

SPRING IS A TIME TO GROW!

Pearl River Speech & Language

Dear Parents,

We're hoping Spring will finally arrive soon! As Spring is a time for growth, we encourage you to expand your child's vocabulary. We have been busy inside the speech room utilizing diverse strategies to continue vocabulary growth. Students learn best through themes. Below you will find some suggested themes to utilize to expose your child to new words.

From,
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Expressive Vocabulary Growth	
Age	Approximate Words in Expressive Vocabulary
12 months	2-6 words
15 months	10
18 months	50
24 months	200-300
30 months	450
3 years	1,000
4 years	1,600
5 years	2,200-2,500
6 years	2,600-7,000
12 years	50,000

Spring Themes for Vocabulary Growth	
Animals & Habitats	Prepositions - talk about where spring items are located
Opposite Words (adjectives) - Wet/ dry - Cold/ hot - Dreary/sunny - Grow/wilt	Shades of meaning - Cool/ chilly/ freezing - Sprout/ bloom/ blossom - Drizzle/ rain/ pour - Warm/hot/ scorching
Figurative Language - Idioms: raining cats and dogs, early bird catches the worm, green thumb - Similes: as bright as the sun, soft as a chick, windy as a fan	Multiple Meaning - pour - bat - spring - pitcher



Fun Tid-Bits and Tips

May 2018

- Between 6 and 8 million people in the US have some form of language impairment.
- It is estimated that communication disorders (including speech, language and hearing disorders) affect 1 in every 10 people in the United States (Children Development Institute).
- The second most common reason for special education services in public schools is speech/language impairment (ASHA, 2015).
- A language disorder can cause difficulty with comprehension, expression, vocabulary, grammar, written language and social language skills.
- Students with language impairment may exhibit difficulty sustaining attention for extended periods of time.
- Vocabulary is one of the many keys to academic success.
- Allow “wait time” for students to process information and provide them with an opportunity to respond during whole group discussions.
- By first grade, students should have developed all phonemes with the exception of /r/, /th/, /s/, and /z/. These sounds should be emerging.
- By the end of first grade, students should be able to answer “who, what, where, when and why” questions.
- Provide frequent comprehension checks while reading aloud to your child or when your child is reading independently. Ask questions that go beyond the text for a deeper level of understanding. Use visual supports when possible.
- Sometimes students have difficulty generalizing the skills they are working with in therapy to other environments. Help them to be successful by requiring them to speak in complete sentences in conversation and model correct patterns of speech when necessary.

