

Target Skill

Increase consistent use of possessive /s/



Mini Lesson: Whose Shoes?

Time: 2-5 minutes Materials: 2-3 pairs of shoes

What To Do: Place the shoes out. Point to one pair and ask, "Whose shoes?" Pause for a response. Model or expand: "These are Jane's shoes." or "They are Jane's green shoes." Encourage child(ren) to repeat modeled language using "you try".

Listening and Spoken Language (LSL) Strategy:

Auditory Bombardment – Repeating the target form multiple times so the child hears it clearly and often.

Make It Routine

- Build into transitions (e.g. going outdoors or cleaning up)



Mini Lesson: Family Photo Talk

Time: 2-7 minutes Materials: Family photos

What To Do: Point to a person and ask, "Whose mom is this?" Pause. Model or expand: "This is Bernadette's grandma" or "Yes! Bernadette's grandma is smiling."

Listening and Spoken Language (LSL) Strategy:

Acoustic Highlighting – Emphasizing the target sound /s/ to make it easier to hear.

Make It Routine

- Incorporate into morning circle time at the start of the school year
- Incorporate photo albums into evening bedtime routine
- Display photos in classroom and home



Mini Lesson: Whose is it?

Time: 2-10 minutes Materials: Familiar items

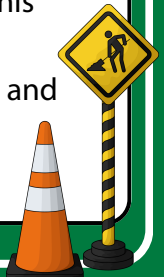
What To Do: Hold up an item and ask, "Whose is this?" Pause. Model or expand: "It is Meredith's backpack" or "Yes! This is Meredith's purple backpack."

Listening and Spoken Language (LSL) Strategy:

Recasting – Gently correcting by repeating the child's phrase correctly. Example: Child: "Meredith backpack" → Adult: "Yes, Meredith's backpack."

Make It Routine

- Embed during arrival and dismissal and daily classroom routines
- At home, work this into meal times, getting dressed, and laundry time



Target Skill

Increase consistent use of plural /s/



Mini Lesson: Dramatic Play “Store”

Time: 2-10 minutes Materials: Pretend or real food items

What To Do:

Prompt: “What do you want?” Respond: “I want two bananas.”
Switch roles. Expand: “Here are two red apples.”

Listening and Spoken Language (LSL) Strategy:

Auditory Bombardment – Repeating plural forms to increase exposure.
Example: “Two bananas....more bananas...here are bananas.”

Make It Routine

- Use during dramatic play, meal times, and cooking



Mini Lesson: Clean Up Count

Time: 5-15 minutes Materials: Toys

What To Do: Say, “Pick up 3 blocks.” Ask, “What are you picking up?”
Encourage: “3 blocks.” Expand as needed.

Listening and Spoken Language (LSL) Strategy:

Repetition with Expansion – Repeating the child’s response and adding correct grammar.

Example: Child: “3 block” → Adult: “Yes, 3 blocks.”

Make It Routine

- Use during daily clean up with consistent wording



Mini Lesson: Book Reading - Finding Plurals

Time: 5-20 minutes Materials: Picture books with repeated objects

What To Do: Pause and highlight: “Look—2 dogs!”
Expand: “I see 2 small dogs.”

Listening and Spoken Language (LSL) Strategy:

Auditory First – Presenting language through listening before adding visual support.

Example: Say “2 dogs,” then point to the picture.

Make It Routine

- Use during daily read alouds
- Reread familiar books



Target Skill

Increase consistent use of past tense /ed/



Mini Lesson: What Did You Do?

Time: 2-5 minutes Materials: None (use real experience)

What To Do: Ask, "What did you do?" after an activity. Pause. Model or expand: "You played outside" or "You jumped on the trampoline."

Listening and Spoken Language (LSL) Strategy:

Recasting – Gently correcting by repeating the child's phrase correctly.

Example: Child: "I jump" → Adult: "You jumped!"

Make It Routine

- Use after play time, outings, or daily activities



Mini Lesson: Action Replay

Time: 2-10 minutes Materials: Toys or body movements

What To Do: Do an action (e.g., jump, clap), then say, "I jumped!" Encourage the child to copy and say what they did: "I jumped." Expand as needed.

Listening and Spoken Language (LSL) Strategy:

Auditory Bombardment – Repeating the target form multiple times.

Example: "Jumped! I jumped. You jumped. We jumped!"

Make It Routine

- Use during play, movement breaks, or transitions



Mini Lesson: Book Talk - What Happened?

Time: 5-20 minutes Materials: Picture books

What To Do: After a page, ask, "What happened?" Model: "The dog jumped" or expand: "The boy opened the door."

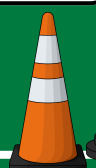
Listening and Spoken Language (LSL) Strategy:

Acoustic Highlighting – Emphasizing the /ed/ ending.

Example: "jumped," "opened" (slight emphasis on ending sound).

Make It Routine

- Use during daily read-alouds and when retelling stories.



Target Skill

Building Skills for Following Multi-Step Auditory Directions



Mini Lesson: Get Ready Routine

Time: 2-7 minutes Materials: Everyday items (shoes, backpack, coat)

What To Do: Give a 2-step direction: "Get your shoes and put them on." Pause. Support as needed. Expand to 3 steps over time.

Listening and Spoken Language (LSL) Strategy:

Chunking – Breaking directions into manageable parts to support understanding.

Example: Start with "Get your shoes... (pause)... put them on." Then combine into one direction.

Make It Routine

- Use during morning routines and transitions out the door



Mini Lesson: Toy Helper

Time: 2-10 minutes Materials: Toys or classroom items

What To Do: Give directions like, "Pick up the car and put it in the box." Pause. Increase to more steps as the child is successful.

Listening and Spoken Language (LSL) Strategy:

Auditory First – Give the direction through listening before adding gestures or visual cues.

Example: Say the full direction first, then point if needed.

Make It Routine

- Use during clean up and play time



Mini Lesson: Snack Time Directions

Time: 2-10 minutes Materials: Snack items

What To Do: Give directions: "Get your cup and sit down." or "Take a napkin and put it on the table." Pause and wait.

Listening and Spoken Language (LSL) Strategy:

Repetition – Repeating the direction to support processing and memory.

Example: "Get your cup and sit down... (pause)... get your cup and sit down."

Make It Routine

- Use daily during snack and meal times



Target Skill

Building Confidence with Listening-Only Tasks



Mini Lesson: Listen and Find

Time: 2-5 minutes Materials: Familiar objects (toys, household items)

What To Do: Hide or place items nearby. Say, "Find the car."
Pause and wait. Gradually increase complexity: "Find the small car."

Listening and Spoken Language (LSL) Strategy:

Auditory First – Present information through listening before adding visual support.

Example: Say, "Find the car," wait, then point if needed.

Make It Routine

- Use during playtime, clean up, and transitions



Mini Lesson: Listen and Do

Time: 2-7 minutes Materials: None

What To Do: Give simple directions without gestures: "Clap your hands," "Touch your head." Pause and wait. Increase complexity over time.

Listening and Spoken Language (LSL) Strategy:

Wait Time – Giving the child time to process auditory information before repeating or helping.

Example: Give the direction, then pause silently for a few seconds before repeating.

Make It Routine

- Use during play, movement breaks, and group activities



Mini Lesson: Mystery Sounds

Time: 2-10 minutes Materials: Everyday items (keys, paper, cup)

What To Do: Make a sound out of view and ask, "What do you hear?" Pause. Model or expand: "You hear keys."

Listening and Spoken Language (LSL) Strategy:

Auditory Closure – Helping the child use listening to fill in or identify information.

Example: Shake keys and say, "You hear... keys!"

Make It Routine

- Use during play, transitions, or while moving through daily routines.



Target Skill

Building Vocabulary Through Rich Language Experiences



Mini Lesson: Play and Talk

Time: 2-30 minutes Materials: Toys (blocks, dolls, cars, etc.)

What To Do: Join the child in play. Follow their lead and talk about what they are doing: "You are building," "The car is fast." Expand: "You are building a tall tower."

Listening and Spoken Language (LSL) Strategy:

Modeling + Expansion – Providing clear language models and adding detail to build vocabulary.

Example: Child: "car" → Adult: "Fast car!" → "The car is going fast."

Make It Routine

- Use during playtime and child-led activities



Mini Lesson: Talk Through the Day

Time: 2-20 minutes Materials: Everyday routines

What To Do: Narrate daily activities: "I am cutting the apple," "You are washing your hands." Expand naturally.

Listening and Spoken Language (LSL) Strategy:

Auditory Feedback Loop – The child hears language, responds, and hears it again with expansion.

Example: Adult: "Wash hands" → Child attempts → Adult: "Yes, you are washing your hands!"

Make It Routine

- Use during routines like cooking, dressing, and bath time



Mini Lesson: Add One More Word

Time: 2-10 minutes Materials: None (use any interaction)

What To Do: When the child says a word or short phrase, add one more word.

Listening and Spoken Language (LSL) Strategy:

Expansion – Building longer utterances from the child's language.

Example: Child: "dog" → Adult: "Big dog" → "The big dog is running."

Make It Routine

- Use throughout the day in conversations and play

