

5-Minute Therapy

WHAT CAN YOU DO IN 5-MINUTES??

Materials for the 5-Minute Kids™ Program



VOLUME 2

5-MINUTE THERAPY SERIES

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READING LIST: INITIAL S WORDS ONE SYLLABLE

- | | | |
|----------|-----------|-----------|
| 1. cell | 18. see | 35. sit |
| 2. sack | 19. seed | 36. so |
| 3. sad | 20. seek | 37. soak |
| 4. safe | 21. seen | 38. soap |
| 5. said | 22. seep | 39. sob |
| 6. saint | 23. sell | 40. sock |
| 7. sake | 24. send | 41. soft |
| 8. same | 25. sent | 42. song |
| 9. sand | 26. set | 43. soon |
| 10. sang | 27. sew | 44. sop |
| 11. sank | 28. sick | 45. sound |
| 12. salt | 29. side | 46. soup |
| 13. sap | 30. sight | 47. soy |
| 14. sat | 31. sign | 48. Sue |
| 15. saw | 32. sill | 49. suit |
| 16. say | 33. sink | 50. sun |
| 17. seat | 34. sip | |

READING LIST: MEDIAL S WORDS

- | | | |
|--------------|-----------------|---------------|
| 1. aside | 18. forest | 35. missing |
| 2. babysit | 19. fossil | 36. muscle |
| 3. baseball | 20. fussy | 37. nicely |
| 4. beside | 21. gasoline | 38. pacer |
| 5. bison | 22. gossip | 39. pacing |
| 6. bossy | 23. grasshopper | 40. passing |
| 7. decent | 24. guessing | 41. percent |
| 8. decide | 25. hissing | 42. person |
| 9. decimal | 26. hustle | 43. policeman |
| 10. dinosaur | 27. icing | 44. posse |
| 11. dissect | 28. icy | 45. possum |
| 12. episode | 29. lacy | 46. racer |
| 13. eraser | 30. lasso | 47. racing |
| 14. essay | 31. listen | 48. receipt |
| 15. facing | 32. Lucy | 49. tossing |
| 16. fantasy | 33. mason | 50. whistle |
| 17. faucet | 34. messy | |

READING LIST: FINAL S WORDS ONE SYLLABLE

- | | | |
|-----------|------------|-----------|
| 1. ace | 18. grass | 35. nurse |
| 2. base | 19. grease | 36. pace |
| 3. bless | 20. guess | 37. pass |
| 4. boss | 21. hiss | 38. piece |
| 5. bus | 22. horse | 39. place |
| 6. case | 23. house | 40. plus |
| 7. Chris | 24. ice | 41. press |
| 8. class | 25. lace | 42. price |
| 9. cross | 26. less | 43. purse |
| 10. dice | 27. loose | 44. race |
| 11. dress | 28. mess | 45. rice |
| 12. face | 29. mice | 46. this |
| 13. floss | 30. miss | 47. toss |
| 14. fuss | 31. moose | 48. twice |
| 15. gas | 32. mouse | 49. us |
| 16. geese | 33. nice | 50. yes |
| 17. goose | 34. niece | |

READING LIST: INITIAL S SENTENCES

1. **Sam** moved into the neighborhood.
2. I like to dig in the **sand**.
3. I walked on my **sore** foot all day.
4. Can we do it on **Sunday**?
5. I like **silver** jewelry.
6. Take the **saddle** to the barn.
7. I love to munch **celery**.
8. She talked **softly** in the library.
9. My **silly** dog will bark at anything.
10. Keiko **sent** me a letter.
11. He felt **sick** all week.
12. Are you a good **sailor**?
13. I enjoy hot **soup**.
14. Put a bit of **salt** on the corn.
15. We waded out to the **sandbar**.
16. Come **sit** down and talk to me.
17. Can you read the **sign** to me?
18. We will leave on **Sunday**.
19. **Soak** the pan before washing it.
20. They **served** the meal.
21. My dog ate my **sock**.
22. She loved her **second** grade teacher.
23. **Send** me a letter when you arrive.
24. It had a lovely **scent**.
25. Draw a **circle** on the paper.

READING LIST: MEDIAL S SENTENCES


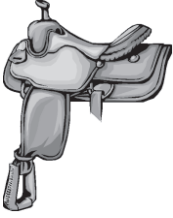






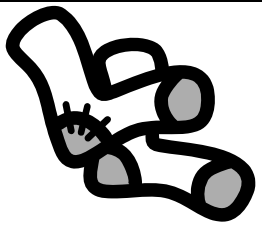
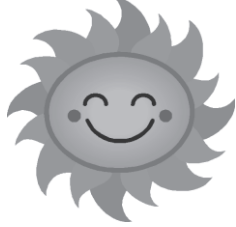
1. I keep my bike in the **basement**.
2. They were **tossing** the ball.
3. He caught a brown **grasshopper**.
4. The bird flew **gracefully**.
5. Diane cleaned her **messy** room.
6. Ray colored the **dinosaur** purple.
7. Which **lesson** did you prepare?
8. **Missy** baked an angel food cake.
9. I have a **fussy** grandma.
10. **Lucy** took the blanket from her brother.
11. The **possum** hid in the tree.
12. I will keep you **guessing**.
13. What a **hassle**!
14. Put the **icing** on the cake.
15. I love tuna noodle **casserole**.
16. He made the rabbit **disappear**.
17. The lilac bush began to **blossom**.
18. I have a **December** birthday.
19. Grandpa took him to the **baseball** game.
20. I am **chasing** the baby.
21. It will fit **nicely** into my luggage.
22. Anna will write down the **recipe**.
23. Did you get the **gasoline**?
24. Mom gave me my **medicine**.
25. **Recycle** your trash!

READING LIST: FINAL S SENTENCES

1. **Pass** me the pepper.
2. The **race** will begin at nine.
3. Her shirt had a **lace** collar.
4. My **face** turned red.
5. The pig built a brick **house**.
6. I think I heard a **mouse**.
7. **Moss** grew on the hill.
8. Her **blouse** got torn.
9. I like to eat **lettuce**.
10. I left my **purse** at home.
11. **Toss** the ball to me.
12. Lonnie drank the tomato **juice**.
13. **Cactus** can grow in a flower pot.
14. My **niece** went to college in Ohio.
15. The **bus** went into the ditch.
16. I love to play **chess**.
17. The **goose** honked loudly.
18. I hope I draw an **ace**.
19. Lori bought a new **dress**.
20. He went to the **police**.
21. We made a huge **mess**.
22. You can **trace** the picture.
23. The **nurse** gave me a pillow.
24. He rounded third **base**.
25. Of **course** you can join the team.

SPEEDY S WORDS

DIRECTIONS: Have the student name the pictures as quickly as possible for one minute. The child repeats the list as many times as needed until the SLP says "STOP". Record the number of correct responses in one minute and encourage the student to "beat the score" on subsequent trials.

		
SACK	SADDLE	SAILBOAT
		
SALAD	SANDWICH	SAW
	7	
SEAL	SEVEN	SINK
		
SOCCER	SOCKS	SUN

NAME: _____

Date					
Number of correct words					



“ENVELOPE GAMES”

A selection of games and directions is included on the following pages. These games can be adapted to target a word, phrase or sentence and are designed to elicit a large number of responses in a short time.

Instructions for Assembling the Games

- Copy the game two or more times on card stock, or copy and paste on construction paper.
- Cut the cards apart and store in a 4 X 6 manila envelope.
- The directions for each game can be cut and pasted to the front of the envelope.
- If desired, laminate the game cards and envelope to limit wear and tear.

The responses for the envelope games can be at the word, phrase or sentence level. For instance, when playing the *Sea/* game the responses can be as follows:

- WORD: “Seal”
- PHRASE: “A black seal”
- SENTENCE: “The seal can swim.”

Students also enjoy creating their own sentences, often the sillier the better!

To challenge the student at the sentence level and to provide a variety of responses, techniques from the [Expanding Expression Tool](#)* can be incorporated into the game. After selecting a card, the student can describe the object using the following format:

GROUP: A seal is an animal.
WHAT DOES IT DO: A seal can swim.
WHAT DOES IT LOOK LIKE: A seal is black.
PARTS: A seal has flippers and whiskers.
WHERE: A seal lives in the ocean.
WHAT DO I KNOW: A seal balances a ball on his nose.

*[Expanding Expression Tool](#): A Multi-sensory Approach for Improved Oral and Written Language
by Sara Smith (expandingexpression.com)

The envelope games consist of several stimulus pictures focusing on specific sounds and one "target" card which will determine the outcome of the game. The "target" card for the game may be a WINNER or a LOSER, depending on the game. For instance, the *BEAR* wants the *HONEY*, but the *BALLOON* does not want to *POP!*

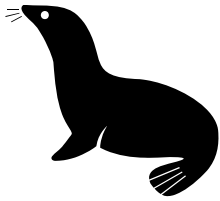
The envelope games are very versatile and can be played in many ways. The students enjoy making their own rules for each game. Here are some suggested versions:

The person who draws the "target" card:

- Loses all cards and the game is over.
- Takes all cards from other players and wins the game.
- Puts his/her cards back into the envelope (along with the "target" card) and the game continues until the end of the session. The winner is the player with the most cards.
- Gets a point for drawing the "target" card and the card is returned to the envelope. The winner is the player with the most points at the end of the session.
- Takes the cards from other players and the "target" card is returned to the envelope to be selected again. When the last card is drawn, the player with ALL of the cards wins.

The envelope games can be very effective for students at the initial stages of therapy. It has been found that while playing envelope games, children who are not stimulative for their sounds may achieve close approximations when they are repeating the same word several times. While this task may be tedious in a drill session, it can be "fun" when playing an envelope game. It has also been observed that a student working at the word level may be able to progress to the phrase or sentence level while playing an envelope game by practicing the same word throughout the session.

SWIM, SEAL, SWIM!

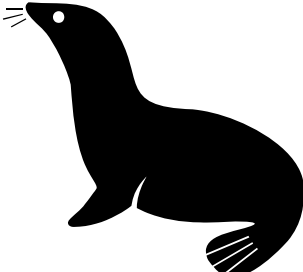
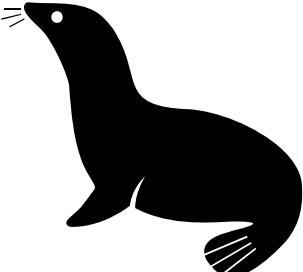
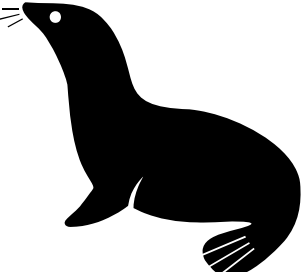
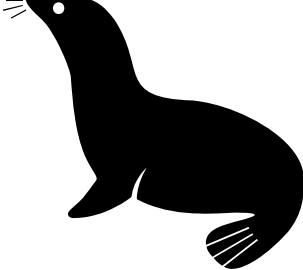
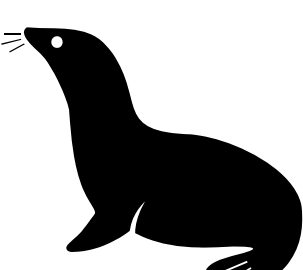
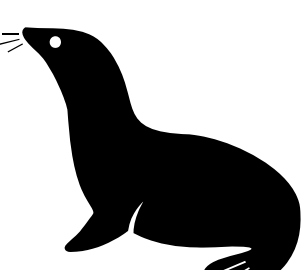
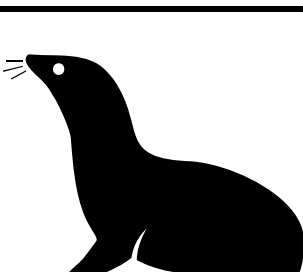
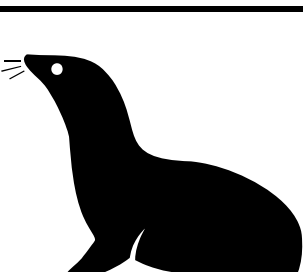
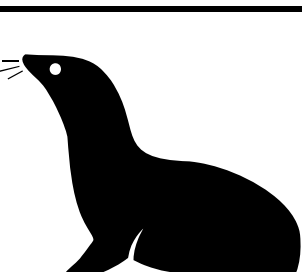
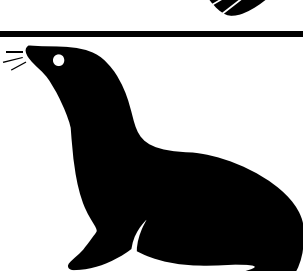
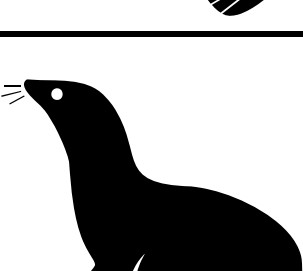
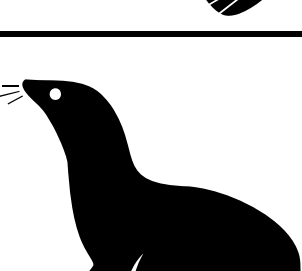


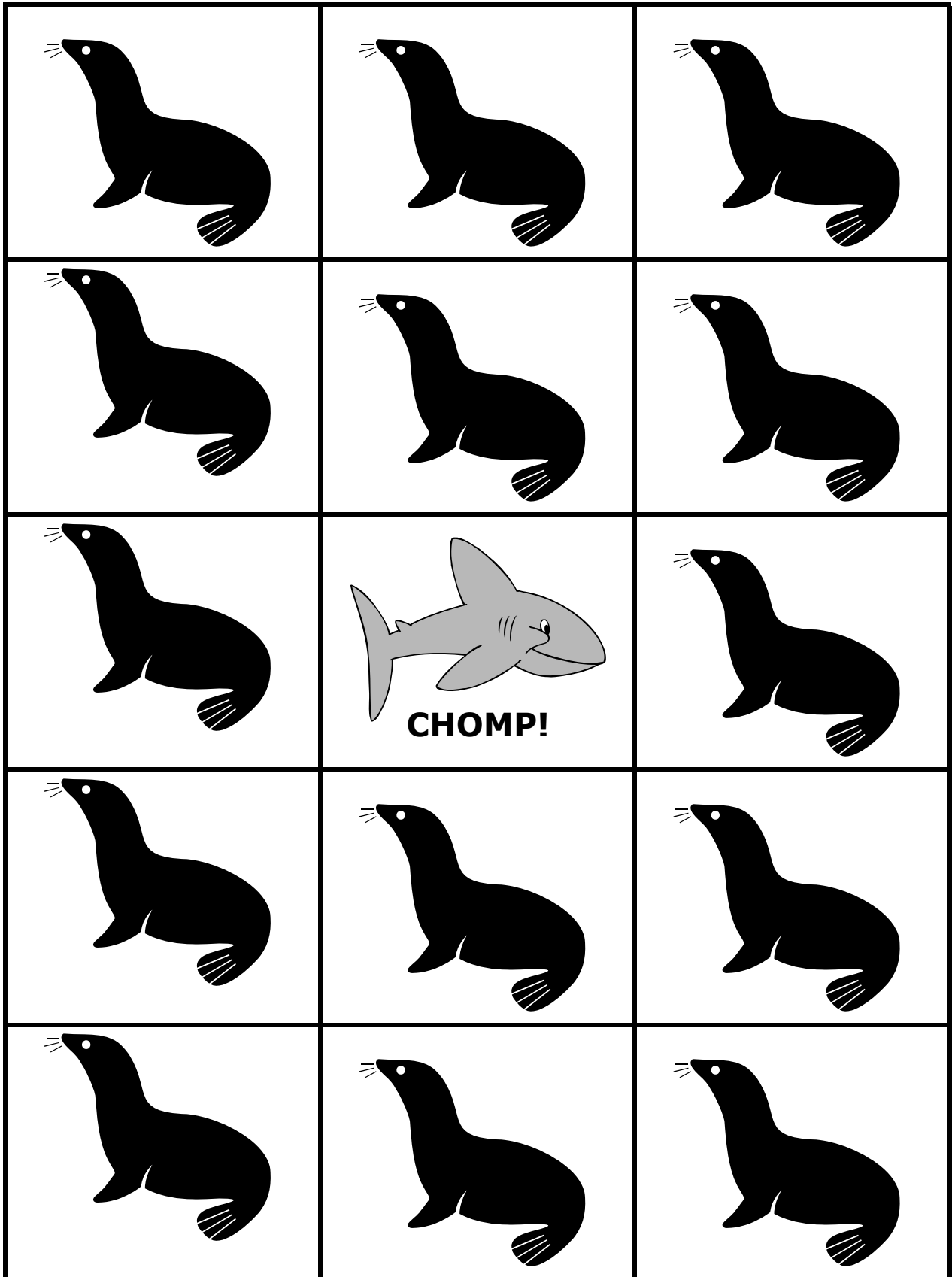
Directions: The student draws a card and describes the seal using a word, phrase or sentence. The player who draws the SHARK card loses all seals and the game is over.

Suggested responses:

- Word: "Seal"
- Phrase: "A wet seal"
- Sentence: "The seal eats fish."

INITIAL S FINAL L



DINOSAUR STOMP




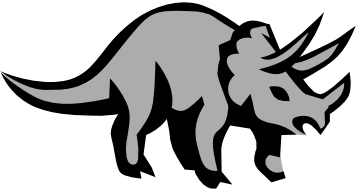
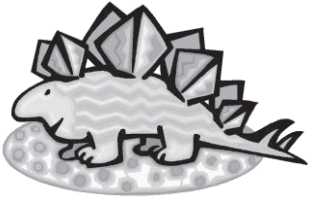
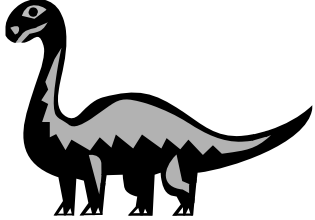
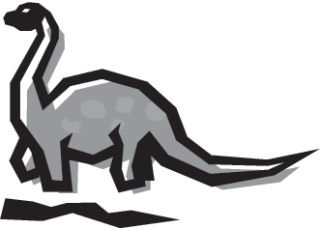

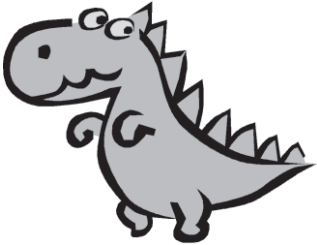





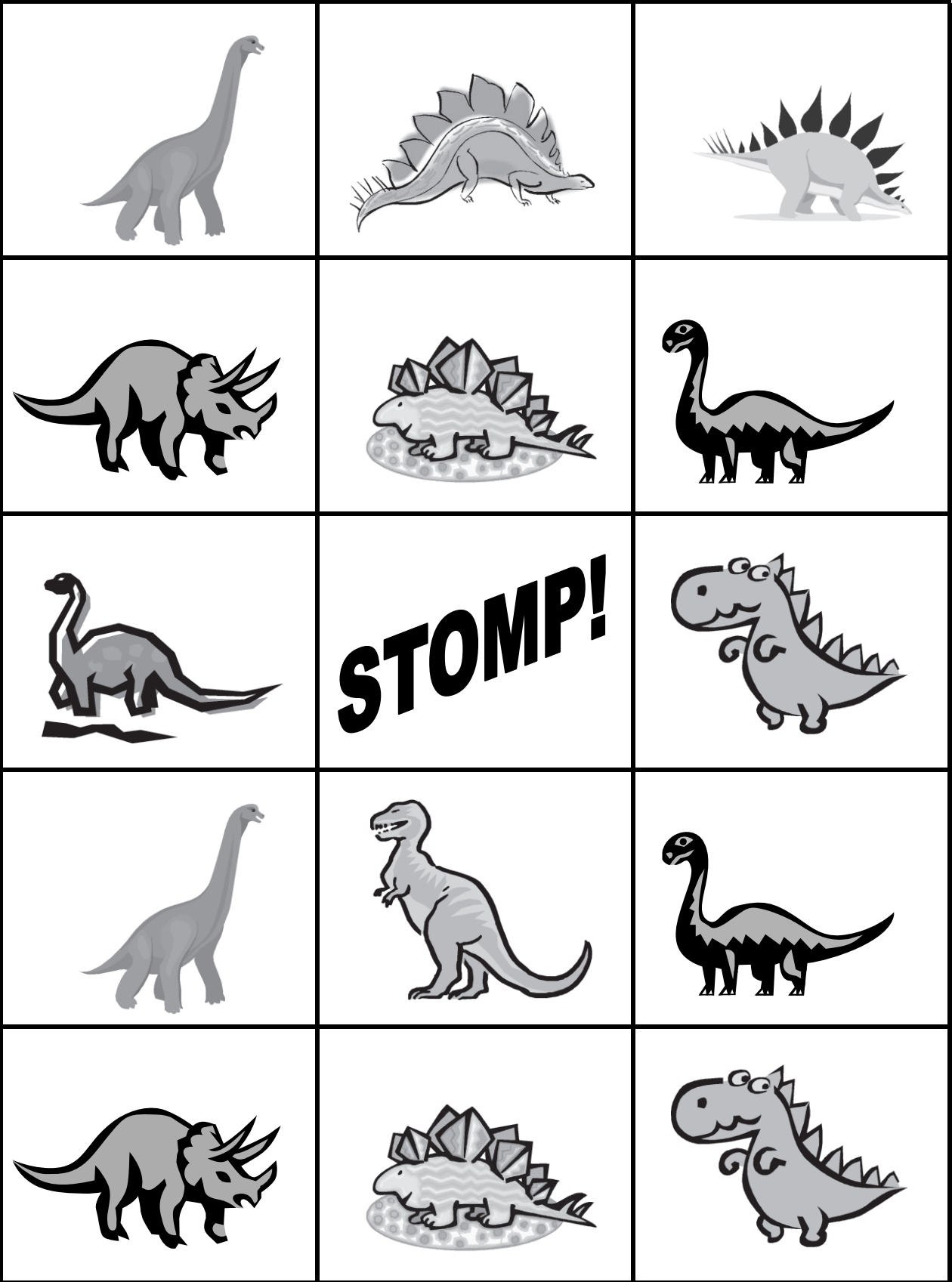
Directions: The student draws a card and describes the dinosaur using a word, phrase or sentence. The player who draws the STOMP card returns the dinosaurs to the envelope and loses the game.

Suggested responses:







- **Word:** "Dinosaur"
- **Phrase:** "A big dinosaur"
- **Sentence:** "The dinosaur will stomp me."

MEDIAL S FINAL R



SPEECH BOOKMARKS

S Initial 	S Medial 	S Final 
<p style="text-align: center;"> sad safe said sea seed send sign soon song sun </p>	<p style="text-align: center;"> babysit bicycle December episode eraser facing faucet gasoline icy messy </p>	<p style="text-align: center;"> base bus class dress face goose horse house moose nice </p>
S Initial 	S Medial 	S Final 
<p style="text-align: center;"> center sandwich saving second seven sidewalk soccer sooner sudden summer </p>	<p style="text-align: center;"> decide dinosaur disappear lesson passing person possum racing tossing whistle </p>	<p style="text-align: center;"> address birdhouse caboose fireplace necklace notice office police promise tennis </p>