for any farm theme book, pretend fish for any ocean book, and even dolls and figurines for any book on your shelf!
- Book companions from TeachersPayTeachers, full of characters and visual cues, such as the one below:

Find these book companions at:
<https://bit.ly/SLPbookcompanion>



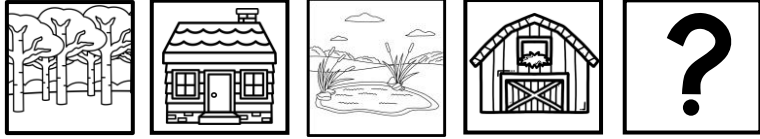
READ ALOUD FOR SPEECH THERAPY: Open-Ended Book Companion Templates

Use the next few pages to support your read aloud for various age groups. Fill out together with your child/student, or let your independent readers fill them out and show off their hard work to you!

READ ALOUD FOR SPEECH THERAPY: OPEN ENDED GUIDE [Ages 3-5]

Book Title:

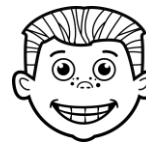
1. Where did the book take place?



2. Name a category and/or name three things in that category:

3. Two new words we talked about or learned:

After reading this book, I feel...



Draw a character from the book:

Find something in your house that makes you think of the story! Draw it here:

READ ALOUD FOR SPEECH THERAPY: OPEN ENDED GUIDE [Ages 6-12]

Book Title:

Author:

Setting:

Theme:

Feelings/Emotions:

Key characters:

3 new words I learned:

BONUS: Name a category
and 3 things in that category:

Retell the story using pictures or words

First

Next

Last

READ ALOUD FOR SPEECH THERAPY: OPEN ENDED GUIDE

Book Title:

Directions: Create a comic strip version of the story you read or a particular event that happened in the story. Don't forget to give your comic a title!

Ages 13+

Written By:

| | | |
|--|--|--|
| | | |
| | | |

Use this space to write a quick summary of your comic:

READ ALOUD FOR SPEECH THERAPY: OPEN ENDED GUIDE

Ages 13+

Book Title: 

Directions: After you read the story, pretend you are a character in the story. Write a journal entry as if you were that character. Explain your feelings about the events happening in the story.