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**CSAD 222**

**Vocabulary Project**

**05/09/2023**

\*\*Activities demonstrated in class are highlighted in pink\*\*

**Word 1**: Accident (when something goes wrong when it is not meant to).

**Student**: Lilly – 8;2 yrs old (3rd grade).

One day, Sally was playing with her toy car and accidentally knocked over Billy’s glass of juice. It was an accident, and Sally felt bad for making a mess. Later, Sally’s mom accidentally dropped her phone and it cracked. That was another accident, but luckily it still worked. Then, Billy accidentally spilled his cereal on the floor, making a big mess. Billy got very sad and started to cry. Accidents happen all the time, but it's important to be careful and try to prevent them from happening. After all, we don't want to accidentally break anything important!

**Comprehension questions:**

1. Who was playing with the toy car?
2. Sally’s mom dropped her glasses. True or False?
3. What can we do to avoid accidents?

**5 activities:**

**Activity 1:**

Materials:

* Two toy cars or trucks
* A small ramp or block to elevate one end of a surface
* A small obstacle such as a book or block

Instructions:

1. Set up a simple obstacle course using the toy cars or trucks, the small ramp, and the obstacle. E.g., the ramp could be set up on one end of a flat surface and the obstacle placed at the bottom of the ramp.
2. Ask the student to drive one of the cars or trucks through the obstacle course, being careful to avoid hitting the obstacle.
3. After, switch the positions of the cars or trucks and the obstacle, so that the obstacle is now in a different location.
4. Instruct the student to drive the car or truck through the obstacle course again, but this time, she should try to hit the obstacle.
5. Lastly, ask the student to reflect on what happened. Did they hit the obstacle on purpose or by accident?

**Activity 2:**

Materials:

* A few sheets of paper
* A pencil or pen
* A small object such as a toy car, block, or ball

Instructions:

1. Ask Lilly to draw a simple road or path on the paper using the pencil or pen.
2. Place the small object at the beginning of the road or path and ask Lilly to predict what might happen if the object were to move along the path.
3. Give the object a gentle push or nudge to set it in motion, and have the student observe what happens.
4. Have the student describe what they saw. Did the object move along the path smoothly, or did it bump into anything? Did it fall off the path or get stuck?
5. Was it an accident or not?

**Activity 3:**

Materials needed:

* A small jar or container
* A handful of small objects (e.g. toy car, ball, pencil, eraser, etc.)
* A piece of paper and a marker

Instructions:

1. Show the student the small jar or container and explain that it represents a person's body.
2. Ask the student to give you examples of small objects that might accidentally fall into the jar/container and cause harm (e.g. a rock, a toy, a pencil).
3. Have the student choose one of the small objects and place it into the jar/container, pretending that it was an accident.
4. As each object is added to the jar/container, ask the student to talk about what might happen if that object was accidentally swallowed by a person (e.g. choking, stomachache).
5. After all the objects have been added, have the student brainstorm ways to prevent accidents from happening (e.g. keeping small objects out of reach, not running near sharp or dangerous objects).

**Activity 4:**

Materials needed:

* A sheet of paper
* A few small items (e.g. toy car, pencil, ball, book, etc.)

Instructions:

1. Spread the items out on the sheet of paper and have the student select one item at a time.
2. As the student selects an item, ask them to explain how the item could cause an accident. For example, the toy car could cause an accident if it was left on the floor and someone tripped over it.
3. After each item has been discussed, ask the student to think about how accidents could be prevented. For example, putting toys away when not in use or keeping walkways clear.
4. Write the word "accident" on the paper and ask the student to draw pictures of things they can do to prevent accidents from happening.

**Activity 5:**

Materials needed:

* A tray or box
* Several small objects (e.g. toy car, ball, pencil, eraser, etc.)
* A timer

Instructions:

1. Place the small objects on the tray or in the box and have the student take turns selecting one object at a time.
2. Set the timer for 30 seconds and ask the student to study the object they have chosen.
3. After the 30 seconds are up, cover the object with a cloth or piece of paper and ask the student to write down or say out loud what they remember about the object.
4. Repeat with each object, making sure to mix them up each time.
5. After all the objects have been covered, ask the student to recall what they remember about each object.
6. Use the objects and the exercise to illustrate how accidents can happen when we're not paying attention or when we forget about something.

**Word 2**: Decrease (to make something less or smaller).

**Student**: Ralph - 9;0 yrs (4th grade).

Air pollution is a serious problem that affects the health of people and the planet. We need to take steps to decrease the amount of pollution in the air. One way to decrease air pollution is to use public transportation or carpooling instead of driving alone. This can decrease the number of cars on the road, which means less pollution. Another way to decrease air pollution is to use renewable energy sources like wind or solar power. This can decrease our reliance on fossil fuels, which are a major source of pollution. Additionally, we can decrease our energy usage by turning off lights and electronics when we're not using them. We can also decrease the amount of waste we produce by reusing and recycling materials. By making these changes, we can all work together to decrease air pollution and create a cleaner, healthier planet for everyone. It's important that we all take responsibility for our actions and do our part to decrease pollution levels.

**Comprehension questions:**

1. One way to decrease air pollution is to carpool. True or false?
2. What are some ways we can decrease pollution?
3. Is it better to work by ourselves or together to decrease pollution?

**5 activities:**

**Activity 1:**

Materials needed:

* A bag of small objects (e.g. beads, buttons, coins, etc.)
* Two containers (e.g. bowls, jars, etc.)
* A sheet of paper and a marker

Instructions:

1. Show the student the bag of small objects and explain that it represents a certain amount (e.g. the number of toys a child has, the amount of money in a bank account, etc.).
2. Pour the contents of the bag into one of the containers and ask the student to estimate how many objects are in the container. Write down the guesses on the sheet of paper.
3. Explain that you're going to demonstrate how to decrease the number of objects in the container.
4. Have the student remove a certain number of objects (e.g. 5, 10, etc.) from the container and place them into the other container.
5. Ask the student to estimate how many objects are left in the original container. Write down the guesses on the sheet of paper.
6. Repeat the process until all the objects are in the second container.
7. Count the number of objects in each container and ask the student to calculate how much the number of objects decreased. Write down the answers on the sheet of paper.

**Activity 2:**

Materials needed:

* A stopwatch or timer
* An open space for physical activity

Instructions:

1. Have the student find a partner and divide into pairs. Ask them to choose a physical activity (e.g. jumping jacks, running in place, push-ups, etc.) that they will do together for one minute. \*\*If there is no partner available, complete the activity with the clinician.
2. Start the timer and have the pairs do the physical activity together for one minute.
3. After one minute, ask the pairs to take a short break and then choose a different physical activity that they will do together for 30 seconds.
4. Start the timer again and have the pairs do the second physical activity together for 30 seconds.
5. Repeat this process, decreasing the amount of time for each physical activity (e.g. 15 seconds, 10 seconds, etc.) until they are only doing the physical activity for a few seconds.
6. After the final round, ask the students how the amount of time for each physical activity decreased. Write down their answers on a sheet of paper.

**Activity 3:**

Materials needed:

* A basketball or ball of similar size
* A basketball hoop or other target
* Measuring tape

Instructions:

1. Set up a basketball hoop or target and have the student shoot the ball.
2. After the student shoots, measure the distance between the shooting spot and the target using the measuring tape.
3. Instruct the student to try to decrease the distance between their shooting spot and the target with each shot they take.
4. After the student has taken a few shots, compare the distances of each shot and discuss how the distance decreased or increased with each shot.
5. Encourage the student to come up with strategies for decreasing the distance, such as adjusting their aim or using different shooting techniques.
6. Repeat the process, with the student trying to decrease the distance of their shots with each attempt.

**Activity 4:**

Materials needed:

* A set of measuring cups (1/4 cup, 1/2 cup, 1 cup)
* A bag of rice or other small object
* Two bowls or containers
* A marker and a piece of paper

Instructions:

1. Show the student the set of measuring cups and explain that they are going to use them to measure and decrease the amount of rice in the bowls.
2. Fill one of the bowls with rice and ask the student to estimate how much rice is in the bowl. Write down the guesses on the paper.
3. Tell the student to use the measuring cups to transfer a certain amount of rice from the full bowl to the empty bowl. For example, they could start with 1 cup of rice and decrease it to 3/4 cup, then 1/2 cup, and finally 1/4 cup.
4. After each transfer, ask the student to estimate how much rice is left in the full bowl. Write down the guesses on the paper.
5. Repeat the process until there is no more rice left in the full bowl.

**Activity 5:**

Materials needed:

* A set of building blocks (at least 20 blocks)
* A ruler or measuring tape
* A marker and a piece of paper

Instructions:

1. Show the student the set of building blocks and explain that they are going to use them to build a tower and then decrease the height of the tower.
2. Have the student find a partner and have those students work in pairs and build a tower using all of the blocks. Once they have built the tower, ask them to measure the height of the tower using the ruler or measuring tape. Write down their measurements on the paper.
3. Instruct the students to work together to decrease the height of the tower by removing a certain number of blocks. For example, they could start with 20 blocks and decrease it to 15 blocks, then 10 blocks, and finally 5 blocks. \*\*If there is no partner available have the student do the activity with the clinician.
4. After each decrease, ask the students to measure the height of the tower again and write down their measurements on the paper.

**Word 3**: Unfamiliar (something you don’t know a lot about).

**Student**: Logan - 10;1 (5th grade).

When we encounter something unfamiliar, it can be both exciting and intimidating. For example, starting middle school can be an unfamiliar experience for many students. They may not know their way around the school, or they may not know anyone in their classes. However, with time, the unfamiliar becomes more familiar, and students start to feel more comfortable. Similarly, learning a new skill can also be an unfamiliar experience. When we first start, we may feel unsure of ourselves and make mistakes. But as we practice and become more familiar with the skill, we start to feel more confident. Sometimes we may encounter an unfamiliar word when reading a book. It's important to look up the word and learn its meaning, so we can better understand what we're reading. By embracing the unfamiliar, we can open ourselves up to new experiences and opportunities for growth.

**Comprehension questions:**

1. What was one unfamiliar experience mentioned in the paragraph?
2. What can we do when we encounter an unfamiliar word in a book?
3. When we embrace the unfamiliar we never learn anything new. True or false?

**5 activities:**

**Activity 1:**

Materials needed:

* A set of objects that are unfamiliar to the students (e.g. items from different cultures, unusual tools, etc.)
* A blindfold for each student
* A timer
* A marker and a piece of paper

Instructions:

1. Show the set of objects to the student and ask them to observe the objects without touching them or asking any questions. Give them a few minutes to feel the items.
2. Instruct the student to put on a blindfold and shuffle the objects around. Then, ask them to pick up one object at a time and try to identify it without taking off their blindfold. Give them a minute or two to feel each object and try to identify it.
3. After the student has identified an object, ask them to describe it to the speech therapist and explain why it was unfamiliar to them. Write down their descriptions on the paper.
4. After all the objects have been identified, discuss with the student how they felt about the objects that were unfamiliar to them. Ask them if they learned anything new about different cultures or ways of life.

**Activity 2:**

Materials needed:

* Worksheet from Teachers pay Teachers https://www.teacherspayteachers.com/Product/Prefixes-UN-and-RE-FREE-205651?st=50497025f9314cc1e8f6f00f7ca7478e

Instructions:

1. Give the student the TPT worksheet and explain that they are going to learn about prefixes.
2. Explain that prefixes are “one or more letters that are added to the beginning of the word, that changes the words meaning”.
3. Teach the student that “re” means “to do again” and “un” means “not” or “to do the opposite”. Use the worksheet to compare and contrast these prefixes.
4. Complete rest of the worksheet.

**Activity 3:**

Materials needed:

* A set of unfamiliar food items (e.g. exotic fruits, vegetables, spices, etc.)
* Plates and utensils
* Paper and pencils

Instructions:

1. Show the set of unfamiliar food items to the student and ask them to observe the items without tasting them. Give them 2 minutes to observe the items. (Alternately, if you cannot bring in real food items, you can use plastic ones and adjust accordingly).
2. Ask the student to write down the names of the unfamiliar food items and draw a picture of what they think the food might look like.
3. If possible, put the student into a small group and give each group a plate of the unfamiliar food items. Instruct them to taste each item and discuss what they think the food might be and where it might come from. \*\*If there is no group/partner available complete the activity with the clinician.
4. After each group has tasted the items, ask them to share their thoughts with the class. As a class, discuss the flavors, textures, and smells of the unfamiliar foods and what makes them different from familiar foods.
5. Finally, ask the students to write down a few examples of foods that are unfamiliar to them, such as foods from other cultures or rare fruits and vegetables. Encourage them to be adventurous and try new foods.

**Activity 4:**

Materials needed:

* Unfamiliar objects, these objects could be things like exotic fruits, unique tools, or unusual toys.

Instructions:

1. Place the objects in a bag or box so that they cannot be seen.
2. Have each participant take turns reaching into the bag or box to select an object without looking.
3. Once they have an object in hand, they must describe it without revealing what it is or what it is used for. They can use descriptive words and phrases such as "it's smooth," "it's heavy," or "it has a strange shape."
4. The other participants then try to guess what the object is based on the descriptions provided.
5. After each object has been identified, discuss with the group how the object was unfamiliar before it was identified, and how the group was able to use descriptive language to help them learn more about it.

**Activity 5:**

Materials needed:

* Create a list of items that are unfamiliar to the participants. These could be things like unusual plants, unique rocks, or uncommon insects.

Instructions:

1. Provide each participant with a list of the items they need to find and a bag to collect them in.
2. Encourage participants to explore their surroundings and search for the unfamiliar items on their list.
3. Once they have collected all the items, bring the group together to discuss what they found and what made the items unfamiliar to them.
4. Have participants share their observations and describe what they learned about each unfamiliar item.
5. Discuss how the scavenger hunt helped participants to identify and learn about things that were previously unfamiliar to them.

**Word 4**: Promise (when a person agrees to do something or not do something).

**Student**: Natalie - 7;1 (2nd grade).

Once upon a time, there was a little girl named Lily. Lily made a promise to her mom that she would clean up her toys before bedtime. But, Lily got busy playing with her dolls and forgot about her promise. When her mom came to check on her, she saw the mess and reminded Lily of her promise. Lily felt bad and quickly started cleaning up her toys. She wanted to keep her promise to her mom.

The next day, Lily's best friend Lucy came over to play. Lucy asked if she could play with Lily's favorite toy, but Lily was hesitant. She had promised her mom she would take better care of her things. However, Lily didn't want to disappoint her friend. She remembered her promise to her mom and decided to share her toy with Lucy.

**Comprehension questions:**

1. What did Lily promise her mom she would do?
2. Lily’s best friends name was Mary. True or false?
3. Did Lily share her toy?

**5 activities:**

**Activity 1:**

Materials needed:

* Construction paper
* Markers
* Scissors
* Glue

Instructions:

1. Have the student draw a picture of something they promise to do, such as cleaning their room or helping their parents with a chore.
2. After the student has drawn their picture, help them cut out a paper heart shape from the construction paper.
3. Instruct the student to write their promise on the heart shape using markers.
4. Have the student cut out a pair of hand shapes from the construction paper.
5. Instruct the student to write "I promise" on one hand shape and "to" on the other hand shape using markers.
6. Help the student glue the heart shape to the middle of a sheet of construction paper.
7. Help the student glue the "I promise" hand shape to the left of the heart shape and the "to" hand shape to the right of the heart shape.

**Activity 2:**

Materials needed:

* Storybooks that illustrate the concept of promises
* Pencils
* Paper

Instructions:

1. Read a storybook that illustrates the concept of promises. Some examples are: "The Giving Tree" by Shel Silverstein or "The Promise" by Nicola Davies.
2. After reading the story, have a discussion about the promises made in the story and the importance of keeping promises.
3. Instruct the student to think about a promise they have made to someone or a promise someone has made to them.
4. Have the student write a short paragraph about the promise they have thought of. They should include who made the promise, what the promise was, and whether or not the promise was kept.
5. Finally, have the student draw a picture that represents the promise they wrote about in their paragraph. They can also write the promise on the picture if they wish.

**Activity 3:**

Materials needed:

* Small jar or container
* Markers
* Stickers
* Craft suppliers

Instructions:

1. Explain that the jar will be used to hold their promises.
2. Ask the student to think about a promise they would like to make to themselves or to someone else.
3. Provide slips of paper and pens, and have participants write their promises on the slips of paper.
4. Encourage participants to fold up their promise and put it in their jar.
5. Once all the promises are in the jars, have each participant share one promise with the group.
6. Discuss how it feels to make a promise, and how important it is to keep promises.
7. Remind participants that they can always look back at their promises and hold themselves accountable for keeping them.

**Activity 4:**

Materials needed:

* String or elastic cord
* Beads
* Other small objects

Instructions:

1. Explain that they will be making a bracelet that represents a promise they are making to themselves or to someone else.
2. Ask participants to think about a promise they would like to make, and choose beads or objects that represent that promise to them.
3. Encourage participants to string the beads onto the cord, and tie a knot in the end to finish the bracelet.
4. Once the bracelets are complete, have participants share their promises with the group.
5. Discuss the importance of keeping promises, and how the bracelets can serve as a reminder to keep those promises.
6. Encourage participants to wear their bracelets as a reminder of their promises.

**Activity 5:**

Materials needed:

* Sheet of paper
* Pen

Instructions:

1. Divide participants into pairs or small groups. \*\* If there is not enough students for a group complete this activity between the clinician and student.
2. Provide each group with a sheet of paper and a pen.
3. Ask each group to come up with three promises that they can make to each other.
4. Encourage them to make promises that are specific, realistic, and achievable.
5. Once the groups have written down their promises, have each group share their promises with the rest of the group.
6. Discuss the promises that were made and the importance of keeping them.
7. Encourage participants to hold themselves and their partners accountable for keeping their promises.

**Word 5**: Coincidence (two things that happen at the same time by accident but seem to have some connection).

**Student**: Joe – 16;5 (11th grade).

Coincidence is a term that refers to the occurrence of two or more events that happen by chance, without any apparent causal connection. For example, it might be a coincidence that two people from different parts of the world end up sitting next to each other on a plane. Sometimes, coincidences can be quite remarkable. In literature and film, coincidences often play a significant role in the plot, creating unexpected twists and turns. However, many people believe that there is no such thing as coincidence, and that everything happens for a reason.

In science, coincidence can refer to a phenomenon where two or more particles interact with each other in a way that seems improbable, but is still possible according to the laws of physics. This is often seen in quantum mechanics, where particles can exist in multiple states simultaneously.

In everyday life, we may experience coincidences that seem meaningful or significant. For example, we might run into an old friend on the street just as we were thinking about them. Some people believe that these coincidences are signs from the universe or that they have a deeper meaning. Others view them as mere chance occurrences. Whatever the case may be, coincidences can be fascinating and thought-provoking, leading us to question the nature of reality and our place in it.

**Comprehension questions:**

1. Coincidences are often seen in the scientific field of biology. True or false?
2. What do some people think coincidences mean?
3. What role do coincidences often play in literature and film?

**5 activities:**

**Activity 1:**

1. Introduce a current event or historical incident that involves a coincidence. E.g., you could discuss the assassination of Archduke Franz Ferdinand, which is often considered a coincidence because his assassin happened to stumble upon him by chance. Another example could be the strange coincidences surrounding the sinking of the Titanic, such as the fact that a book was published 14 years before the disaster that predicted a ship called the Titan would sink after hitting an iceberg.
2. Divide the speech group into pairs and have them discuss the event or incident. Ask them to identify the coincidences that occurred and to analyze why they might be considered coincidences.
3. Have each group present their findings to the class and lead a discussion about the role of coincidences in history and in everyday life.
4. As a final exercise, ask the students to reflect on any coincidences they've experienced in their own lives and to share them with the class. Encourage them to think critically about whether the coincidences were actually meaningful or just random occurrences

\*\* if this isn’t a group session then complete the same activity but just between you and the child.

**Activity 2:**

Materials:

* A bag of assorted marbles
* A set of identical containers (e.g., clear plastic cups or small bowls)
* Paper and pens for each student

Instructions:

1. Give some marbles and a container to the student. Explain that the container represents a person's life, and the marbles represent events or occurrences in that person's life.
2. Ask the student to choose a container and randomly place a few marbles in it. Explain that the marbles should represent events that could happen in someone's life, such as getting a promotion at work, meeting a new friend, or experiencing a loss.
3. If this is a group session have the students work in pairs to compare their containers and identify any coincidences between them. For example, if one person has a marble representing a promotion and the other person has a marble representing a new job, they could discuss whether that is a coincidence or not. If this is not a group session, complete the activity between the clinician and student.
4. Ask the students to reflect on their own containers and identify any coincidences they see within their own lives.

**Activity 3:**

Materials:

* Index cards
* Pens or pencils

Instructions: \*Group session

1. Pass out index cards to the students and ask them to write down a memorable event or experience from their lives. These events should be personal and meaningful, but not necessarily significant in the grand scheme of things.
2. Collect the index cards and shuffle them. Then, distribute them randomly to the students. Each student should receive a card that was written by someone else.
3. Instruct the students to read the card they received and think about whether there are any coincidences between the event described on the card and their own lives. For example, if the card describes a student's experience of getting lost in a foreign city, another student might recall a similar experience from their own travels.
4. Have the students share their thoughts and discuss whether they believe these similarities are coincidences or not.
5. As a final exercise, ask the students to reflect on their own experiences and consider whether they have ever experienced a coincidence. Have them write down their thoughts on paper and share with the group if they feel comfortable doing so.

**Activity 4:**

Materials:

* Deck of playing cards

Instructions:

1. Shuffle the deck of playing cards and draw two cards at random. Lay them face-up on the table.
2. Ask the student to think of a connection or relationship between the two cards that is not immediately apparent. For example, if the cards drawn are a 3 of diamonds and a king of spades, a student might suggest that they both have red in them.
3. Have the student share their observations and discuss with the clinician whether they think the connection between the two cards is a coincidence or not. Encourage them to think about whether they can find connections between seemingly unrelated events in their own lives.
4. Repeat steps 2-4 several times with different pairs of cards, and encourage the student to come up with increasingly creative and imaginative connections between them.

**Activity 5:**

Materials:

* Whiteboard or blackboard
* Markers or chalk

Instructions:

1. Draw a large circle on the whiteboard or blackboard and divide it into sections like a pie chart. Label each section with a different category, such as "music," "sports," "movies," "books," etc.
2. Ask the student to come up with a list of events or occurrences that could fall into each category. For example, for the "music" category, they might list things like "concerts," "listening to the radio," "playing an instrument," etc.
3. After the student have come up with their lists, draw a smaller circle in the middle of the large circle and label it "coincidences."
4. Ask the student to brainstorm ways in which the events listed in each category could be connected to a coincidence. For example, for the "movies" category, they might suggest that two people happen to watch the same movie at the same time in different locations.