

## Sample Books and Activities for Emphasizing Speech Elements

Adapted from Project ELIPSS (1996)

Speech Element	Book	Book Pattern	Suggested Activities
Plural	Petrie, C. (1982). <i>Joshua James likes trucks</i> . Chicago: Children's Press.	A little boy likes all kinds of trucks. "Big trucks, little trucks, long trucks, short trucks..."	Invite children to tell about something they like. They may want to draw pictures or cut pictures from magazines or catalogs to make a picture book. Invite them to use their picture book to tell their story to others. Some children may want to dictate to fill in blanks such as " <u>child's name</u> likes _____."
Plural	Carle, E. (1969). <i>The very hungry caterpillar</i> . Cleveland: Collins World.	A very hungry caterpillar eats through: one apple, two pears, three plums..."	Invite children to draw pictures of more foods and punch holes in them. Then children can use the food pictures to tell and dictate new stories.
Possessive	Moss, S. (1995). <i>Peter's painting</i> . New York: Mondo Publishing.	A little boy paints beautiful pictures that "move." Peter's fish "swam." Peter's snake "slithered." Peter's star "twinkled."	Invite children to experiment with painting many colors of paint on large pieces of paper. Children could be helped to set up an art exhibit with signs for their paintings. Use possessives on their signs, ie. "Sam's painting ....."
Subject-Verb Agreement	Parker, N.W. (1992). <i>The dress I'll wear to the party</i> . New York: Greenwillow.	A cumulative story about a little girl who dresses up in her mother's clothing. "This is the dress ..." "These are the shoes ..." "This is ..." "These are ...."	Make cutouts of pictures of the objects used in the book. Invite children to repeat the story with you as they find the objects mentioned in the story.
Past Tense	Westcott, N. (1980). <i>I know an old lady who swallowed a fly</i> . Boston: Little, Brown.	This is a cumulative story about an old lady who swallowed a fly and a series of other animals to catch the fly. "She swallowed ..."	Invite children to make an old lady puppet and draw pictures of the animals she eats. Then children can use the puppet and pictures to retell the story.

**Sample Books and Activities for  
Emphasizing Speech Elements continued**

<b>Speech Element</b>	<b>Book</b>	<b>Book Pattern</b>	<b>Suggested Activities</b>
Past Tense	Mack, S. (1974). <i>10 bears in my bed</i> . New York: Pantheon.	A little boy tries to get 10 bears out of his bed.	Invite children to dramatize the story and repeat the repetitive phrase. Each page begins: There were (number) in his bed and the little one said, "Roll over!"
Present Participle	Galdone, P. <i>Henny Penny</i> . New York: Clarion.	Henny Penny warns everyone, "The sky is falling."	Invite children to act out the story, repeating the repetitive refrain.
Negative	Guarino, D. (1989). <i>Is your mama a llama?</i> New York: Scholastic.	A Llama asks other young animals, "Is your mama a Llama?" They respond, "No, she is not."	Invite children to dictate and illustrate new parts of the story, using the repetitive pattern "No, ___ is not."
Contraction – <i>I'm</i>	Wood, A. (1982). <i>Quick as a cricket</i> . London: Child's Play.	A child compares self to a variety of animals using smiles, for example: "I'm as mean as a shark."	Invite children to choose their favorite comparisons and create new ones using the pattern: "I'm as _____."
Contraction – <i>I'll</i>	Redhead, J.S. (1991). <i>Big block of chocolate</i> . New York.	A repetitive pattern book about characters who find a large chocolate bar. "I'll savor every bite of it ..."	Have children make stick puppets of the characters in the story and act out the story, reciting the repetitive refrain.
Contractions – <i>It's</i> and <i>I'll</i>	Wilson, E. (1993). <i>Music in the night</i> . New York: Cobblehill books.	The moon comes up and animals sing together: "It's music in the night. I'll sing too..."	Make masks like the animals in the story. Invite children to wear a mask while dramatizing the story and repeating the refrain. Children can make different animals, adding these to the story: "It's music in the night. I'll sing too, said the ___."
Contraction – <i>We're</i>	Rosen, M. & Oxenbury, H. (1989). <i>We're going on a bear hunt</i> . New York: Macmillan.	A family goes on a hike. "We're going on a bear hunt. We're going to catch a big one. We're not scared."	Ask children to suggest hand motions and sound effects to go with each part of the story. Then, invite children to recite repetitive parts, making the motions and sound effects.