

---

## Developing Language and General Information Content in Teens

**Sound Production:** While completing the activities below, identify words that contain targeted speech sounds; and practice reviewing them at word and sentence levels. During conversation, challenge the student to produce targeted sounds correctly.

### Building Background Knowledge

1. Talk and explain topics that arise in your family
2. Explain new vocabulary terms that pertain to your family professions and experiences
3. Watch the news together and discuss current events from both perspectives
4. Talk about your house and what makes it work (plumbing, electrical, water, cable, internet)
5. Discuss bill paying and related terms and needs

### Shared Reading Activity:

1. Parent and student read books together
2. Write down unknown vocabulary terms. Look them up and talk about the word as related to the events in the book. Then re-read for meaning. Consider reading 1-2 chapters per night
3. Encourage your child to read a book a week online from the library. The teen should read books that interest him/her (not just the parent) and are at comprehension level. Trying to read a book that is too difficult often leads to dislike of reading for struggling students.
4. If the teen is having trouble orienting to the book, make an outline of the character relationships in the book. Make a timeline of the events in the story.
5. If the teen is a struggling reader, encourage the joy of reading through audio books and AIM-VA books (if they have access) that portray age appropriate literature with modified reading level.
6. You can access the comics online from the Washington Post.com.

### Basic Comprehension Questions

1. Parent should ask a series of literal and inference type questions about the material read. Encourage your child to explain the book or other topics of interest that arise.
2. Discuss relevant issues and how each of you feels about the events and decisions characters made or actions of relatives or neighbors that impact your community or family. It can be something as simple as why a neighbor installs a new fence to why a family member is getting a divorce. Be sure your child understands the factors that pertain.
3. Encourage your child to have an opinion that is backed up by solid reason, facts and information. When not backed by fact, encourage your child to explain why he/she feels that way. Respect your child's opinions. Explain yours.

### Language Arts Activities

1. The teen may keep a journal and write about topics, events and activities that arise during the quarantine. Encourage writing that includes opinion, issues and perspective for self and others. Then discuss what each of you thinks—allowing for personal opinion
2. Explore a topic on the internet that the family can discuss
3. The teen can make a collage (a poster of pictures representing a topic) to demonstrate what he/she is learning. It may be about a topic in the news, political stance on an issue, learning about your family's native country or a controversial topic.
4. Use formal or informal (grass cutting, chores) job experience to discuss financial calculation, book-keeping and topics related to saving and spending
5. Use the student's language arts curriculum materials to stimulate language related to the communication goals.

The answer to “What did you do this quarantine?” should never be, “Nothing.” Create activities that enrich learning. Middle and high school students routinely use their general knowledge to relate to new learning. Making associations, drawing conclusions, using partial knowledge to make educated assumptions and understanding reason are key elements to thinking and reasoning activities!

FCPS  
Communication Disorders Program