

## Moody Speech and Language Services: Remote Learning Week 7 - BUTTERFLIES

Dear Parents,

This week's speech and language lesson focus is on BUTTERFLIES!

### **Language lesson for all classrooms:**

#### **From Caterpillar to Butterfly INT, DS, LCC/MSP**

<https://youtu.be/0iPyz7wbeaY>

This video is about caterpillars turning into butterflies, butterfly parts, types of different butterflies, big and little, matching, prepositions (on/off) and many other fun facts! There are two print-outs that go with this video.

1. Wiggle/flap Cards: Anytime someone picks a caterpillar you "wiggle" and anytime someone picks a butterfly you "flap" your "wings" (aka arms). (See attached PDF)
2. Butterfly Template: This picture is colored using "symmetry" (what you color on one side you color on the other) and then cut out for the preposition activity. The butterfly can be left as is or taped to a popsicle stick or pencil. (See attached PDF)

### **Receptive Language/Following Directions:**

**Activity 1:** Where is the Butterfly? An Interactive book! Prepositions, pronouns, and positional words. If you can print out the book, print it out. If not, access it on your computer screen. Read the story with your child and ask your child to paste a butterfly in specific positions (above, between, beside, in front of, on top, below, near, under). (See attached *Where is the Butterfly.pdf*)

**Activity 2:** Caterpillar food. Fun recall from *The Very Hungry Caterpillar* by Eric Carle. More practice with the food vocabulary. Try to remember what the caterpillar ate. Make it into an 'I Spy' game or practice 'riddles' (ex: The caterpillar ate something that is green and tastes sour). (See attached *CaterpillarFood.pdf*)

**Activity 3:** Another fun way to practice sequencing while also using your fine motor skills. Follow the visual step by step directions to learn how to draw a butterfly. (See attached *SequenceButterfly.pdf*)

### **Expressive Language:**

**Activity 1:** Where is the Butterfly? An Interactive book! Prepositions, pronouns, and positional words. If you can print out the book, print it out. If not, access it on your computer screen. Read the story with your child while pointing to one of the pictures, then ask your child to label 'Where' the butterfly is. For example, ask your child "Where is this butterfly?". (See attached *Where is the Butterfly.pdf*)

**Activity 2:** watch this video: <https://www.youtube.com/watch?v=vrCGWwt08W0>. After learning with butterflies that are big and little in the Language lesson video, here we look at common objects around the home that also come in different sizes. You can also do this at home with your child. Look around the house and see what objects you can find that are big or little. Work on formulating sentences by describing what you find (ex. "Here's a big orange bowl" or "I found a little black hat").

**Activity 3:** Make a butterfly using items that you can find at home. A step-by-step video can be found here. <https://jumprope.com/g/let's-make-a-butterfly!/zfa1Z700#step-1>



Use this activity to work on vocabulary (wings, eyes, mouth, antenna) and descriptive words such as *big* and *little*. Talk about the size of the butterfly's wings, eyes, antenna, and body. (ex. "Our butterfly has big purple wings").  
Materials: 1 cardboard tube, markers or paint, paper, tape OR glue, scissors

### Joint Attention and Play

**Activity 1:** Watch this video on how to make homemade playdough and then recreate the 4 stages of the butterfly life cycle (egg, caterpillar, chrysalis, and butterfly): [https://www.youtube.com/watch?v=BBy\\_rXEvPs&feature=youtu.be](https://www.youtube.com/watch?v=BBy_rXEvPs&feature=youtu.be). If your child is not interested in making the butterfly life cycle stages, follow your child's lead and make what he/she is making or model other things. The most important thing is to have fun together. Materials needed: flour, salt, water, food coloring, mixing bowl, and mixing spoon.

**Activity 2:** Watch Butterfly Ladybug Bumblebee song by Super Simple Songs here: <https://youtu.be/EgiQ6GliTrI> and pause the video between each chorus of the song (e.g. when they switch which bug they are singing about). Use this as an opportunity to prompt your child to request more. Depending on your child's language ability, this may be the single word "more," the phrase "I want song"/"want more," using the manual sign for "more," or using a PECS book or communication board/device to request "more."

### Articulation

We are targeting SP and ST blends this week. There are several activities that you can do with your child to work on these sounds in the initial position of words.

**Activity 1:** Three picture card word lists are provided. You can print out the ST and SP word/picture lists and play several games with your child. You can create a memory or

Go Fish game by printing out two copies of each list. You could also play an 'I Spy' game by placing the cards around your house and searching for them with your child. When your child finds a picture card, have him/or her say "I spy a \_\_\_\_\_" while labeling the picture which gives your child practice while having some fun. If you do not have a printer, you can practice the words with your child on the computer screen and also incorporate an 'I spy' game. (See *attached ST, SP, and S-blends Contrast Pairs.PDF*).

The S-blend Contrast Pair cards are provided to help your child hear the difference between words while providing them with a visual cue. When a child omits the /s/ in the initial blend, it changes the entire meaning of a word. Having your child look at the contrasting pictures and pronouncing the two words while looking at the different objects will help your child hear and see the difference between the two words in order to help him/her learn how to produce these s-blend words correctly.

**Activity 2:** Snake Game Board ST and SP blends (see attached PDF)

**Activity 3:** ST Road Game Board (see attached PDF)

**Activity 4:** The /s/ blend word words can go this the polka dot butterfly. Practice this challenging sound and then color in a dot on the butterfly. Try to color the whole butterfly by the end of the week. (see attached ButterflyArticDot.pdf)

If you have any questions, please email me. **If you are feeling overwhelmed by all this information, please reach out to me!** All activities are also found on the Moody website under Speech and Language Resources at <http://www.haverhill-ps.org/preschool-resources/>. Videos are found on the [Haverhill Speech Department YouTube](#) page.