

HOW FAR CAN YOU FLY?

THINK ABOUT . . .

At some point, we've all made paper airplanes, right? Think of how fun that activity was! This time, we are going to explore different language targets that can be targeted with paper airplanes. For a simple activity, multiple vocabulary and language targets can be adjusted to meet your child's language level.



ACTIVITY

1. Prepare your activity by laying out all materials (paper) on the table. If your child can follow printed instructions, include those instructions as well.
 - a. To include **critical elements**: use different kinds of paper—plain, colored, or patterned. Instruct your child to select a specific piece of paper (“find the paper with flowers on it for your airplane”).
2. Start the process of folding the paper into an airplane. Use **sequencing vocabulary** such as *first, next, second, third, then, last, finally*. (e.g. “First, fold the paper in half”). You can take pictures of these actions for your child to describe the sequence after the activity.
3. When the airplane is formed, prepare to test out your airplane! Make a **prediction** for where your airplane will land (“I think my airplane will land/go under the table”).
 - a. **Future tense verbs**: my airplane *will*...
 - b. **Regular past tense verbs**: landed, crashed, stopped
 - c. **Irregular past tense verbs**: hit, fell, flew, spun, went
 - d. **Prepositions**: my airplane landed *under* the table; under, on top, between, next to, beside, around
 - e. **Comparatives and superlatives (-er, -est)**: “my airplane flew the *furthest*”; faster/est, farther/est, harder/est, closer/est
4. Take pictures throughout the activity so that your child can narrate the pictures using the sequencing vocabulary, verbs, prepositions, and comparatives and superlatives.

MATERIALS NEEDED:

- Paper (plain, colored, or patterned)
- Camera (optional)
- Printed pictures of the steps (optional)

POSSIBLE LANGUAGE TARGETS:

- Critical elements
- Sequencing
- Predictions and future tense verbs
- Regular & irregular past tense verbs
- Prepositions
- Comparatives and superlatives

VOCABULARY:

- | | |
|------------|----------------|
| • Airplane | • Prepositions |
| • Fast | ○ Under |
| • Fly | ○ On top |
| • Paper | ○ Around |
| • Fold | ○ Below |
| • Landed | ○ On |
| • Crashed | ○ Next to |
| | ○ Beside |

HELPFUL TIPS:

- Use **acoustic highlighting** to encourage your child to imitate the language targets that you are using
- **Level Up/Level Down**- if your child is struggling, continue to use **auditory bombardment** of vocabulary terms and focus on one target that is appropriate for your child (consistently use “tell me where your airplane went” to encourage use of “went”). If your child is using the targets accurately, encourage spontaneous use of the targets and add complexity with prepositions, comparatives and superlatives, and verbs.

Special thanks to graduate students in the Listening and Spoken Language Deaf Education graduate training program at Utah State University. These pages can be reproduced for educational purposes.

