

Baby Birds

INSTRUCTIONS

1. Laminate all of the illustrations in your packet so that they can be re-used. (You can laminate the entire page. Do not worry about the folded crease on the 11 x 17 sheets. The crease will not be noticeable after laminating.)
2. Carefully fold the “*High Frequency Speech Activity Card*” in half and laminate it. This will make the speech card durable and easy to use when working with children.
3. Cut out all of the recommended pictures after laminating them (*see assembly directions below*).
4. Follow the specific instructions below for assembling the activity.
5. Return all of your illustrations to “*The Speech Solution*” envelope you have been provided with for easy filing, storage, and transportation of the activities. The large “*poster*” sized pictures can be laid flat on a shelf for storage.

ASSEMBLY

1. After laminating and cutting out the pictures of the “mother birds”, secure a “top nest” to each of the mother bird nests by stapling around the edges of the nest leaving the top of the nest open so that the “baby birds” can be placed inside.
2. You may place a strip of masking tape, duct tape or packaging tape on the back of the nest to cover the staples to prevent any injury.
3. After laminating and cutting out the “baby birds” place them into large, colored, plastic Easter eggs. You may choose to place two of the same birds in one egg as twins!
4. Attach the extra bird nest to the basket or bowl you use to place the eggs in.

Downloads Terms of Use

Thank you

Thank you for ordering from www.thespeechsolution.com We strive to offer you the best possible speech-language program and teaching aids. Feel free to contact us with any questions at support@thespeechsolution.com.

Terms of Use

Allowed

To print as many times as you would like for your personal or classroom use. (Please show this to any printer you may take this to in order to prove that you are not infringing on the copyright by printing this file).

Not Allowed

- This file cannot be given to anyone else. In order to own a digital file, it must be purchased. This file is never to be emailed to anyone else for the purpose of giving it to them or sharing it with them for any reason. In order to own or possess a file, it must be purchased.
- Do not post this file or images from this file on a blog, website, or anything like it for the purpose of giving it away or selling it.
- Do not change this file in any way.
- Do not use all or part of this file for commercial use in any way.
- This includes giving any part of this file away.

How to Print

If you are having trouble printing, please check the following:

1. You are using a recent version of Adobe Acrobat PDF Reader. This is the most universal PDF reader. If you have a MAC, you may be using a different PDF reader and may have issues reading PDFs. Adobe Acrobat PDF Reader is available free online.
2. If you are having issues with pages being cut off, then as you select “print” and the print dialogue box pops up, check the box “fit”.
3. If you are using Adobe and getting any kind of printing error, click the “advanced” button from the Adobe print screen and then select “print as image”.

If you have any other issues while printing, please reference our *Frequently Asked Questions* section at www.thespeechsolution.com. The question about printing will give you some more suggestions.

Professional Printers

Please show this to any professional printing services you may be using so they can know that we have given you permission to print this material. It is recommended that they also use Adobe Reader to open and print the file.

Training Videos

Make sure you watch all of our training videos available at www.thespeechsolution.com or on YouTube.

One-Minute Articulation app

We highly recommend that you use our companion mobile app in order to provide fast, effective practice for dramatic results. Get it at Apple Store or Google play.



Presentation of Activity

Tell the children that all of the bird eggs got mixed up so they need to help the baby birds find their mother. Their job is to choose an egg, crack it open, find a baby bird and then look around the room to find the mother.

Materials and Set-up

Place the baby birds inside of large, different colored plastic eggs. Occasionally place two of the same birds inside one egg for an element of surprise. Place the eggs inside of a basket. Place the mother birds on a wall, board or table.

Articulation Students

1. Find the target sound for each student on the left-hand side of the card.
2. Ask the student to repeat the target sentence you want them to practice. The student can say all of the sentences provided or just a portion of a sentence depending on their skill level.
3. Require the student to use their *best* speech before allowing them to participate in the activity as this creates an inner motivation to produce their *best* response.
4. A student can work on *multiple target sounds* in one activity. For example, use the /r/ target sentence on a student's first turn then on the student's second turn use the /l/ target sentence.
5. In order for students to practice as many target sounds as possible, rotate through the students and sentences quickly. One student carries out the activity while another student is repeating a target sentence.

Data collection: The number in parentheses after each sentence denotes the total number of repetitions of the target sound in all sentences

Language Skills

Non-verbal Student: Require the student to use sign language to "say" the phrase/sentence listed under "*language learners*" before they participate in the activity. OR require the student to use assistive technology to "*speak*" for them before participating in the activity.

Limited Language Skills: Require the student to imitate the simple phrase/sentence that is provided before they participate in the activity.

As Language Skills Increase: Use more complex sentences from any of the target sentences listed.

"Make It Real"

Place the plastic, colored eggs inside of a nest instead of inside of a basket or box.

Baby Birds



F	I feel like finding a few perfect, colorful bird eggs. I will be careful when I crack open this perfect, colorful egg. I found a bird with feet and feathers. Do not fear baby bird, you are safe. I will find your mother. (14)
G	I want to go get a big, good egg. I will begin to crack open this big, good egg so a baby bird can wiggle out. I will guard this wiggly baby bird until he can hug his mother. Let's go get your mother. (15)
J	My job is to gently crack open this large bird egg. This bird is in danger. Jolly baby bird just jump out of the large egg. Imagine how joyful your mother will be when you join her. (11)
K	Can I pick a colorful egg and crack it open? I like this colorful egg. Cute, baby bird use your beak and keep pecking and kicking to break the egg. I will take you to your caring mother. (16)
L	Let me look inside this large, colorful egg for a little bird. This little bird is lost and misses his mother. Little, lost bird let's go look for your lonely mother. (14)
R	I am ready to crack open a large, colorful bird egg. I will reach for this large, colorful bird egg. This poor baby bird is searching for his mother. Do not fear baby bird, here is your mother. (19)
S	Let's see if I can crack open some smooth bird eggs. This nice, small bird is lost and misses his mother. Don't be sad nice, small bird, here is your missing mother. (19)
Z	Please let me choose an amazing egg. It will be easy to crack open this amazing egg with my hands. Here is a fuzzy, busy baby bird. Fuzzy, busy baby bird, I will use my eyes to find your wise mother. (14)
CH	I see a bunch of choice eggs Give me a chance to choose a choice egg. Which choice egg should I reach for? When this choice egg hatches, the cheerful bird will chirp. Watch me perch this cheerful bird in the itchy nest. (16)
SH	Please show me all of the special bird eggs. I will push on this special egg but I won't smash this special egg shell when I crack it open. Don't shiver and shake precious baby bird, I will show you your mother. (11)
TH	Nothing will stop me from cracking open this thin bird egg. I will use both of my hands to crack open this thin bird egg. I think I can find a healthy bird with feathers. I will do anything to find your mother little, healthy bird. (13)

Language Skills

I want the (color) egg. I will open the (color) egg. I see a baby bird. Baby bird go to your mother.

Baby Birds

Vocabulary

bird	owl	peacock	pelican
nest	flamingo	bluebird	

Basic Disability Guidance

(Follow sequence according to current developmental ability)

Autism	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Down Syndrome	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Apraxia	(1) h, m, b, p, w. (2) t, d, n.	(3) k, g, f, v. (4) th, s, z. (5) sh, ch, j. (6) l, r.	
Global Developmental Delay	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Cerebral Palsy	(1) Sign/Device (1-3 words) (4) Imitates 3-6 words	(2) Sign/Device (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Fluency	(1) Continuous phonation to eliminate disfluencies, pauses or breaks (2) Light contact with lips and tongue for a softer approach to articulating sounds (3) Pausing on every 2-4 words		
Articulation	(1) h, m, b, p, w. (2) t, d, n.	(3) k, g, f, v. (4) th, s, z. (5) sh, ch, j. (6) l, r.	
Language Delay	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Non-verbal	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences

Baby Birds

YELLOW: 2-3 years
GREEN: 3 years

BLUE: 4 years
PURPLE: 5 years

Language Development Vocabulary	<p>Language Development: Set up <i>Baby Birds</i> activity. Children sign/say: "I want the <u>color</u> egg. I will open the <u>color</u> egg. I see a baby bird. Baby bird go to your mother"</p> <p>Vocabulary: Children find baby birds and place them in a nest as they use the new vocabulary words.</p>
Spatial Concepts	<p>Spatial Concepts: Hide the eggs around the room in different places (<u>in, on, under, in front, in back, next to, beside, above, below, between, behind</u>) Ask children to find an egg for the chicken. Children sign/say where they find their egg before opening it.</p>
Body Parts Negation	<p>Body Parts: Open an egg and fly the bird around the room until it lands on a child's head, shoulder, arm, back etc. Ask: "Where is the bird?" Child sign/says "The bird is on my head" etc. Children take turns opening an egg and flying a bird around until it land's on another child's body and then they tell you where the bird landed. "The bird is on Jill's leg"</p> <p>Negation: Compare bird nests. Children sign/say "This nest has a baby bird. This nest doesn't" OR say "Find a bird that is <u>not</u> blue. Give all the birds a baby but <u>not</u> the owl etc.</p>
Plurals Possessives	<p>Plurals: Separate eggs or baby birds into groups. Children sign/say how many eggs/birds each of them has. Example: "Here is <u>one</u> egg/bird. Here are <u>three</u> eggs/birds"</p> <p>Possessives: Give children different birds. Ask children to get specific birds and put them in a nest. Example: "Get an owl from Amy" Child signs/says "Here is <u>Amy's</u> owl"</p>
Questions Pronouns	<p>Questions: " <u>What</u> do baby birds eat? <u>Who</u> builds a nest? <u>Where</u> do keep a pet bird? <u>When</u> do baby birds leave the nest? <u>How</u> do birds fly? <u>Why</u> do birds sit on their eggs?"</p> <p>Pronouns: Give eggs/birds to children. Children sign/say "He/She has two birds" (<u>I, you</u>) OR "These are <u>his/her</u> eggs" (<u>their, our</u>)</p>

Baby Birds

Vocabulary

bird	owl	peacock	pelican
nest	flamingo	bluebird	

Basic Disability Guidance

(Follow sequence according to current developmental ability)

Autism	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Down Syndrome	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Apraxia	(1) h, m, b, p, w. (2) t, d, n.	(3) k, g, f, v. (4) th, s, z.	(5) sh, ch, j. (6) l, r.
Global Developmental Delay	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Cerebral Palsy	(1) Sign/Device (1-3 words) (4) Imitates 3-6 words	(2) Sign/Device (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Fluency	(1) Continuous phonation to eliminate disfluencies, pauses or breaks (2) Light contact with lips and tongue for a softer approach to articulating sounds (3) Pausing on every 2-4 words		
Articulation	(1) h, m, b, p, w. (2) t, d, n.	(3) k, g, f, v. (4) th, s, z.	(5) sh, ch, j. (6) l, r.
Language Delay	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences
Non-verbal	(1) Sign (1-3 words) (4) Imitates 3-6 words	(2) Sign (3-6 words) (5) Combines words in free speech	(3) Imitates 1-3 words (6) Produces basic sentences

Baby Birds

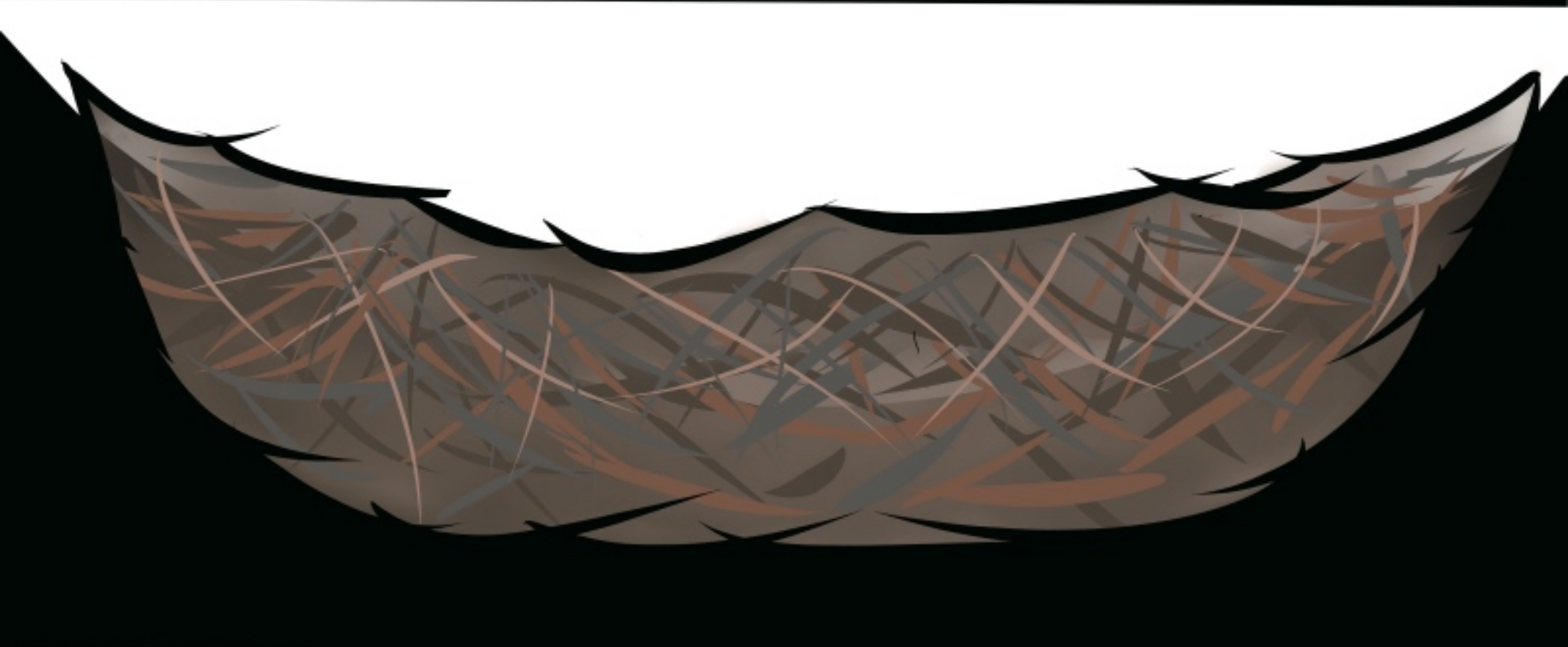
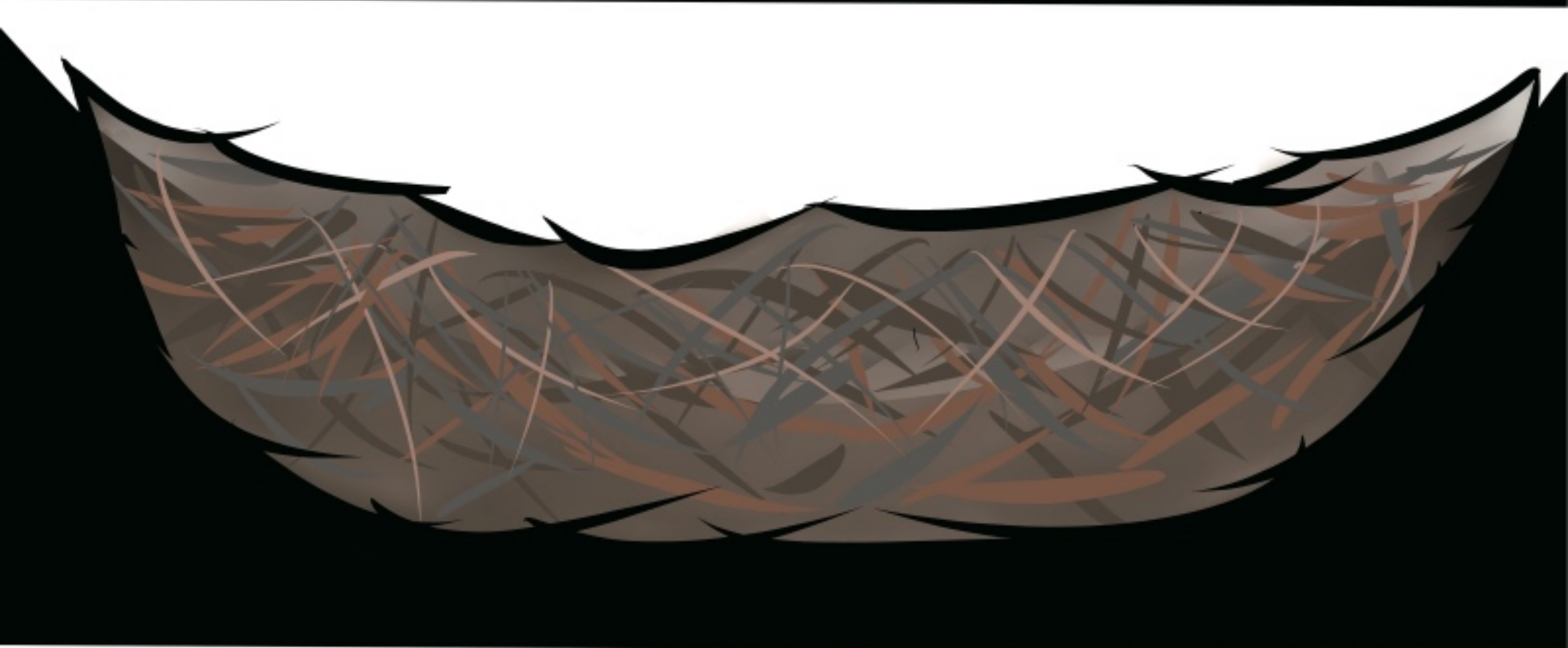
YELLOW: 2-3 years
GREEN: 3 years

BLUE: 4 years
PURPLE: 5 years

Monday	<p>Language Development: Set up <i>Baby Birds</i> activity. Children sign/say: "I want the <u>color</u> egg. I will open the <u>color</u> egg. I see a baby bird. Baby bird go to your mother"</p> <p>Vocabulary: Children find baby birds and place them in a nest as they use the new vocabulary words.</p>
Tuesday	<p>Spatial Concepts: Hide the eggs around the room in different places (<u>in, on, under, in front, in back, next to, beside, above, below, between, behind</u>). Ask children to find an egg for the chicken. Children sign/say where they find their egg before opening it.</p>
Wednesday	<p>Body Parts: Open an egg and fly the bird around the room until it lands on a child's head, shoulder, arm, back etc. Ask: "Where is the bird?" Child sign/says "The bird is on my head" etc. Children take turns opening an egg and flying a bird around until it land's on another child's body and then they tell you where the bird landed. "The bird is on Jill's leg"</p> <p>Negation: Compare bird nests. Children sign/say "This nest has a baby bird. This nest doesn't" OR say "Find a bird that is <u>not</u> blue. Give all the birds a baby but <u>not</u> the owl etc.</p>
Thursday	<p>Plurals: Separate eggs or baby birds into groups. Children sign/say how many eggs/birds each of them has. Example: "Here is <u>one</u> egg/bird. Here are <u>three</u> eggs/birds"</p> <p>Possessives: Give children different birds. Ask children to get specific birds and put them in a nest. Example: "Get an owl from Amy" Child signs/says "Here is <u>Amy's</u> owl"</p>
Friday	<p>Questions: "What do baby birds eat? Who builds a nest? Where do keep a pet bird? When do baby birds leave the nest? How do birds fly? Why do birds sit on their eggs?"</p> <p>Pronouns: Give eggs/birds to children. Children sign/say "He/She has two birds" (I, you) OR "These are his/her eggs (their, our)"</p>



Baby Birds – Top Nest



Baby Birds – Bluebird





Baby Birds – Owl





