

APRAXIA TREATMENT UNIT FOR INCREASING LANGUAGE CONCEPTS & PERSONAL INFORMATION



Penguin Pace Word Verbal Expression: This exercise is for practicing the speech techniques of consonantization and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each color word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

<p>r - e - d</p>	<p>b - l - u - e</p>	<p>p - i - n - k</p>
<p>pu - r - p - le</p>	<p>br - ow - n</p>	<p>or - an - ge</p>
<p>gr - ee - n</p>	<p>ye - ll - ow</p>	<p>b - l - a - ck</p>

VERBAL EXPRESSION: CONVERBENT NAMING

Name the category being described after hearing the category members listed. Say the category name out loud. Please don't forget to use all of your speech techniques when categorizing your verbal responses. Talk loudly, talk slowly, practice your lips, say each sound clearly in every word, sit up straight, and look ahead!

Good to: ____/ll ____/ ____/ ____/ for providing intelligible oral word approximations responses while utilizing speech techniques with the appropriate consonantization.

CARROTS, BROCCOLI, CORN	MONKEY, LION, ELEPHANT	PANTS, SHIRT, SWEATER
CARE, CUPCAKE, PIE	SCIENCE, MATH, READING	GOLDFISH, CAT, DOG
KITCHEN, BATHROOM, LIVING ROOM	BASKETBALL, BASEBALL, HOCKEY	BALL, DOLL, BLOCKS
GREEN, YELLOW, PURPLE	EYES, NOSE, MOUTH	DAD, BROTHER, MOM
BAT, BALL, BASES	WINTER, SUMMER, SPRING	VALENTINE'S DAY, CHRISTMAS, THANKSGIVING
MEXICO, SPAIN, ENGLA		THREE, TEN, SEVEN

3 Syllable Word Verbal Expression Playing Cards

cel - er - y	tri - an - gle	mag - ni - fy
bas - ket - ball	um - brel - la	cal - en - dar
li - bra - ry	bi - cy - cle	but - ter - fly
com - pu - ter	cu - cum - ber	tel - e - phone

START Brr... It's Cold Outside!

Use your finger tip on each penguin as you say each sound slowly and carefully in each color word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

3-Syllable Word & Concept Penguin Cards

Use your finger tip on each penguin as you say each sound slowly and carefully in each color word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

Use your finger tip on each penguin as you say each sound slowly and carefully in each color word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

Six Tips!

- Say each word **SLOWLY**.
- Before talking, please **SWALLOW**.
- SAY EVERY SOUND** in every word.
- SIT UP** straight.
- LOOK** toward the person to whom you are talking to.

WORD

Penguin Pace Word Verbal Expression: This exercise is for practicing the speech techniques of consonantization and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each month word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

O - c - t - o - b - e - r	N - o - v - e - m - b - e - r	De - c - e - m - b - e - r
A - p - r - il	M - a - y	J - u - n - e
J - u - l - y	A - u - g - u - s - t	S - e - p - t - e - m - b - e - r

Contents & Directions:

- Page 2: Directions and content information page.
- Page 4: What is Developmental Apraxia/Childhood Apraxia of Speech?
- Page 5: Types and causes of apraxia of speech.
- Page 6: Therapy recommendations for verbal apraxia and students delayed in their ability to verbally repeat words and sentences.
- Page 7: Pre- test for verbal expression of concepts, personal information, item naming, and sentence repetition for primary level students.
- Page 8: Obtaining a diadochokinetic rate to assess a child's overall oral agility and speech rate skills.
- Page 9: Oral agility exercises.
- Page 10: 3 syllable word or 3 word sentence pacing board. Child touches one snowman at a time as they repeat the 3 syllable words or 3 word sentences. This encourages a slower pace of verbal production which results in a clearer and often more accurate repetition.
- Page 11: 4 syllable word or 4 word sentence pacing board. Child touches one snowman at a time as they repeat the multi-syllable words or 4 word sentences.
- Page 12: 4 and 5 word sentence level pacing board.
- Page 13: Six Tips to Clearer and More Accurate Speech page.
- Page 14: Personal information write and say worksheet for practicing name and date of birth.
- Page 15: Personal information write and say worksheet for practicing address and phone number.
- Page 16: Write, say and repeat personal information page for name, address and phone number.
- Page 17: Penguin Pace Word Verbal Expression for Shapes: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each shape word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.
- Page 18: Name and label the eight shapes. First and second letters provided.
- Page 19: Penguin Pace Word Verbal Expression for Colors: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each shape word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.
- Page 20: Name and label the colors.
- Pages 21-22: Color word cards and color word sorting mat.
- Page 23: Alphabet dot and say dotter worksheet.
- Pages 24-25: Uppercase and lowercase letter write and say worksheets. Students are asked to write in the missing letters of the alphabet and then to point to each letter and produce the whole alphabet aloud. Lastly, to say the alphabet aloud from memory with their eyes closed. Students are reminded to use speech techniques while talking. The speech techniques are reviewed on page 13 of this packet.
- Pages 26-27: Upper and lower case letter matching cards. Print and cut out all of the hats and penguins. Students are asked to match the uppercase letters to the lowercase letters. The uppercase letters are on the red hats, the lowercase letters are on the penguins.
- Page 28: Penguin Pace Word Verbal Expression for The Days of the Week: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each shape word. Please remember that it is good to slow down.
- Page 29: Days of the Week Indicate & Say. Students practice the days of the week and indicate which ones are days of the week and which ones are weekend days.
- Pages 30-31: Days of the week cards and sorting mat.
- Page 32: Number dot and say dotter worksheet.
- Pages 33-34: Penguin Pace Word Verbal Expression for numbers: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each shape word. Please remember that it is good to slow down.
- Page 35: Numbers 1 to 30 write and say worksheet.



Contents & Directions:

- Page 35: Numbers 1 to 30 write and say worksheet. Students are asked to fill in missing numbers that occurred from 1 to 30 and to say them aloud.
- Pages 36-37: Number flashcards and sorting mat. Cut out the penguin counting cards and ask the student to match the number counted to the number word.
- Pages 38-39: Months of the year penguin pace word verbal expression activity. Students are asked to point to a penguin for each syllable in the months of the year in order to help slow down their pace and to put emphasis on every sound in every word.
- Page 40: Color the months of the year and say them aloud activity.
- Pages 41-42: Months of the year flashcards and sorting mat.
- Page 43: Seasons of the year penguin pace word verbal expression activity. Students are asked to point to a penguin for each syllable in the months of the year in order to help slow down their pace and to put emphasis on every sound in every word.
- Page 44: Months and seasons indicate and say worksheet.
- Page 45: Trace, copy and say the seasons worksheet.
- Pages 46-47: Trace, color and say seasons mini book.
- Pages 48-49: Seasons flashcards and sorting mat.
- Pages 50-52: Penguin question card activity. Answer the questions about the penguins.
- Pages 53-55: Penguin facts activity. Students are asked to repeat or read the sentences aloud while using their most clear and accurate speech.
- Pages 56-61: Repeat the three and four syllable words and/or give a concept verbally as you play a fun winter- themed board game. Print, cut out, and laminate the game cards, dice, and makers for durability.
- Pages 62-63: 3 syllable word penguin pace word verbal expression activity. Students are asked to point to a penguin for each syllable in the months of the year in order to help slow down their pace and to put emphasis on every sound in every word.
- Page 64: Fill in the missing concepts or greeting written and/or verbal practice worksheet.
- Pages 65 - 71: Concepts, convergent and divergent naming, 2, 3, 4 and 5 word sentence verbal practice sheets. Speech tip reminders are on each page. The opportunity to score each goal area also exits.
- Pages 72-74: Penguin coloring pages with sentence repetition practice. Speech technique reminders provided.
- Page 75: Primary level verbal expression post- test for checking personal information and concept understanding and verbal expression accuracy.
- Pages 76-78: Twin Speech, Language & Literacy LLC copyright, product links, and clip art credit pages.



What is Developmental Apraxia/ Childhood Apraxia of Speech?

Apraxia is a neurological speech disorder in which a person has trouble saying what he or she wants to say correctly and consistently. It is not due to weakness or paralysis of the speech muscles (the muscles of the face, tongue, and lips); rather, it is attributed to a person's brain having difficulty in planning the motor movements needed for speech production. It is also known as apraxia or apraxia of speech. It is important to note that the child KNOWS what he or she wants to say, but his/her brain has DIFFICULTY COORDINATING the muscle movements necessary to say words. They can have problems saying sounds, syllables, and words. The severity can range from mild to severe (completely non-verbal). Often times the reason is of unknown origin.

Verbal apraxia is present at birth. It is different from a child who is speech delayed. A child with a speech delay develops speech in the same manner as a typically developing child, they just do so at a slower rate.

*Definitions taken from: Apraxia of Speech website on 1-20-2013: <http://www.apraxiaspeaks.com/apraxia-definition.htm> ASHA website on 1-20-2013: <http://www.asha.org/public/speech/disorders/childhoodapraxia.htm>

Characteristics of Verbal Apraxia:

- Speech disintegrates at the consonant vowel on up to the multi-syllable word level.
- Single words can have sounds that are deleted or distorted.
- Single words can be deleted, reversed, or repeated.
- Motor speech patterns can be difficult to repeat.
- Student may exhibit groping during verbal attempts.
- Student may replace a "favored sound" for words in place of other sounds and words.



•Information taken from the Kaufman Speech Praxis Test for Children. Copyright 1995 by Nancy Kaufman. All rights reserved.

Types and Causes of Apraxia of Speech

Developmental apraxia of speech (DAS) occurs in children and is present from birth. It appears to affect more boys than girls. This speech disorder goes by several other names, including developmental verbal apraxia, developmental verbal dyspraxia, articulatory apraxia, and childhood apraxia of speech. DAS is different from what is known as a developmental delay of speech, in which a child follows the "typical" path of speech development but does so more slowly than normal.

The cause or causes of DAS are not yet known. Some scientists believe that DAS is a disorder related to a child's overall language development. Others believe it is a neurological disorder that affects the brain's ability to send the proper signals to move the muscles involved in speech. However, brain imaging and other studies have not found evidence of specific brain lesions or differences in brain structure in children with DAS. Children with DAS often have family members who have a history of communication disorders or learning disabilities. This observation and recent research findings suggest that genetic factors may play a role in the disorder.

Note: This information was taken 1/21/13 from this NIDCD website: <http://www.nidcd.nih.gov/health/voice/pages/apraxia.aspx>

Please know:

- 1) **Super Duper Publications** have a nice handout on apraxia. Just register at their site to download their free handouts. The handout on apraxia is well written and easy for families to read.

<http://www.superduperinc.com/Handouts/Handout.aspx>

- 2) **Ann S. Guild, MACCC/SLP, and Tracy Vail, MSCCC/SLP** have put together a very good article on DAS. Please click on the website link below to read more about DAS and to have the opportunity to download their well written article that can be given to family members to help them better understand DAS.

<http://www.tayloredmktg.com/dyspraxia/das.shtml>



Therapy for verbal apraxia and other verbal expression delayed students:

Research shows that children with characteristics of apraxia have more success when they receive frequent (3-5 times per week) and intensive treatment. In addition to treatment, a 15 to 20 minute daily review of the targeted words, phrases or sentences is recommended in the home environment. Please send home homework sheets and ask the caregiver to review the words, phrases or sentences with their child and to maintain a positive and supportive attitude with their child. Research shows that the more the child practices, the faster the possibility of the "motor plan" of the targeted word or sentence will become habitual.

The focus of intervention is improving the planning, sequencing, and coordination of muscle movements for speech production. Repeating the targets often, slowly and carefully, will hopefully help to increase these skills.

Repetition, repetition, repetition!

That is the cornerstone of apraxia therapy. Also, therapy after the CV level should start at the small one - word level and then get longer in length as the child improves.

Cueing techniques:

Verbal, tactile and visual cues are important to help the apraxic or verbal expression delayed child during therapy.

*Therapy information taken from: ASHA –American Speech Language & Hearing Association website on 1-20-2013: <http://www.asha.org/public/speech/disorders/childhoodapraxia.htm>

Note: This information was taken 1/21/13 from this NIDCD website:
<http://www.nidcd.nih.gov/health/voice/pages/apraxia.aspx>



Verbal Expression Of Personal Information & Concepts Pre-test

Give all answers aloud. In order to receive credit, all information must be provided.

- 1) Say your first and last name. (+ or -)
- 2) Tell me the alphabet aloud. (+ or -)
- 3) Tell me what city you live in. (+ or -)
- 4) Tell me your telephone number (+ or -)
- 5) Name five different shapes. (+ or -)
- 6) Name seven different colors. (+ or -)
- 7) Say the days of the week. (+ or -)
- 8) Count aloud from 25 to 50. (+ or -)
- 9) Name all 12 months of the year. (+ or -)
- 10) Tell me all four seasons. (+ or -)
- 11) Name four different sports. (+ or -)
- 12) Name four different kinds of fruits. (+ or -)
- 13) Tell me four boy names. (+ or -)
- 14) Tell me four girl names. (+ or -)



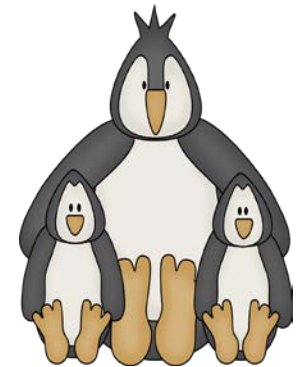
Name:

Date:

Pre- test Results:
____/20 total

Repeat these words. Include all of the sounds in each word in order to receive credit.

- 15) Repeat the word: **talk**. (+ or -)
- 16) Repeat the word: **penguin**. (+ or -)
- 17) Repeat the word: **Antarctica**. (+ or -)



Repeat these sentences. Include all of the sounds within each word in the sentence in order to receive credit.

- 18) **The cold day**. (+ or -)
- 19) **The penguins ate fish**. (+ or -)
- 20) **We played outside in the snow**. (+ or -)

OBTAINING A DIADOCHOKINETIC RATE BEFORE STARTING THIS APRAXIA TREATMENT PROGRAM

Diadochokinetic rates give a nice idea of the child's overall oral agility (ability to move articulators), and their speech rate. Speech rates and oral agility skills are usually reduced for children with apraxia.

Prior to obtaining diadochokinetic rate, it is important that the child is presented with adequate instruction and given an opportunity to practice each part of the targeted, "puhtuhkuh" repetition.

- 1) Have the student take a deep breath and say, "puhpuhpuh..." as quickly as possible and for as long as he or she can.
- 2) Have the student take a deep breath and say, "tuhtuhtuh..." as quickly as possible and for as long as he or she can.
- 3) Have the student take a deep breath and say, "kukukukuh..." as quickly as possible and for as long as he or she can.

Diadochokinesis Measurement:

- 4) Now have the child practice saying, "puh/tuh/kuh."
- 5) Next, see how many seconds it takes for the child to make 20 repetitions of "puh/tuh/kuh" with the instruction of: "Say it over and over again as fast you can."

Puh/tuh/kuh amount done within 20 seconds: _____ + 20 = _____ amount of repetitions per second.

Note: There's an app available that measures diadochokinetic rates. It is called the: Diadochokinetics Assessment App, By Seth Koster Open iTunes to buy and download the app. Twin Speech does not affiliated with this product, but is just making its availability known. The description of the app is as follows: Diadochokinetics Assessment Tool allows you to quickly and easily calculate the diadochokinetic rate of your student, patient or client in just a few minutes. Simply tap away and the app handles counting, timing, and comparing to norms!

Diadochonetic rate pre-test results

Name: _____

Date: _____

Rate: _____



Oral Agility Warm-up Work

Ask the student to say each CV combo or word clearly and quickly. These are good exercises for the articulators of the lips, tongue and jaw, as they will be moving all over during the repetitions and will help to warm-up the student for more talking!

Say, "La" x 10	Say, "Lee" x 10	Say, "Little later" x 10	Say, "Daddy" x 10
Say, "Ta" x 10	Say, "Na Na" x 10	Say, "No No" x 10	Say, "Turtle" x 10

BU	TER	CUP
BUTTERCUP	BUTTERCUP	BUTTERCUP
BUTTERCUP	BUTTERCUP	BUTTERCUP
BUTTERCUP	BUTTERCUP	BUTTERCUP

PAT	TEA	CAKE
PATTY CAKE	PATTY CAKE	PATTY CAKE
PATTY CAKE	PATTY CAKE	PATTY CAKE
PATTY CAKE	PATTY CAKE	PATTY CAKE



Pacing Board

3 Syllable Words or 3 Word sentences

Touch a penguin as each word or syllable is slowly repeated.



1



2

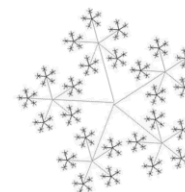
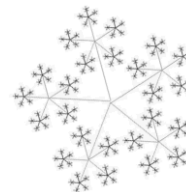
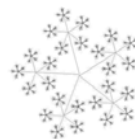
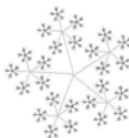
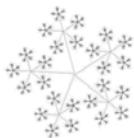
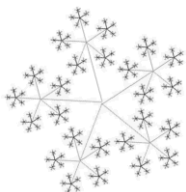
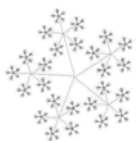


3

Pacing Board

4 syllable word or 4 word sentences

Touch a penguin as each word or syllable is slowly repeated.



1



2



3



4

4 to 5 word sentence pacing boards

Touch a penguin as each word is repeated.



1



2



3



4



1



2



3



4



5

Six Tips For Clearer & More Accurate Speech

1) Say each word LOUDLY.



2) Say each word SLOWLY.



3) Before talking, please SWALLOW.



4) SAY EVERY SOUND in every word.

W O R D
↑ ↑ ↑ ↑

5) SIT UP straight.



6) LOOK toward the person to whom you are talking to.



Write down your full name (first, middle and last) and your date of birth.
Afterwards, say these sentences: "My name is _____. I was born on _____."



Full name:

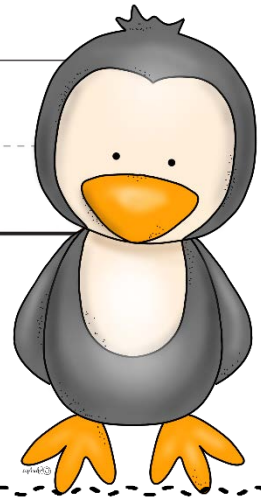
Date of birth:

Write down your home address and phone number.

Afterwards, say these sentences: **“My address is _____. My phone number is _____.”**

Address:

Phone number:





- 1) Say your first and last name out loud.
- 2) Next, say what city you live in (or your whole address if able).
- 3) Give a family member's mobile number or your home phone number.
- 4) Write down your personal information on the lines below.
- 5) Lastly, repeat all of the information once more.

Name:



Address:

Phone Number:


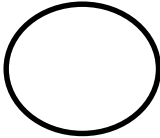
Penguin Pace Word Verbal Expression: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each shape word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

Twin Speech


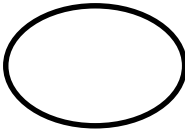
s - qu - are



c - ir - c - le


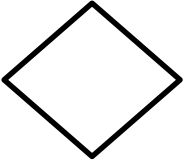


o - v - al


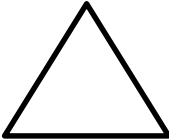


Twin Speech


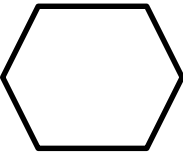
d - ia - m - on - d



t - r - i - an - g - le





h - ex - a - g - on


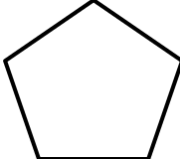


Twin Speech


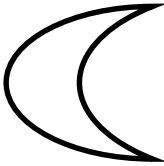
re - c - ta - n - g - le



pe - n - ta - g - on

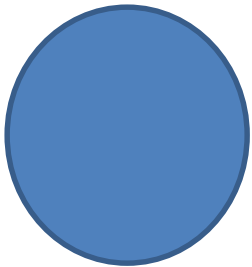


c - re - sc - en - t



NAME AND LABEL THE SHAPES SEEN BELOW

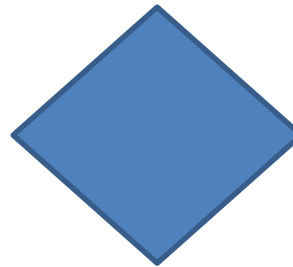
Word Bank: oval, star, triangle, hexagon, circle, square, rectangle, diamond



ci _____



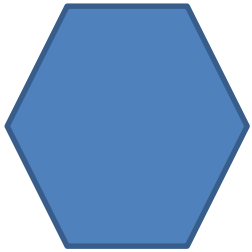
sq _____



di _____



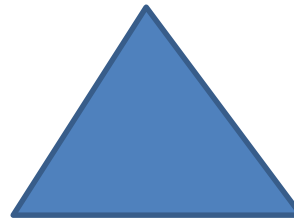
re _____



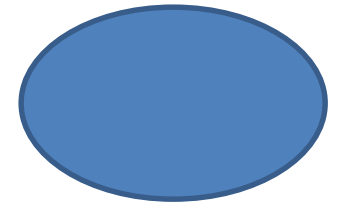
he _____



st _____



tr _____

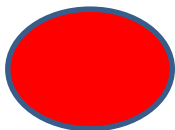


ov _____

Penguin Pace Word Verbal Expression: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each color word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

r - e - d

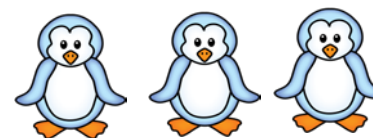
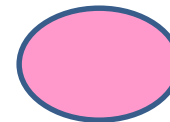
Twin Speech



b - l - ue

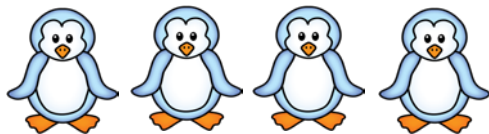
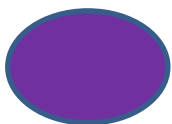


p - in - k

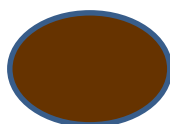


pu - r - p - le

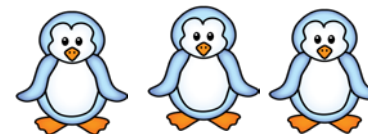
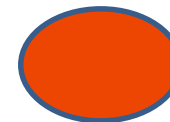
Twin Speech



br - ow - n

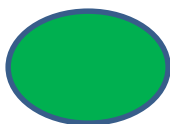


or - an - ge

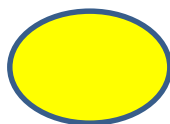


gr - ee - n

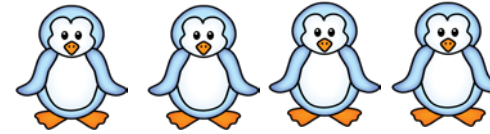
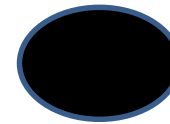
Twin Speech



ye - ll - ow

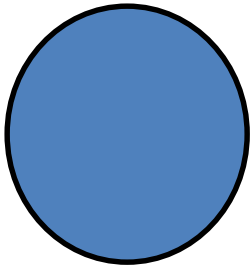


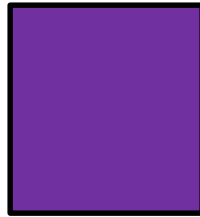
b - l - a - ck

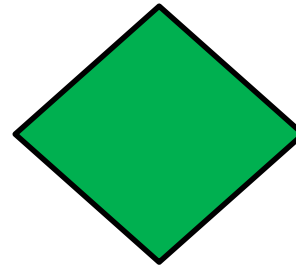


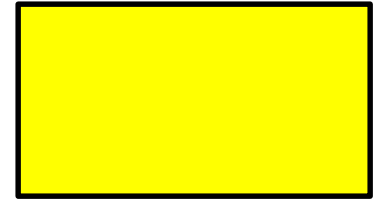
NAME AND LABEL THE COLORS OF THE SHAPES BELOW

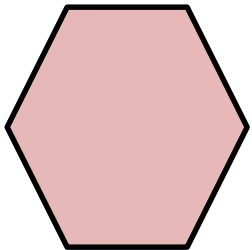
Word Bank: green, gray, pink, blue, brown, purple, yellow, black

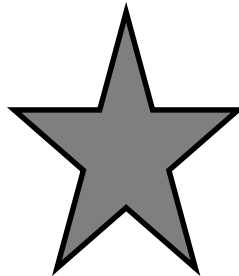


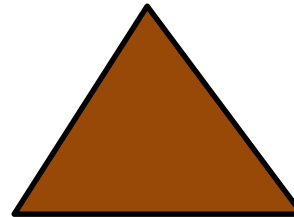


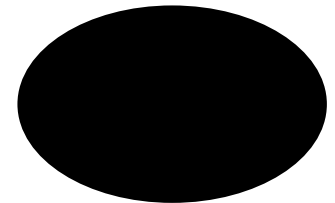












COLOR WORD CARDS FOR WORD TO COLOR MATCHING

red



blue



pink



purple



brown



orange



green



white



yellow



gray



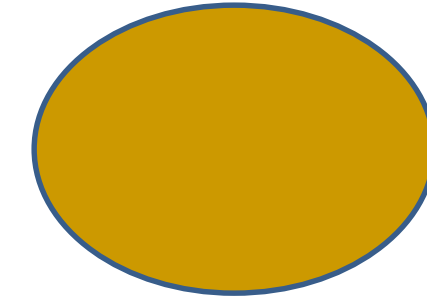
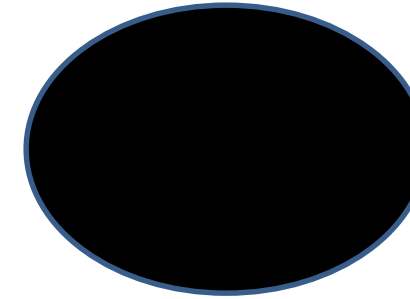
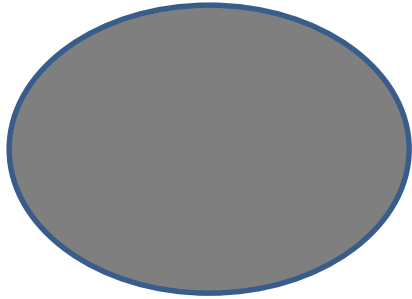
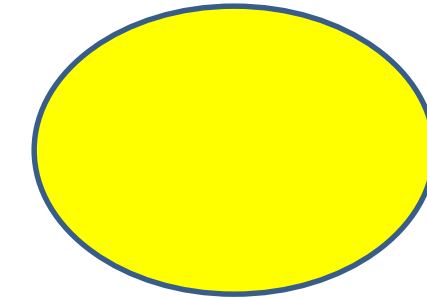
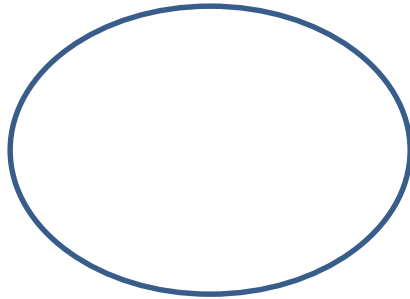
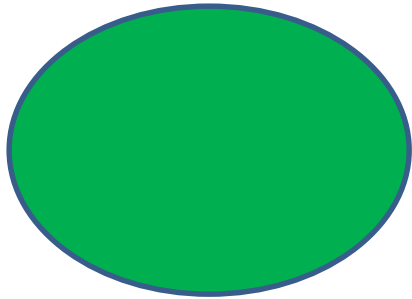
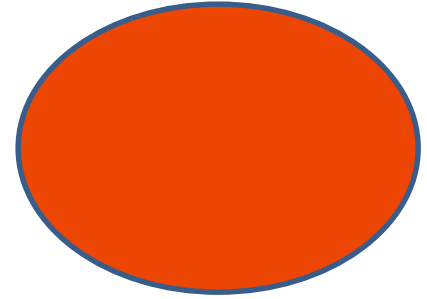
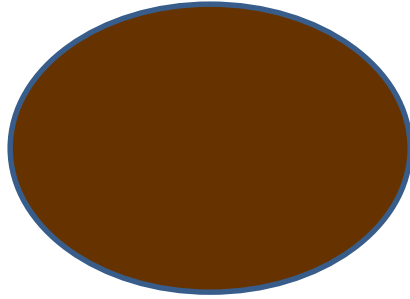
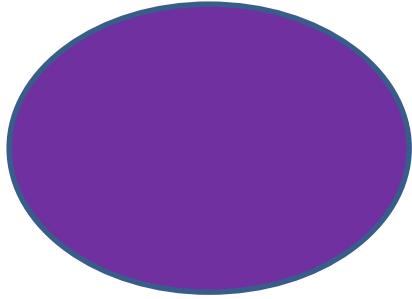
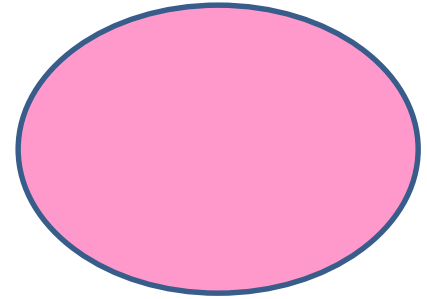
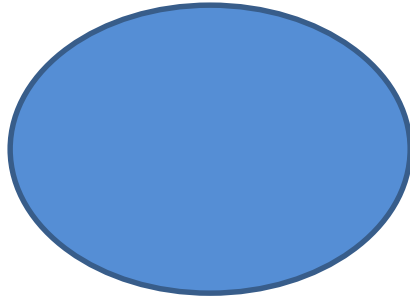
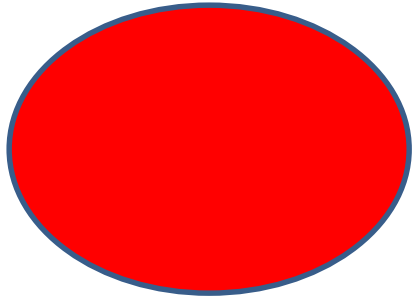
black



gold



Colors cards for word to color matching.



Letter Dot & Say

Dot or cover each letter with a token. Say the letter as you do.
Say the letters in your first name two times each.

B

I

A

D

F

G

H

J

C

E

Z

K

Y

L

X



N

W

M

V

R

Q

U

T





S

P

O

Uppercase Letter Write & Say





Write in the missing letters of the alphabet. Use the key when needed. Next, point to each letter and produce the whole alphabet aloud. Lastly, close your eyes and say the alphabet aloud from memory. Remember to use the speech techniques while talking i.e. say each letter slowly, carefully, take breaks to swallow extra saliva and look straight ahead.

A	B				F
	H		J		L
M		O	P		
S		U	V	W	
	Z				

KEY: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

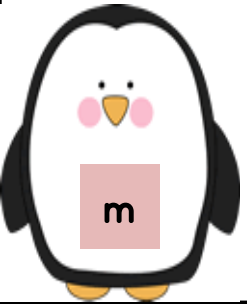
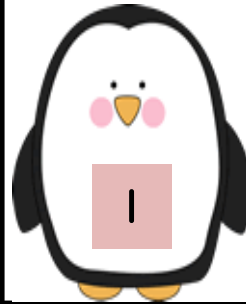
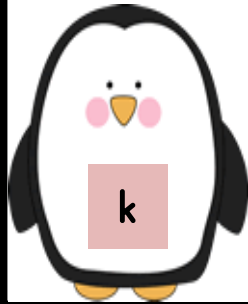
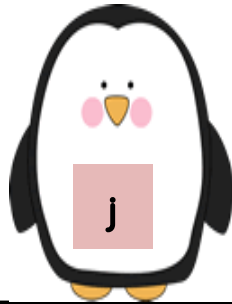
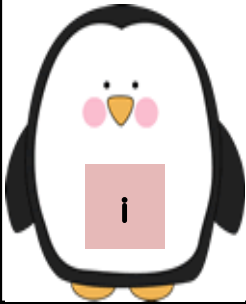
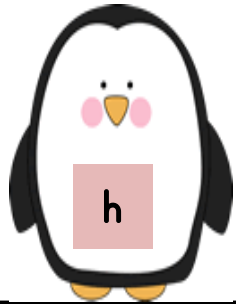
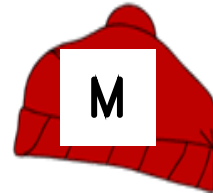
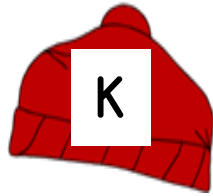
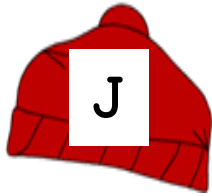
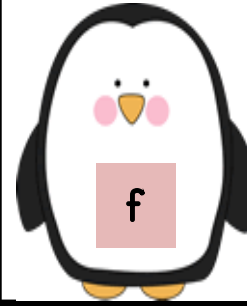
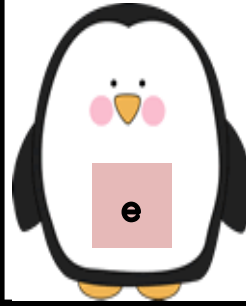
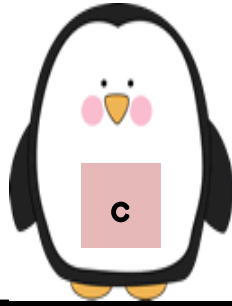
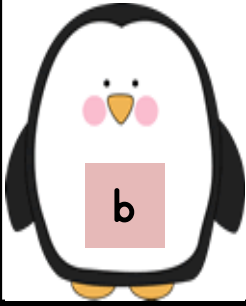
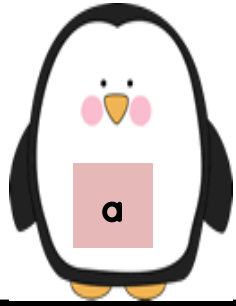
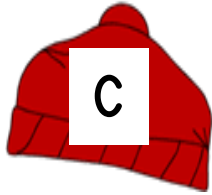
Lowercase Letter Write & Say

Write in the missing letters of the alphabet. Use the key when needed. Next, point to each letter and produce the whole alphabet aloud. Lastly, close your eyes and say the alphabet aloud from memory. Remember to use the speech techniques while talking i.e. say each letter slowly, carefully, take breaks to swallow extra saliva and look straight ahead.

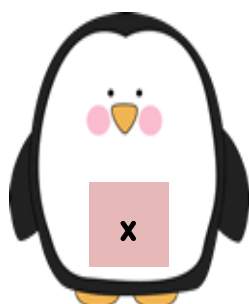
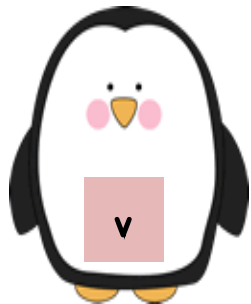
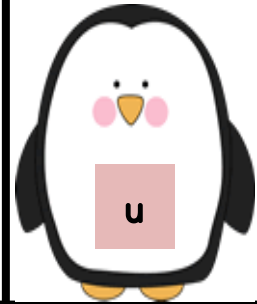
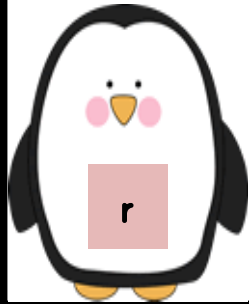
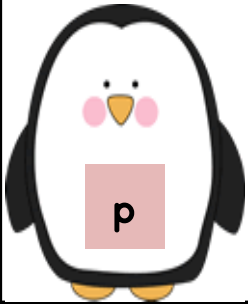
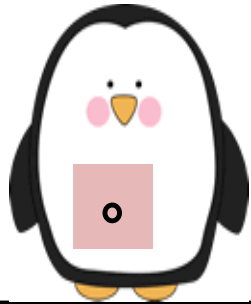
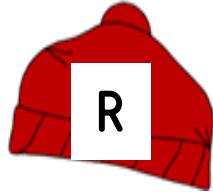
a	b				f
	h		j		l
m		o	p		
s		u	v	w	
	z				

key: a b c d e f g h i j k l m n o p q r s t u v w x y z

Uppercase and Lowercase Letter Match



Uppercase and Lowercase Letter Match



Penguin Pace Multi-syllable Word Verbal Expression: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say the sounds slowly and carefully in each day of the week word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

M - o - n - d - ay

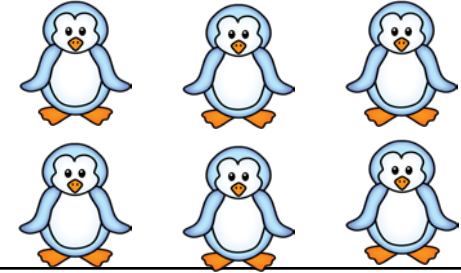
Twin Speech



T - u - e - s - d - ay



W - e - d - n - e - s - d - ay

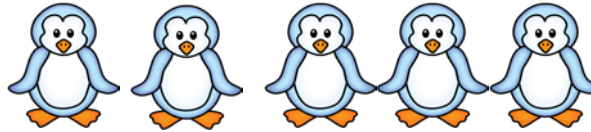


Th - u - r - s - d - ay

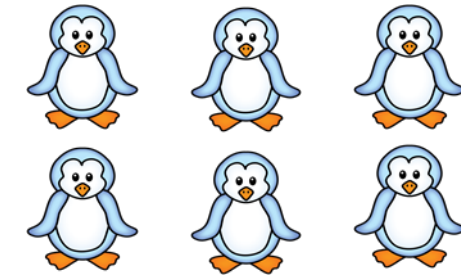
Twin Speech



F - r - i - d - ay



S - a - t - u - r - d - ay



S - u - n - d - ay

Twin Speech



M - o - n - d - ay



T - u - e - s - d - ay





Days of The Week Indicate + Say!

- 1) Read or repeat each day of the week aloud. Point to the word as they are said.
- 2) Next, circle which days are weekdays and put a square around the weekend days.
- 3) Finally, say the weekdays aloud and after that say the weekend days aloud with your eyes closed.

- 1) Sunday
- 2) Monday
- 3) Tuesday
- 4) Wednesday
- 5) Thursday
- 6) Friday
- 7) Saturday



Days Of The Week Sorting Cards



Sunday



Monday



Tuesday



Wednesday



Thursday



Friday



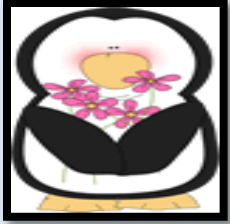
Saturday



Days Of The Week



Days Of The Week Sorting Mat



Place the days of the week cards **down** from #1 to #7.
Start #1 with Sunday.



1
Weekend Day!



2



3



4



5



6



7
Weekend Day!

Number Dot + Say

Dot or cover each number with a token. Say the number as you do! Say your age two times.

2

4

6

7

8

10

1

3

5

9

11

26

25

12

13

24

22

14

23

19

17

20

18

21

16

15



Penguin Pace Word Verbal Expression: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each number word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

o - ne

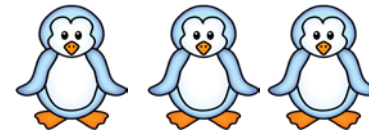
Twin Speech



t - wo



th - r - ee



f - ou - r

Twin Speech



f - i - ve



s - i - x



s - e - v - en

Twin Speech



ei - gh - t



n - i - ne



Penguin Pace Word Verbal Expression: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each number word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

t - e - n

Twin Speech



t - we - l - ve

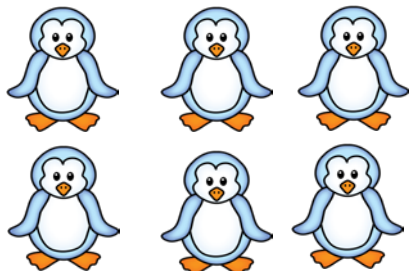


th - ir - t - ee - n

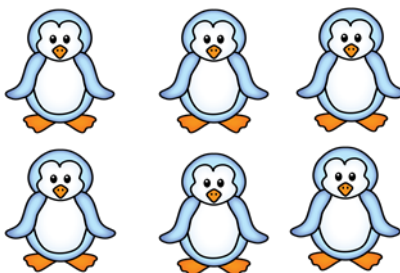


f - ou - r - t - ee - n

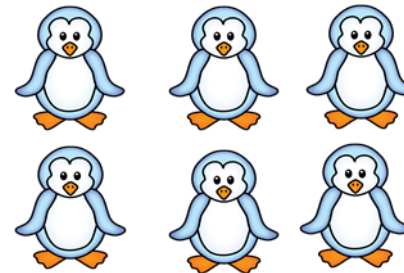
Twin Speech



f - i - f - t - ee - n

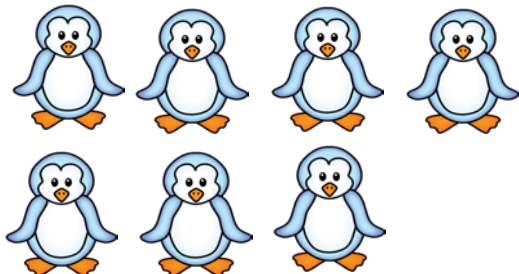


s - i - x - t - ee - n

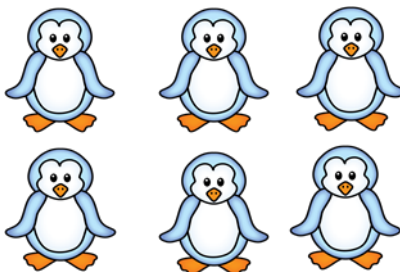


s - e - v - en - t - ee - n

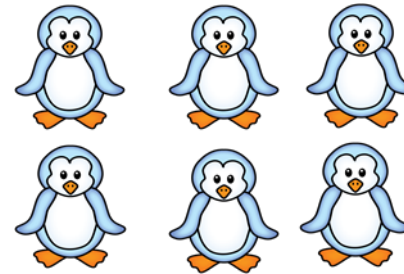
Twin Speech



ei - gh - t - ee - n



n - i - n - t - ee - n





Numbers 1 to 30 Write & Say!

- 1) Count aloud from 1 to 30.
- 2) Write down the missing numbers in the squares below.
- 3) Point to the completed chart and produce each number once more.

1			4		
		9			
	14				18
			22		
	26				30

Key: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
(circle missed #'s and remember to practice them later)

one



★ two



three ★



four



five ★



★ six



seven ★



eight



nine



ten ★



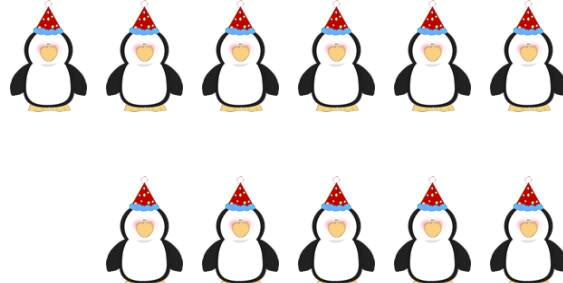
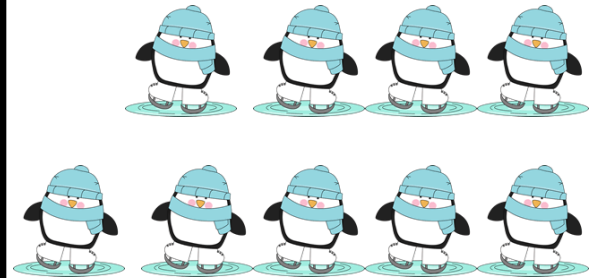
★ eleven



twelve



Penguin Counting Cards for Number Word Reading and Counting Match.



Penguin Pace Word Verbal Expression: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each month word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

J - a - n - u - ar - y ^{Twin Speech}



F - e - b - ru - ar - y



M - ar - ch



A - p - r - il ^{Twin Speech}



M - ay



J - u - ne



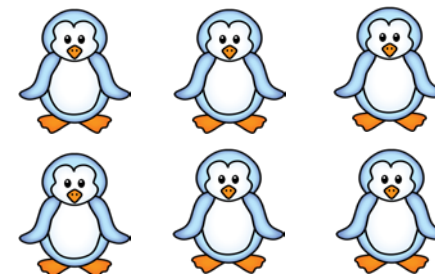
J - u - l - y ^{Twin Speech}



Au - g - u - st

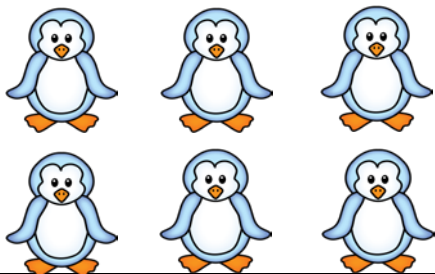


S - ep - t - em - b - er

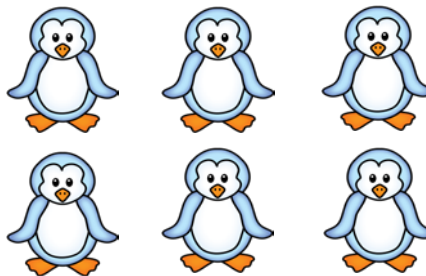


Penguin Pace Word Verbal Expression: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each month word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

O - c - t - o - b - er Twin Speech



N - o - v - e - m - b - e - r



D - e - c - e - m - b - e - r



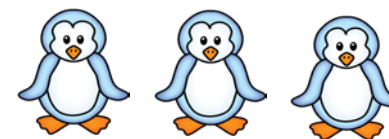
A - p - r - i - l Twin Speech



M - a - y



J - u - n - e



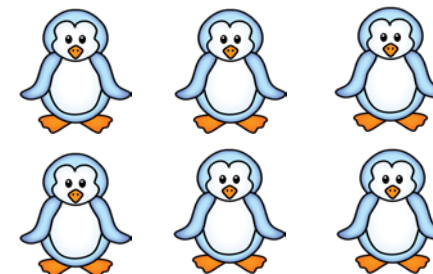
J - u - l - y Twin Speech



A - u - g - u - s - t

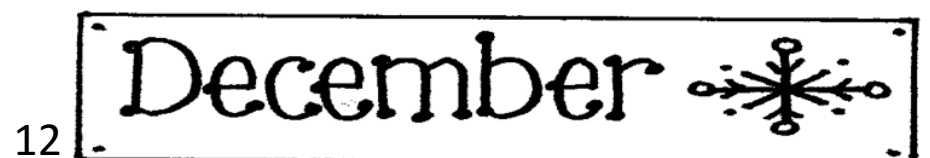
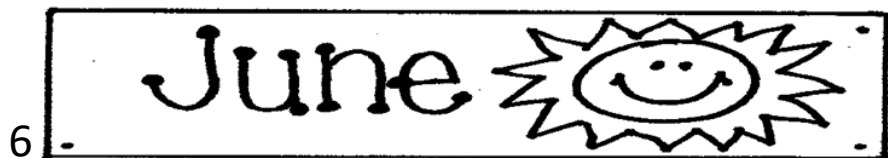
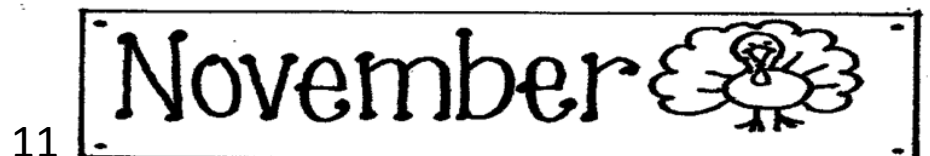
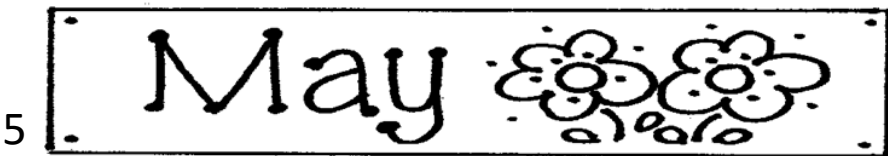
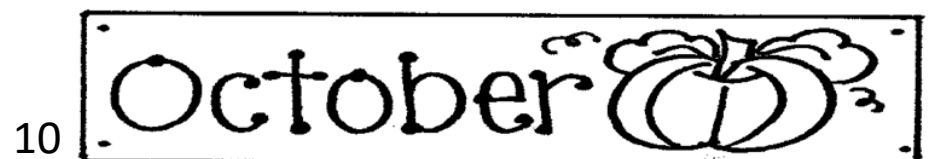
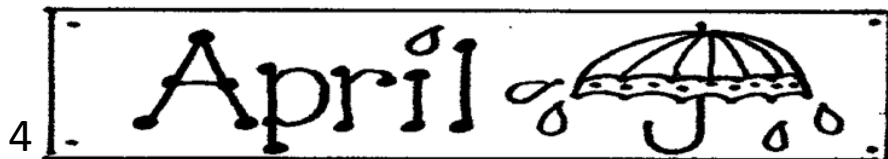
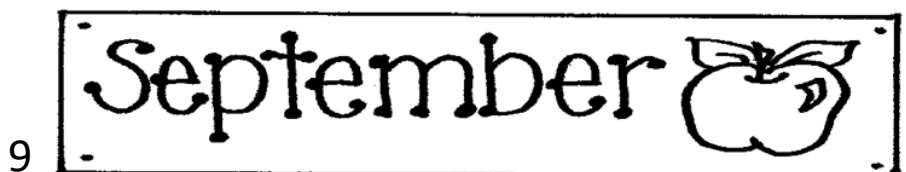


S - e - p - t - e - m - b - e - r

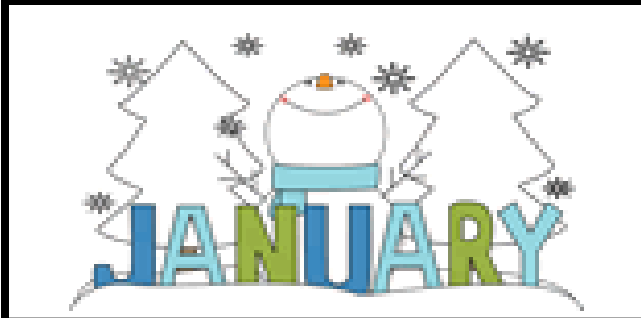


Color & Say THE MONTHS OF THE Year

Color each month and also produce each one aloud slowly and carefully. After you have finished coloring the whole page, please practice saying each month in order from 1 to 12 using your best speech. Make sure to slow down in order to produce the multiple-syllable word months well.



The Months Of The Year Cards



The Months Of The Year Sorting Mat

1

2

3

4

5

6

7

8

9

10

11

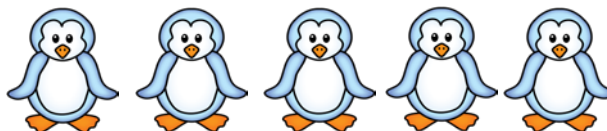
12

Penguin Pace Word Verbal Expression: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say each sound slowly and carefully in each season word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

w - i - n - t - er Twin Speech



s - p - r - i - ng



s - u - mm - er



f - a - ll Twin Speech



au - t - u - mn



w - i - n - t - er



s - p - r - i - ng Twin Speech



s - u - mm - er



f - a - ll



- 1) SAY THE MONTHS OF THE YEAR.
- 2) SAY THE 4 SEASONS.
- 3) NAME ONE SPRING, ONE SUMMER, ONE FALL, AND ONE WINTER MONTH.
- 4) WHAT IS YOUR FAVORITE MONTH?

January

February

March

April

May

June

July

August

September

October

November

December



SPRING
SUMMER
FALL/AUTUMN
WINTER



Read, Trace, Copy & Say: The seasons of the year

READ & SAY

TRACE & SAY

COPY & SAY



spring



spring

summer

summer

fall

fall

winter

winter

autumn

autumn

seasons

seasons

seasons

seasons

Trace, Color & Say



My seasons of
the year book!

Name: _____

It is cold during the season
of winter.



WINTER

It is rainy during the season
of spring.



SPRING

It is warm during the season
of summer.



SUMMER

It is cool during the season of

fall.

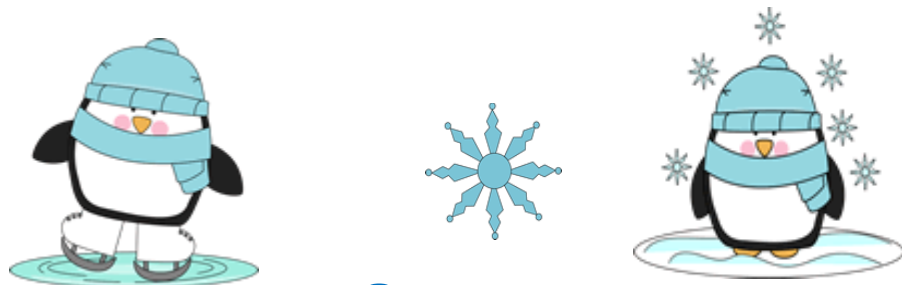


Which season do you like most?

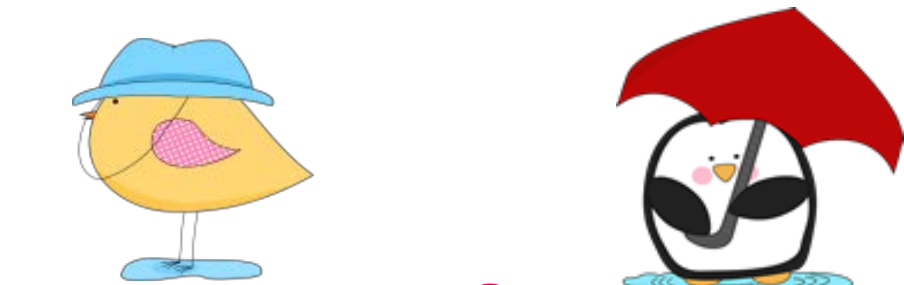
Which season do you like the least?

Which season has your most favorite holiday in it?

Seasons Cards



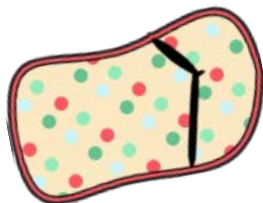
Winter



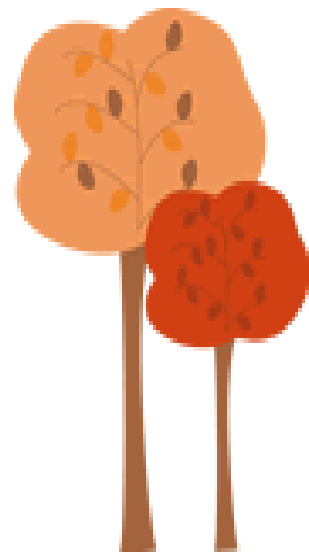
Spring



Summer



Fall



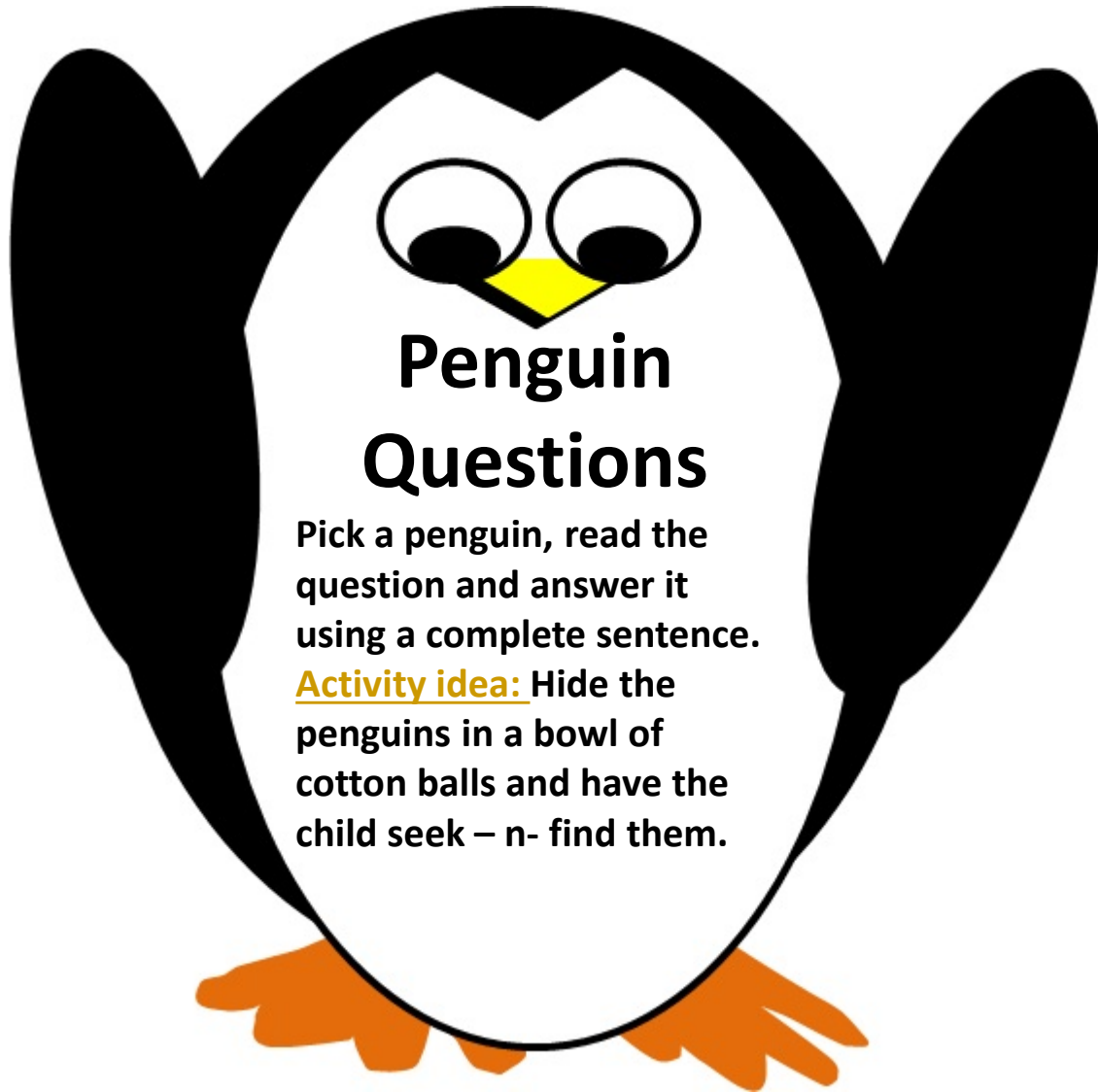
Seasons Sorting Mat

1

2

3

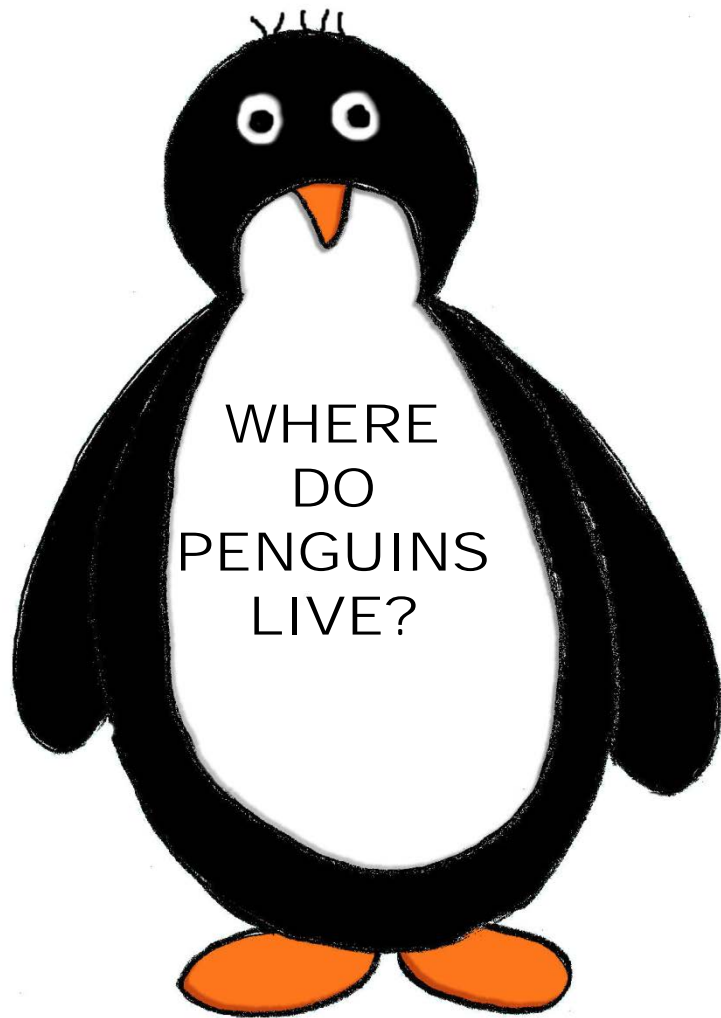
4

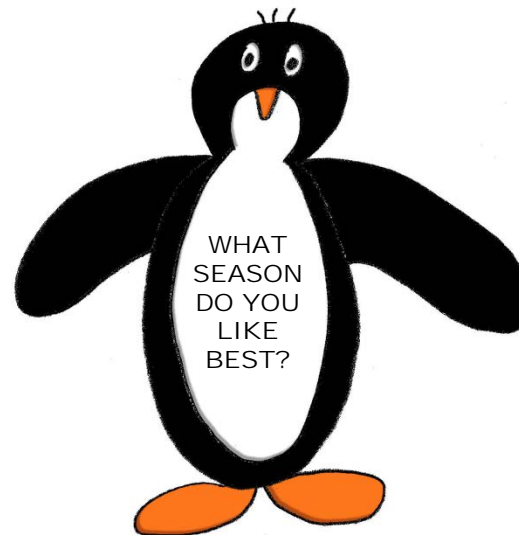
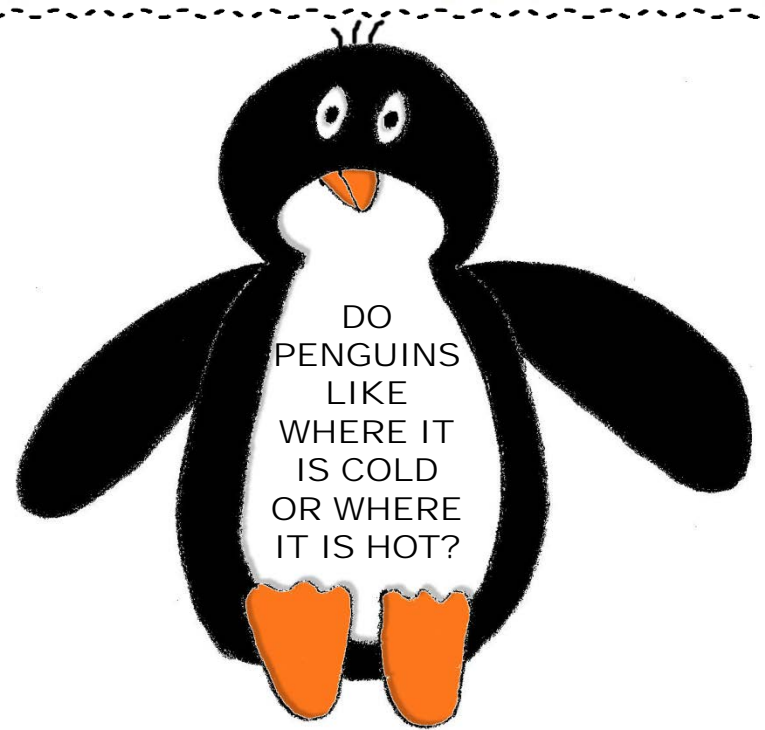


Penguin Questions

Pick a penguin, read the question and answer it using a complete sentence.

Activity idea: Hide the penguins in a bowl of cotton balls and have the child seek – n- find them.





PENGUIN FACTS:

Read or listen to these fun penguin facts in order to answer the “WH” questions about penguins. Or use these sentences as continued verbal expression practice. Students are asked to repeat or read these sentences aloud while using their most clear and accurate speech.

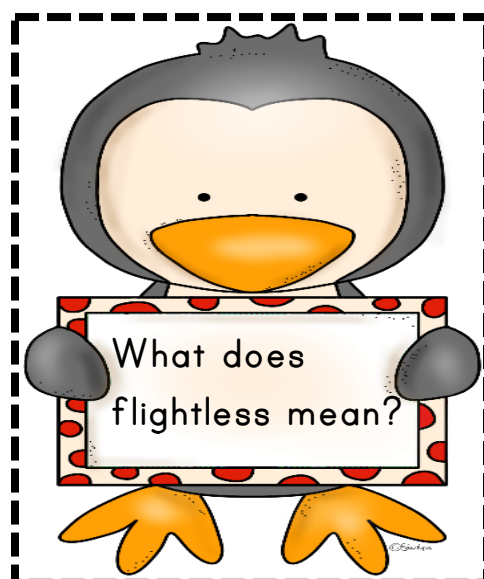
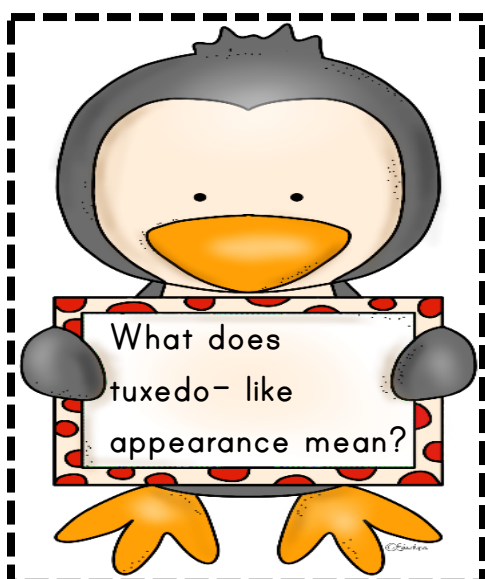
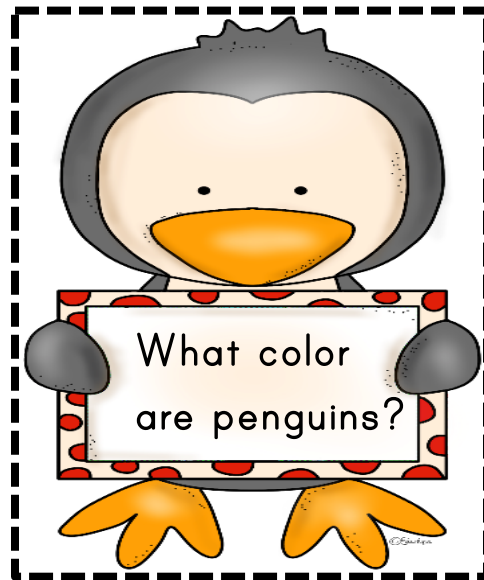
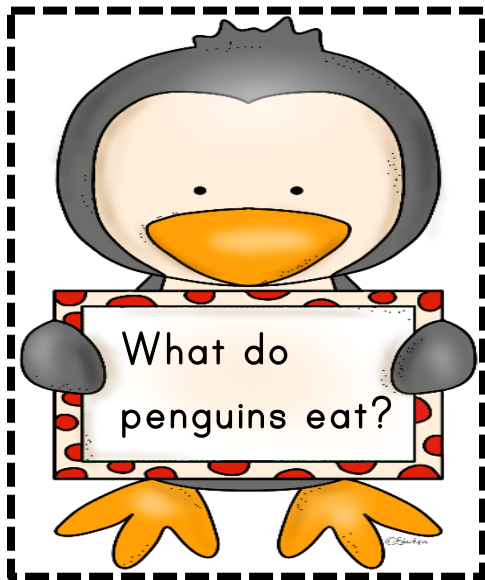
- 1) Penguins are flightless birds.
- 2) Penguins are highly adapted for life in the water.
- 3) Penguins have a distinct tuxedo-like appearance.
- 4) Penguins have wing-bones that are flipper-like and these are good for swimming.
- 5) Penguins live in the Southern Hemisphere.
- 6) Penguins catch their food under water.
- 7) Penguins raise their young on land.
- 8) Penguins like to eat krill, fish and squid.
- 9) Penguins can be found on every continent in the Southern Hemisphere.
- 10) Some penguins live in the tropical weather of the Galapagos Islands.
- 11) The emperor penguins live in the cold weather of Antarctica.
- 12) Penguins spend almost 75% of their day in water.
- 13) Penguins do all of their hunting in water.
- 14) Penguins are social birds. Many species feed, swim and nest in groups.
- 15) The blue penguin is the smallest of the penguin species and it can get only 16 inches tall and weigh only 1.2 pounds.
- 16) The largest penguin species is the emperor penguin. The emperor penguin can get as tall as 3.7 feet and weigh between 60 to 90 pounds.
- 17) Penguins are birds and lay eggs. The emperor penguins lay only one egg at a time. All other species of penguins lay two eggs.



Penguin "WH" Questions

Pick a penguin, read or listen to the question and answer it using a complete sentence.

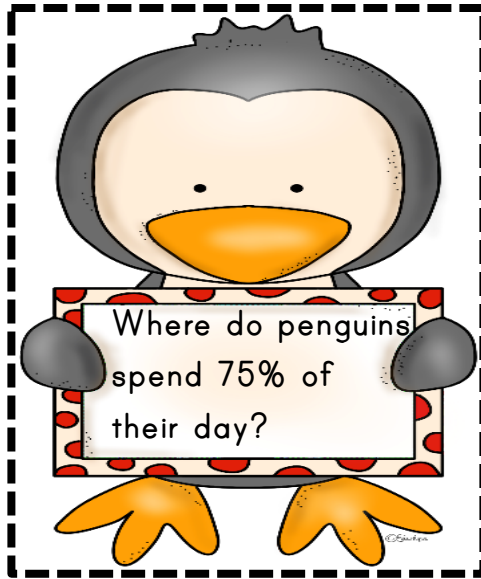
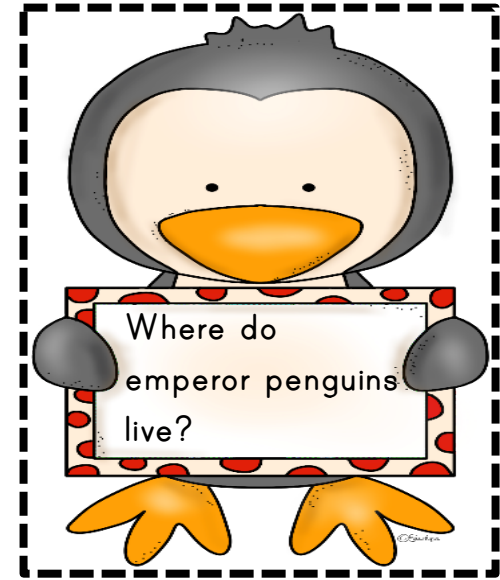
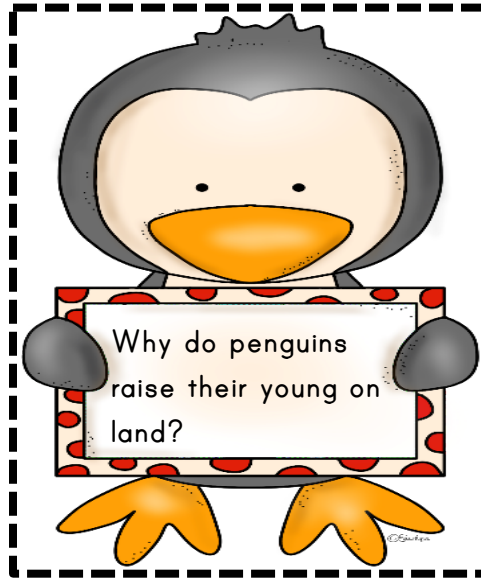
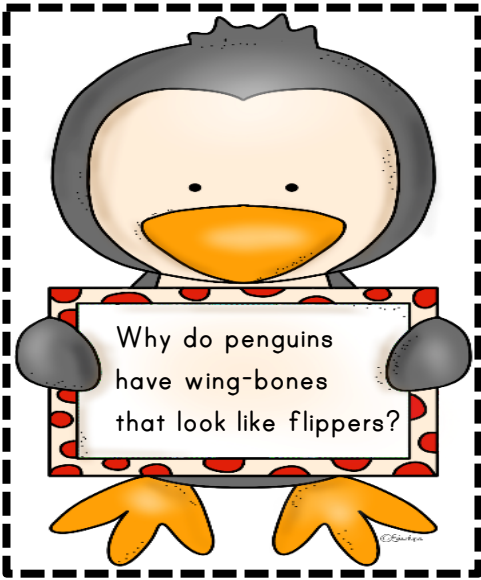
Activity idea: Put the penguin cards in "snow." Place cotton balls in a bowl and have the student seek – n- find them.



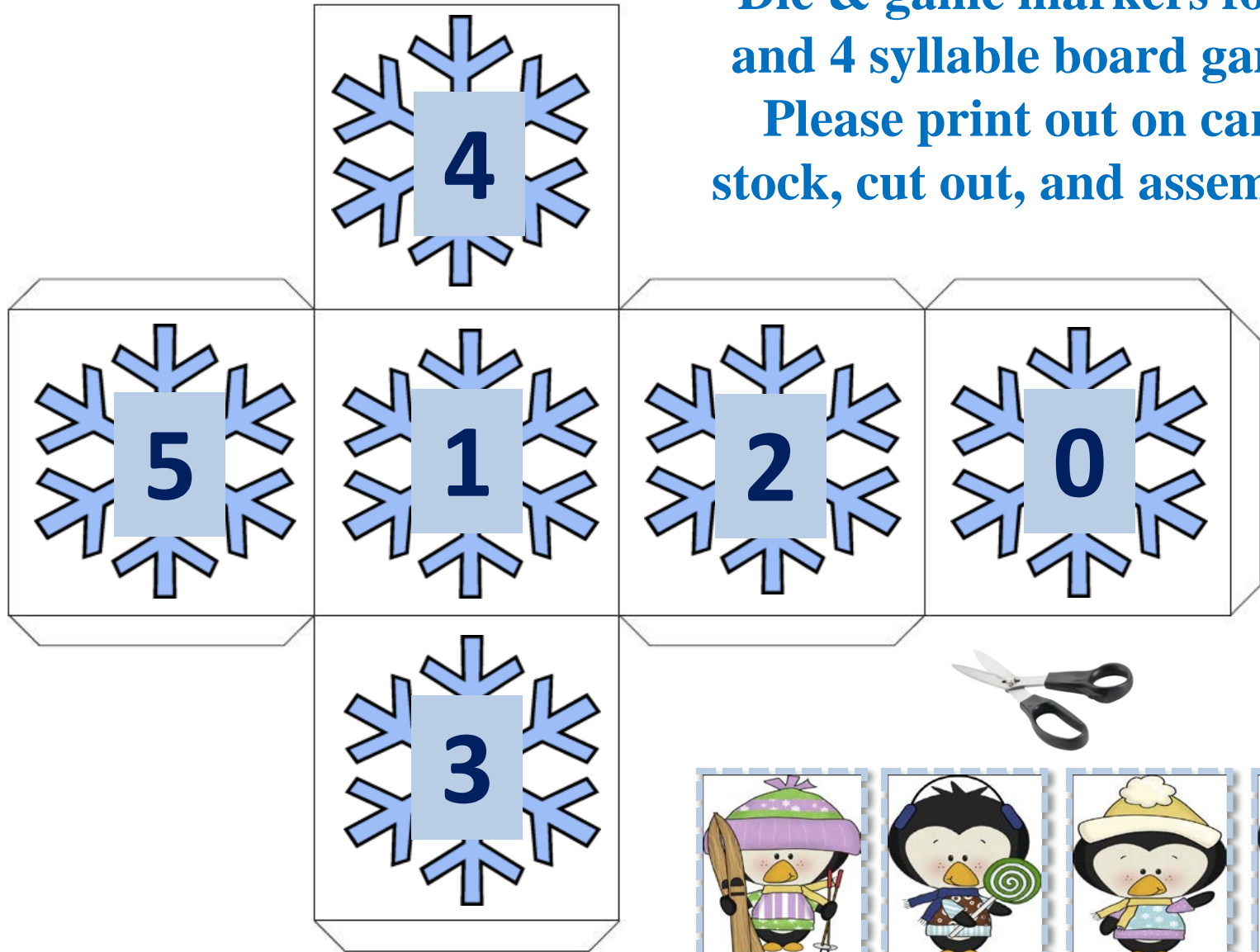
Penguin "WH" Questions

Pick a penguin, read or listen to the question and answer it using a complete sentence.

Activity idea: Put the penguin cards in "snow." Place cotton balls in a bowl and have the student seek – n- find them.



**Die & game markers for 3
and 4 syllable board game.
Please print out on card
stock, cut out, and assemble.**



START

Brrr... It's Cold Outside!



Your snowman is the best on the block. Take another turn!



You helped to shovel. Move ahead two spaces.

Your snowman melted- darn! Go back one space.



Oops! You slipped on ice. Lose a turn.

You made the perfect hot chocolate! Go ahead two spaces!



3-4 Syllable Word & Concept Penguin Cards



Have a wonderful winter!



Fell in the
snow bank.
Go back one
space.



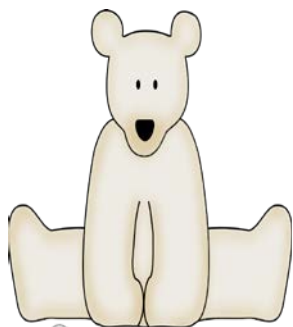
You built the
best snow fort.
Take another
turn.

You landed in a
soft snow pile.
You get to take
the short cut!



The blizzard
brought 12
inches of snow.
Lose a turn.

End



You lost the
snowball fight.
Go back one
space.

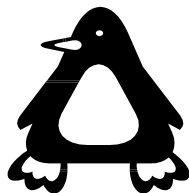
You made the
perfect snow ball.
Go ahead two
spaces



3 Syllable Word Verbal Expression Playing Cards



cel - er - y



tri - an - gle



mag - ni - fy



bas - ket - ball



um - brel - la



cal - en - dar



li - bra - ry



bi - cy - cle



but - ter - fly



com - pu - ter

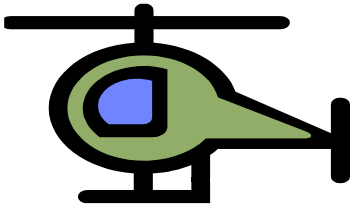


cu - cum - ber



tel - e - phone

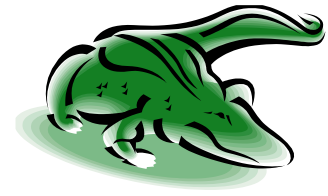
4 Syllable Word Verbal Expression Playing Cards



hel - i - cop - ter



cat - er - pill - ar



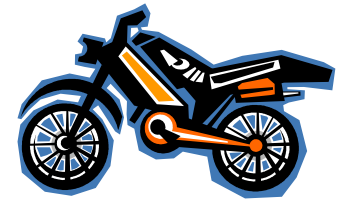
al - li - ga - tor



wa - ter - mel - on



pho - to - gra - pher



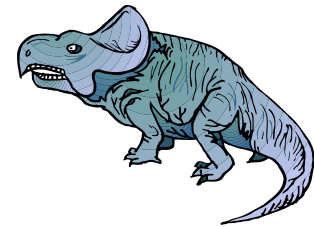
mo - ter - cy - cle



re - frig - er - rate



tel - e - vi - sion



pre - his - tor - ic



va - cum - clean - er



pea - nut - but - ter



mac - a - ron - i

Verbal Expression Playing Cards: CONCEPTS



Say the days of the week.



Say the first six months of the year.



Say the last six months of the year.



Count to 20



Count by tens to 100.



Say the alphabet from A to G.



Say the alphabet from H to Z.



Say your first, middle and last name aloud.



Say your address out loud.



Say your phone number out loud.

Find five objects in the room and say which color they are out loud.



Name three of your favorite colors.

Penguin Pace Three-syllable Word Verbal Expression: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say the syllables slowly and carefully in each three syllable word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

Sep - tem - ber Twin Speech

S	F	T	W	T	M	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



mul - ti - ply

$$3 \times 4 = 12$$



af - ter - noon



un - der - stand



hi - ber - nate Twin Speech



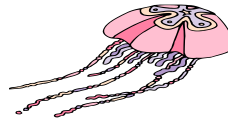
ra - di - o



me - di - cine



jell - y - fish



lem - on - ade Twin Speech



Penguin Pace Three-syllable Word Verbal Expression: This exercise is for practicing the speech techniques of over-articulation and slow speech rate. Put your finger tip on each penguin as you say the syllables slowly and carefully in each three syllable word. Please remember that it is good to slow down when you talk and that we need to say every sound in every word.

la - dy - bug

Twin Speech



ham - bur - ger



gar - de - ner



vi - ta - min



el - e - phant

Twin Speech



en - ve - lope



a - cro - bat



tel - e - phone



but - ter - fly

Twin Speech



FILL IN THE MISSING INFORMATION ALOUD

- 1) Monday, Tuesday, Wednesday, Thursday, _____, Saturday, Sunday
- 2) January, February, March, April, May, _____, July, August, September, _____, November, December.
- 3) Spring, summer, fall, _____.
- 4) One, two, three, four, five, six, _____, eight, nine, ten.
- 5) Hello. How are _____?
- 6) Good bye. I'll see you _____.
- 7) Ten, twenty, thirty, forty, fifty, _____.
- 8) I like _____.
- 9) Have a good _____.
- 10) A, B, C, _____, E, F, G, _____, I, J, K, L, _____, N, O, P, Q, R, S.



CONCEPTS & PERSONAL INFORMATION VERBAL EXPRESSION



Give a verbal response to all of these **personal questions**. Use a pacing board to slow down your rate of speech and to practice over-articulation (the clear production of every sound in every word). ***Also, don't forget to: Talk louder, talk slower, swallow your spit, say each sound clearly in every word, sit up straight, and look ahead!**

Score: ____ /18 = ____% intelligible with ____ amount of cues needed for the student to utilize speech techniques.

1. Tell me your first and last name. + -	2. Tell me what city that you live in. + -	3. Tell me your phone number. + -
4. Tell me the names of your family members. + -	5. Tell me your birth date. + -	6. Tell me the name and type of pets that you have. + -
7. Tell me what grade you are in. + -	8. Tell me your favorite sport. + -	9. Tell me your favorite color. + -
10. Tell me the days of the week. + -	11. Tell me 6 months of the year. + -	12. Tell me two seasons. + -
13. Count from 40 to 100. + -	14. Tell me the alphabet. + -	15. Count backwards from 10 to 1. + -
16. Tell me the name of three people in your class. + -	17. Tell me two of your favorite subjects in school. + -	18. Tell me the name of your favorite holiday + -

VERBAL EXPRESSION: CONVERGENT NAMING

Name the category being described after hearing the category members listed. Say the category name out loud. Please don't forget to use all of your speech techniques when completing your verbal response. Talk louder, talk slower, swallow your spit, say each sound clearly in every word, sit up straight, and look ahead!

Goal #1 : ____/18 = ____% for giving for convergent naming activity of naming a category after hearing 3 items within it.

Goal #2: ____/18 = ____% for providing intelligible one word spontaneous responses while utilizing speech techniques with no/min/mod/or max amount of cues.



CARROTS BROCCOLI, CORN + -	MONKEY, LION, ELEPHANT + -	PANTS, SHIRT, SWEATER + -
CAKE, CUPCAKE, PIE + -	SCIENCE, MATH, READING + -	GOLDFISH, CAT, DOG + -
KITCHEN, BATHROOM, LIVING ROOM + -	BASKETBALL, BASEBALL, HOCKEY + -	BALL, DOLL, BLOCKS + -
GREEN, YELLOW, PURPLE + -	EYES, NOSE, MOUTH + -	DAD, BROTHER, MOM + -
BAT, BALL, BASES + -	WINTER, SUMMER, SPRING + -	VALENTINE'S DAY, CHRISTMAS, THANKSGIVING + -
MEXICO, SPAIN, ENGLAND + -	FLORIDA, TEXAS, MINNESOTA + -	THREE, TEN, SEVEN + -

VERBAL EXPRESSION: Two Word Phrase Repetition



Repeat these **two word phrases**. Use a pacing board to slow down your rate of speech and to practice over-articulation (the clear production of every sound in every word). *Also, don't forget to: Talk louder, talk slower, swallow your spit, say each sound clearly in every word, sit up straight, and look ahead!

Score: ____/18 = ____% intelligible with ____ amount of cues needed for the student to utilize speech techniques.

1. BLACK PENGUIN + -	2. FRIENDLY PENGUIN + -	3. BABY BOY + -
4. COLD ICE + -	5. LIKES SNOW + -	6. FISH FOOD + -
7. COLD TREAT + -	8. TWO FEET + -	9. OCEAN DIVER + -
10. GOOD SWIMMER + -	11. ORANGE SHIRT + -	12. WADDLE AROUND + -
13. LIKES ANTARTICA + -	14. VERY CUTE + -	15. TWO WINGS + -
16. FRIENDLY BIRD + -	17. SWIMS OFTEN + -	18. LOVES SWIMMING + -

VERBAL EXPRESSION: Three Word Phrase and Sentence Repetition



Repeat these **three word phrases and sentences**. Use a pacing board to slow down your rate of speech and to practice over-articulation (the clear production of every sound in every word). *Also, don't forget to: Talk louder, talk slower, swallow your spit, say each sound clearly in every word, sit up straight, and look ahead!

Score: ____ /18 = ____% intelligible with ____ amount of cues needed for the student to utilize speech techniques.

1. THE CUTE PENGUIN. + -	2. THE COLD WATER. + -	3. HE LIKES FISH. + -
4. THEY SWIM WELL. + -	5. HE WADDLES AROUND. + -	6. THEY LIKE SNOW. + -
7. PENGUINS ARE CUTE. + -	8. PENGUINS LOVE WATER. + -	9. PENGUINS ARE AQUATIC. + -
10. THE COLD DAY. + -	11. THE WHITE SNOW. + -	12. THE ARTIC WEATHER. + -
13. THE HAPPY BIRD + -	14. PENGUINS CATCH FOOD. + -	15. PENGUINS ARE SOCIAL. + -
16. THEY LOVE SQUID. + -	17. THEY LAY EGGS. + -	18. PENGUINS SWIM FAST. + -

VERBAL EXPRESSION: Four Word Sentence Repetition



Repeat these **four word sentences**. Use a pacing board to slow down your rate of speech and to practice over-articulation (the clear production of every sound in every word). *Also, don't forget to: Talk louder, talk slower, swallow your spit, say each sound clearly in every word, sit up straight, and look ahead!

Score: ____ /18 = ____ % intelligible with ____ amount of cues needed for the student to utilize speech techniques.

1. PENGUINS LOVE TO SWIM. + -	2. PENGUINS SWIM IN WATER. + -	3. PENGUINS LIKE TO WADDLE. + -
4. THE PENGUINS ATE FISH. + -	5. PENGUINS SWIM VERY FAST. + -	6. SOME PENGUINS EAT SQUID. + -
7. PENGUINS ARE AT ZOOS. + -	8. PENGUINS LIKE COLD WATER. + -	9. SOME PENGUINS ARE SMALL. + -
10. SOME PENGUINS ARE LARGE. + -	11. PENGUINS CAN DIVE DEEP. + -	12. THEY ENJOY BEING SOCIAL. + -
13. SOME LIVE IN ANTARTICA. + -	14. SOME LIKE WARMER CLIMATES. + -	15. PENGUINS ARE FEATHERED BIRDS. + -
16. PENGUINS LIVE ON LAND. + -	17. PENGUINS HAVE A BEAK. + -	18. PENGUINS LAY LARGE EGGS. + -

VERBAL EXPRESSION: Five Word Sentence Repetition



Repeat these **five word sentences**. Use a pacing board to slow down your rate of speech and to practice over-articulation (the clear production of every sound in every word). *Also, don't forget to: Talk louder, talk slower, swallow your spit, say each sound clearly in every word, sit up straight, and look ahead!

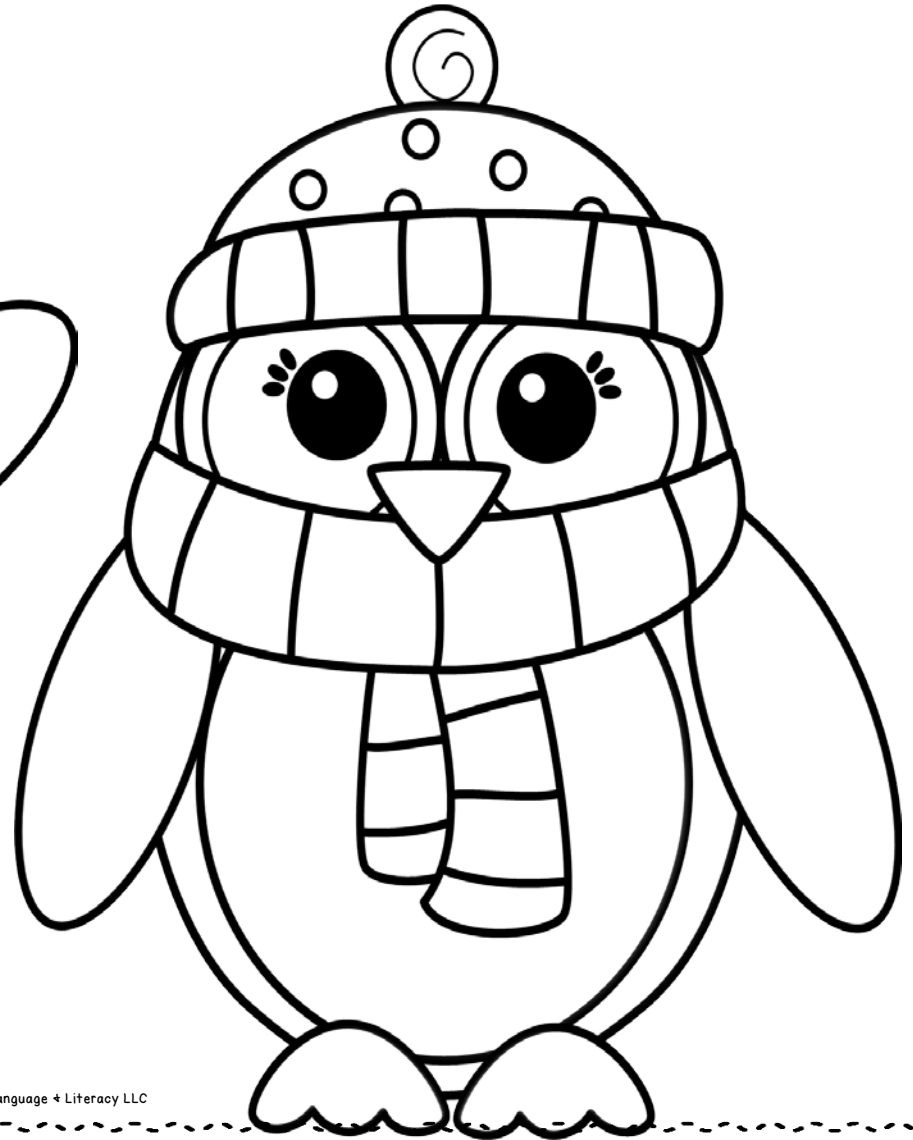
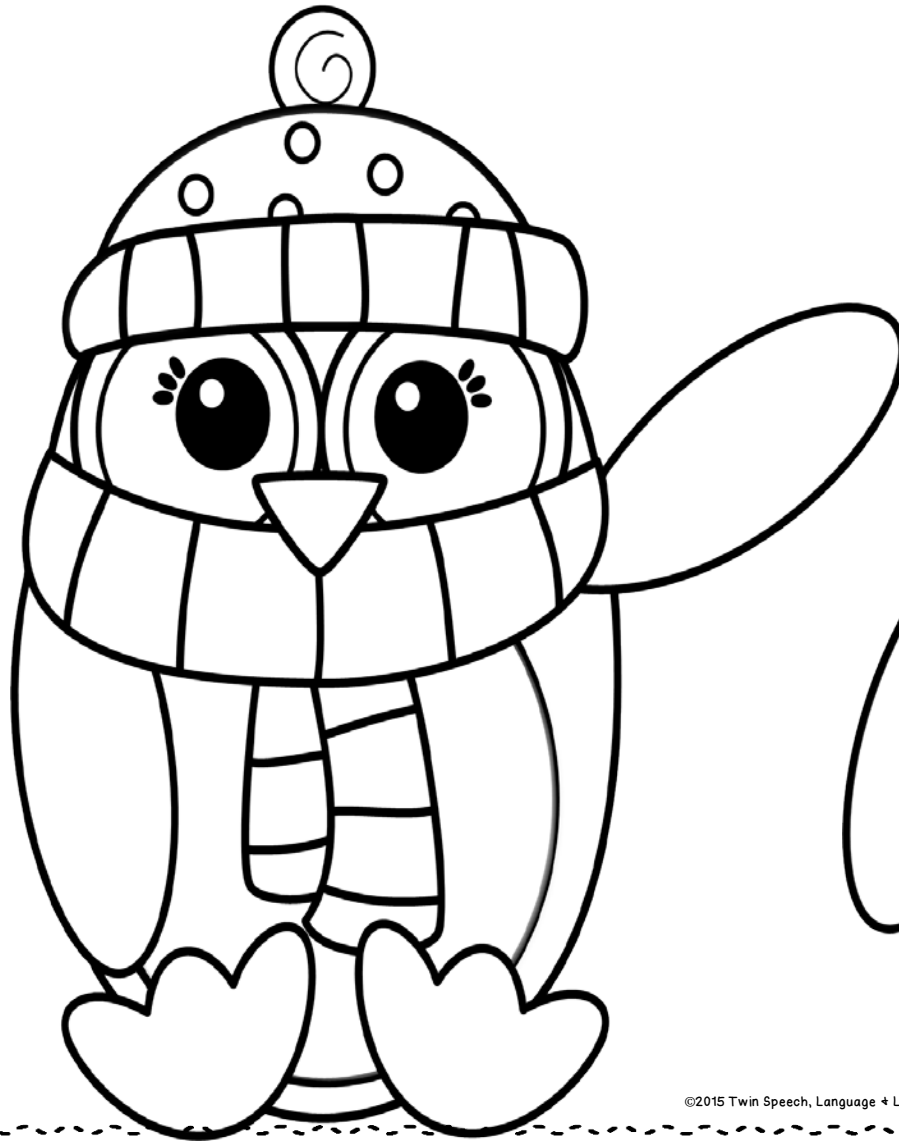
Score: ____/18 = ____% intelligible with ____ amount of cues needed for the student to utilize speech techniques.

1. PENGUINS ARE SEEN AT ZOOS. + -	2. PENGUINS ARE BLACK AND WHITE. + -	3. SMALL PENGUINS LIKE WARM WEATHER. + -
4. PENGUINS LIKE TO BE SOCIAL. + -	5. PENGUINS ARE VERY GOOD SWIMMERS. + -	6. LARGE PENGUINS LIVE IN ANTARTICA. + -
7. PENGUINS CAN DIVE DOWN DEEP. + -	8. FISH LIKE TO EAT KRILL. + -	9. PENGUINS SWIM ALL DAY LONG. + -
10. THE EMPEROR PENGUIN IS LARGE. + -	11. THE GALAPAGOS PENGUINS ARE ENDANGERED. + -	12. PENGUINS BREED IN THE SUMMER. + -
13. PENGUIN MOTHERS LAY THE EGGS. + -	14. EMPEROR PENGUINS LAY ONE EGG. + -	15. THESE BIRDS CAN NOT FLY. + -
16. PENGUINS WADDLE AROUND THE GROUND. + -	17. PENGUINS TAKE CARE OF EACHOTHER. + -	18. PENGUINS LIVE IN SOUTHERN HEMISPHERES. + -

Color the page while repeating these sentences:

Remember to: Talk louder, talk slower, swallow your spit, say each sound clearly in every word, sit up straight, and look ahead.

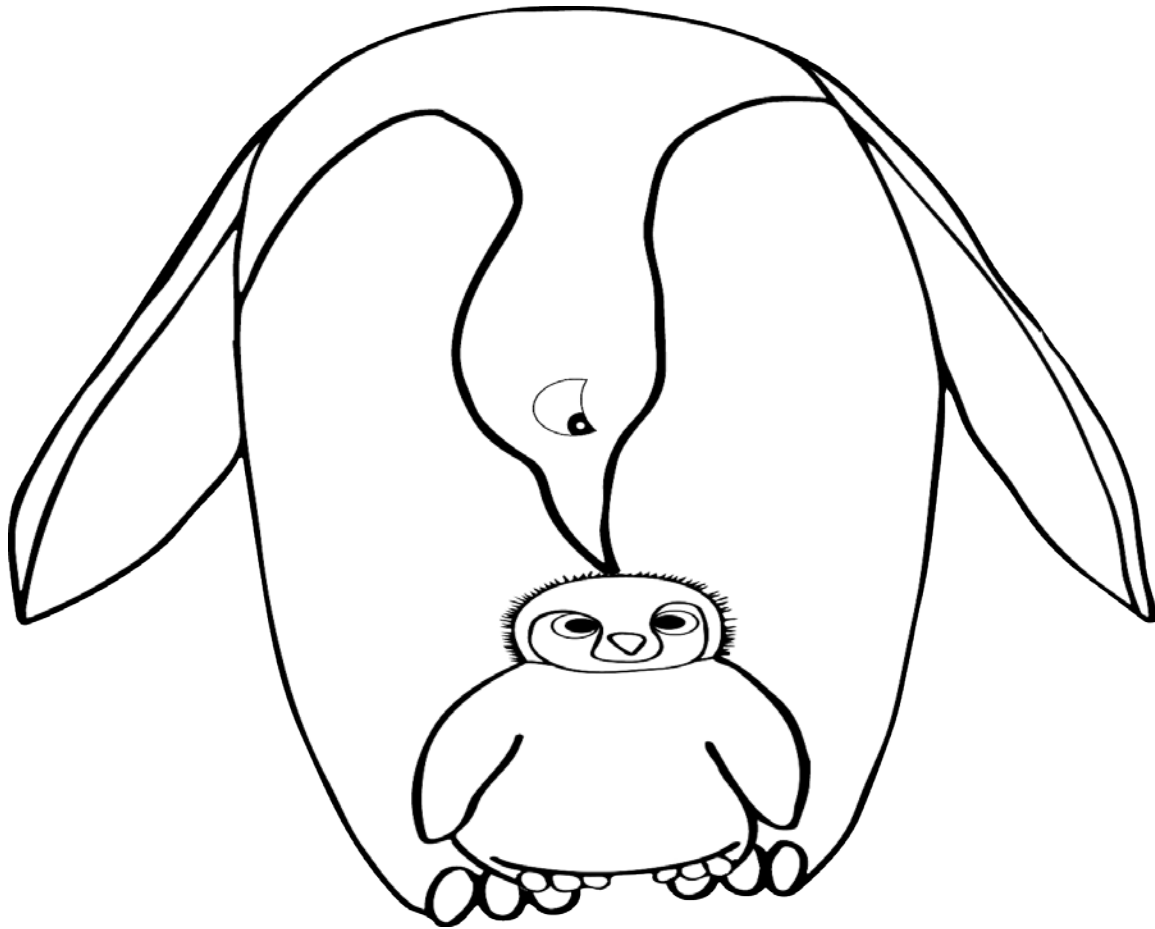
- 1) The penguin said goodbye.
- 2) The penguin wore a scarf
- 3) The penguin was hungry.
- 4) The penguin is cute
- 5) The penguin likes to swim.
- 6) The penguin likes fish.



Color the page while repeating these sentences:

Remember to: Talk louder, talk slower, swallow your spit, say each sound clearly in every word, sit up straight, and look ahead.

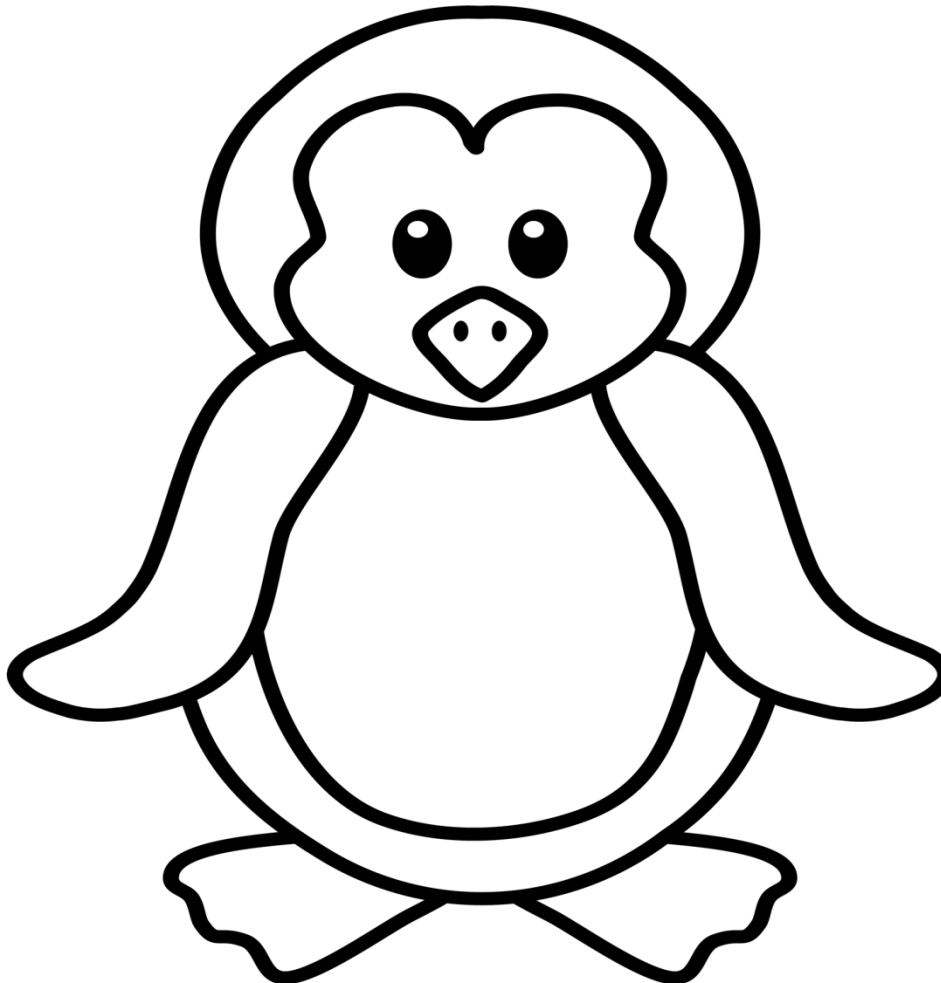
- 1) The dad loves his baby.
- 2) The baby penguin is staying warm.
- 3) Baby sits on Dad's feet.
- 4) The penguins live in the North Pole.
- 5) The penguins live in cold weather.
- 6) Penguins waddle on ground and swim in water.



Color the page while repeating these sentences:

Remember to: Talk louder, talk slower, swallow your spit, say each sound clearly in every word, sit up straight, and look ahead.

- 1) The penguin is named Henry
- 2) He likes to play with his penguin friends.
- 3) He lives near the ocean.
- 4) Henry waddles when he walks on land.
- 5) Henry has a baby brother.
- 6) Henry is black and white.



Verbal Expression of Personal Information & Concepts Post-test



Give all answers aloud. In order to receive credit, all information must be provided.

- 1) Say your first and last name. (+ or -)
- 2) Tell me the alphabet aloud. (+ or -)
- 3) Tell me what city you live in. (+ or -)
- 4) Tell me your telephone number (+ or -)
- 5) Name five different shapes. (+ or -)
- 6) Name seven different colors. (+ or -)
- 7) Say the days of the week. (+ or -)
- 8) Count aloud from 1 to 50. (+ or -)
- 9) Name all 12 months of the year. (+ or -)
- 10) Tell me the four seasons. (+ or -)
- 11) Name four different sports. (+ or -)
- 12) Name four different kinds of fruits. (+ or -)
- 13) Tell me four boy names. (+ or -)
- 14) Tell me four girl names. (+ or -)

Name:

Date:

Pre- Test Results:
_____/20 total

Post- Test Results:
_____/20 total

Repeat these words. Include all of the sounds in each word in order to receive credit.

- 15) Repeat the word: **talk**. (+ or -)
- 16) Repeat the word: **penguin**. (+ or -)
- 17) Repeat the word: **Antarctica**. (+ or -)

Repeat these sentences. Include all of the sounds within each word in the sentence in order to receive credit.

- 18) **The cold day**. (+ or -)
- 19) **The penguins ate fish**. (+ or -)
- 20) **We played outside in the snow**. (+ or -)

Thank you so much for downloading a Twin Speech, Language & Literacy LLC unit!

We hope that you enjoyed using this fun penguin-themed unit for working on increasing verbal expression skills. We strive to make products that will result in a productive speech therapy session that was also fun for students to complete! It would be great to hear from you. Please email us at shandaguant@gmail.com if you would like to leave some feedback today.

Sincerely,
Manda & Shanda
Speech - Language Pathologists

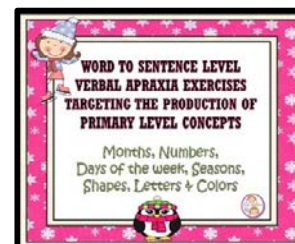
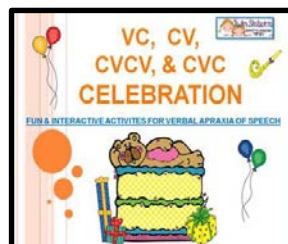
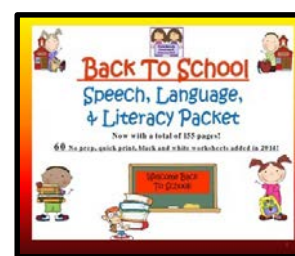
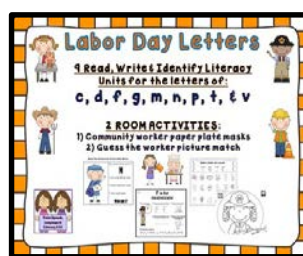
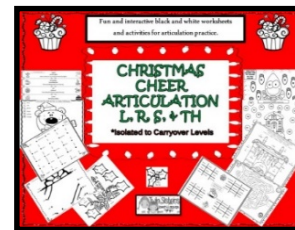
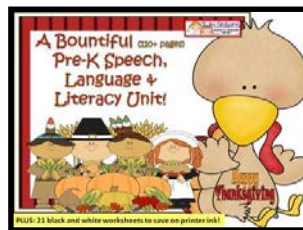
Please know that purchase of this item entitles the purchaser to the right to reproduce the pages in limited quantities for classroom or therapy room use only. Duplication for an entire school, or commercial purposes is strictly forbidden without the written permission from us. Our documents are protected by the Digital Millennium Copyright Act (DMCA). If you copy them or post them on the internet they can be located and published elsewhere. We advise you to not break the law and to give our products that we have worked so very hard on due credit. Thank you so much for that consideration.

*Please visit our [blog](#) and [Facebook](#) page. We love to post helpful therapy and teaching tips, complete app and document reviews, and provide giveaways and games for fun!
We hope you can stop by soon!



©Copyright January 2014, Revisions made 11/21/2014 and 11/22/2015: Twin Speech, Language & Literacy LLC

If you enjoyed this unit, you may be interested in other units from Twin Speech, Language & Literacy LLC. Find out more about each themed unit by clicking on the picture shown below. It will bring you to our Teachers pay Teachers store where we have provided a detailed description of each document for you to preview before your purchase. Thank you for your support and we wish you well!
Sincerely, Manda & Shanda



Created by: Twin Speech, Language & Literacy LLC (formally known as Twin Sisters Speech & Language Therapy LLC)

A BIG THANK YOU TO OUR TALENTED CLIP ART CREATORS!

