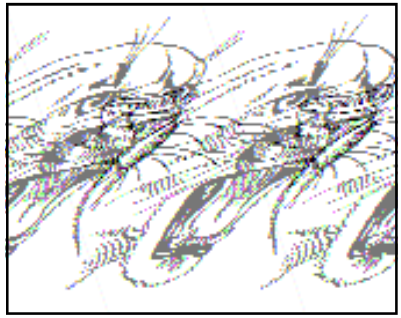




The newsletter of
Memorial Middle School
Providing quality education for all.

March 2010

Home of the Wildcats



Principal
Ms. Megan Welter

Assistant Principal
Mr. George Conant

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From the Principal's Desk

Message from Principal Welter



Dear Memorial Parents and Students,
In previous years, my March *Mirror* letter to you included details about MEA testing, which took place throughout the month of March. Because students are now assessed through the New England Common Assessment Program, which is administered in the fall, March is shaping up slightly less hectic than in years past. Even without the MEAs, March is a busy time! Our Spring Parent/Teacher Conferences will be held on March 18 and March 25. Our instrumental music students will perform in their spring band concert on March 16 and our choral students will perform on Tuesday, March 30. With all of these activities, we look forward to seeing you all at these events.

In February, our students and staff worked together to raise money and supplies for the victims of the devastating earthquake in Haiti. These activities included the annual REACH Talent Show, which involved more students than in previous years. We also had one of our biggest audiences ever! Audiences were treated to twenty acts, with the spotlight switching back and forth between two stages. Our Haiti Relief efforts wound up with an all-school assembly that featured – per the students’ choice - Mrs. Chasse, Ms. Perrino and Mr. Hughes kissing a pig! All in all, staff and students raised more than \$2,000 – Thank you for all of your generosity!

February ended and March began with the School Budget workshops. The Board wrestled with a number of very difficult decisions that needed to be made in order to close the \$2.6 million shortfall.

Continued on page 3

Message from Assistant Principal Conant,

SCHOOL CULTURE:

Memorial Middle School continues to help students reflect on ways they interact with one another. The Culture Club, Multi-Cultural Club, and Civil Rights Team are working with students to assist in developing skills to enhance their ability to be positive members of our school community. On March 24th, the Wellness Committee is sponsoring a “Wellness Day” which will include a variety of activities for the students. The Civil Rights’ Team will be sponsoring a day in April/May, “You Can’t Take It Back”, which will focus on ways to identify and address bullying at Memorial.

EIGHTH GRADE SOCIAL:

Planning for this year’s social has begun. We will keep you updated as details are finalized. It will be held on June 12th from 7:00 – 9:30 PM

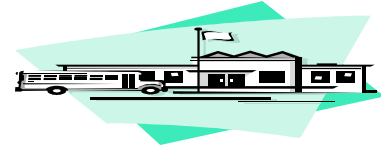
For Your Information

in the high school cafeteria.

If you have any questions, feel free to contact George Conant at 773-5629 or by email at conantge@spsd.org

ATTENDANCE:

Just a reminder that school starts at 7:55 everyday. Students that arrive after this are tardy. After 2 unexcused tardies students will be issued an office detention. If your student(s) is going to be absent from school, please call the attendance secretary before 8:00 AM to confirm the absence. If we don't receive a call we will call to check on the student's whereabouts. After 7 unexcused absences for 6th graders and 10 for 7th and 8th graders, a student is considered truant. This means that parents need to provide written medical excuses for all future absences. There is a late bus that leaves Memorial at 3:40 everyday.



Parent Forum

Monday, March 15
at 6:30 PM in the Mahoney café

Please join us at Mahoney to meet folks in our community and learn about new activities that your child can join in on during the summer months. Some groups that will provide information will be: The South Portland Community Center, The South Portland Land Trust, Ripple Effect, Day One, The Middle School Transition Academy, Music Camps, Tutoring options, School sponsored Summer Sports, SMCC Summer Camps, Student Bus Pass, and more!

Next Dance
Friday,
March 12
6:30-8:30 pm
\$6



MEMORIAL MIDDLE SCHOOL
120 Wescott Road
South Portland, Maine 04106



Telephone number : 773-5629
Attendance messages: (x400)

Fax : 772-4597

TDDY: 775 -4284
Office Hours: 7:30 A.M. - 3:00 P.M.

Administrative Office

Megan Welter, Principal (x 405)
George Conant , Assistant Principal (x 406)
Lisa Ranger, Office Manager (x 401)
Janet Flynn, Office Clerk (x 400)

Special Services

Sue Comyns, School Nurse (x408)
Teresa Donovan, Social Worker (x 409)
Ben Tierney Trevor, Social Worker (x456)

Guidance

Brittany Sampson, Guidance Counselor (x 412)
Anthony Mastreani, Guidance Counselor (x 413)
Raye-Lin Merry, Guidance Secretary (x 411)

Sherry Dolloff, Librarian (x430)
Kay Mallory, Library Clerk (x430)

For Your Information

Continued from Welter pg 1

This shortfall resulted from a combination of factors: declining State revenues that resulted in reduced general purpose aid to South Portland, and the direction from the City Council that there be a 0% increase on the tax base. The Board's decisions were also complicated by the need to define how the last year of the Federal "stimulus money," also called "ARRA funds," would be spent. The concern about with using all \$1.9 million of this stimulus money is that when the money is no longer available, in October of 2011, we will face a sudden drop in available funding.

Although the process was arduous, on one of the last nights of the Budget Workshops, we received good news from two sources. We learned that the increase on insurance rates for the 2010-2011 school year will be only 2%, rather than the 10% originally expected. Then the State restored some of the money cut from our general purpose aid. Together, these represented nearly \$1.2 million in revenue.

With that additional \$1.2 million, and by eliminating a number of positions, the Board was able to assemble a budget. However, because a portion of the money that was used in this budget cycle came from "stimulus funds," which will not be available in the next budget, we can expect difficult decisions again next year.

One of the possibilities considered this year was the proposal to merge Mahoney and Memorial Middle Schools. The idea of consolidating the two middle schools is not a new one. Funding from the State is based on the Essential Programs and Services model, which has been used for the past 4 years. Because South Portland has two relatively small middle schools, we continue to appear to be over-staffed in a number of areas at the middle level.

As a result, we have faced difficult decisions about programming. During the School Board Budget Workshops, Ms. Germani, the Principal at Mahoney, and I presented the rationale behind the proposal to merge the middle schools. By moving students into one school, we believed that we would be able to offer more of the programs and services that are fundamental to a model middle school.

We are aware that the news of budget cuts and consolidation was unsettling and frightening to our community. We have worked together as a staff to address our students' questions and concerns as they have arisen. The staff members at Memorial recognize that, while we may feel worried about what the budget could mean for us, personally, our students must be reassured. If your child has questions or seems concerned about this process, please encourage him/her to talk with me or with another staff member at Memorial. We will do all we can to answer questions and to reassure. If your child has questions or seems concerned about this process, please encourage him/her to talk meet with me or with another staff member at Memorial. We will do all we can to answer questions and to reassure.

The budget process is a long one. The School Board will vote on the adoption of the budget on March 8 during its regularly scheduled School Board meeting. There will be a joint City Council & School Board Workshop on April 5. The City Council will vote on the budget on April 26, and the citizens of South Portland will vote on the budget on May 6, 2010. Thank you to the parents and citizens who have been involved in the process up to this point. We encourage your continued involvement as the school budget goes forward in the coming months.

Although the budget discussions can feel like they overshadow other events, we are determined to make sure that they do not. There are many, many wonderful events and activities that are happening at Memorial. In the last two months, the staff at Memorial has adopted the Memorial Pride cards. When staff members observe a student going out of the way to do something kind for someone else, they recognize this by presenting the student with a Pride Card. Students put the cards in a box in the office for a weekly drawing. Students who have their names drawn are called to the office where they choose a prize from the Pride Box.

In addition to using the Memorial Pride Cards, teachers have been identifying "Star Students" of the month. Each team has identified the qualities of a Star Student. The students' pictures will be taken and posted on the board outside of the Main Office. Watch for Star Student features in upcoming Monday's Principal's Notes.

Megan Welter

**Monday, April 26, 2010
NO SCHOOL
for students**

Workshop day for teachers



Nurse News

If your son or daughter received **Seasonal Flu Vaccine(s)** or **H1N1 Flu Vaccines** at school, copies of **proof of vaccination** for **your records** and **your child's Health Care Provider** are ready in your child's school.

You may pick up your copies when you are at school.

To: Parents & Guardians
Re: Documentation of Vaccination (Seasonal Flu and/or H1N1 Flu) for your child

Note: Attached please find two copies documenting your permission and date of vaccination(s).

One Copy is for YOUR records

One Copy is for you to deliver to your child's Health Care Provider

For more South Portland Schools information, visit the district website at www.spsd.org.

Seize the ZZZZZ's

By Mrs. Akeley

Ask students at Memorial Middle School what the health teacher (that's me) nags them about most and I bet they will say sleep. I used to check in with them most about their breakfast-eating habits, but in the last couple of years sleep has become the focus. Maybe it's because tiredness is more easily observed than hunger. Maybe it's due to frequently reading articles in newspapers and magazines about sleep-deprived teens. Whatever the reason, when I started to research the importance of sleep for adolescents, I got more than I bargained for. Lack of sleep could explain many of the challenges with which so many young people struggle. I will share a bit of what I have learned here, but I encourage you to learn more.

Many students stay up very late at night. Turns out it's not from a need to rebel or due to procrastination in getting homework finished. Studies show that during the teen years, the body's internal biological clock is temporarily reset, telling a person to sleep later and wake up later.

The sleep hormone *melatonin* is produced later at night for teens than it is for kids and adults. That helps explain the late bed-times and frustrating insomnia that a lot of teens experience. Ideally middle school and high school students should be getting

9.25 hours of sleep each night, but only 15% get 8.5 hours or more. The consequences of sleep deprivation are many. Here are a few:

- Limits ability to learn, listen, concentrate, remember, and solve problems.
- Leads to a sad or depressed mood, which can lead to further lack of sleep.
- Leads to eating too much, causing weight gain.
- Increases the use of caffeine and nicotine.
- Affects judgment and impulse control, leading to behavior problems.
- Leads to sleeping late on weekends, creating a jet lag effect on Monday.
- Leads to a decrease in physical activity.

You can't change biology, but there are many ways to improve sleep, among them:

- Exposure to bright light in the morning, signaling the body to wake up.
- No caffeine after mid-afternoon; no food, drink or exercise within a few hours of bed time.
- No difficult homework or technology use right before bed time; both can cause the brain to enter the "overdrive zone". It takes awhile to unwind.
- Relax before bed time...take a bath or shower, read, listen to music.
- Keep the bedroom cool and dark and clutter free.
- Get more physical activity during the day and early evening.
- Take an afternoon nap, but no more than twenty or thirty minutes.

The good thing about this health issue is that whatever efforts are made to improve sleep are immediately rewarded by feeling better. And let's face it, adolescents are not the only ones who could use more sleep. Think any of these things work? There's only one way to find out!

From the Classroom

Grade 8 News

By Wendy Mann

Language Arts

Students continue to work on Wordly Wise to develop their vocabulary as well as language usage. All of the 8th grade students have started to read the American classic "To Kill a Mockingbird". Each class will be focusing on comprehension, symbolism and many other aspects of this novel.

In Social Studies, the students are learning about the causes and results of WWI. We are reviewing Geography skills while we discuss this topic and making connections to other areas we have learned about this year, as well as making connections to our world today.

In math, we are currently working on a unit called Thinking with Mathematical Models. It deals with linear and inverse variation. We have been working with graphs, tables, and equations to find the slope and the y intercept.

In math 1, we are covering a unit on exponential growth and decay and exploring all of the rules of working with exponents. We will be having a test on this unit next week and our next unit will be on geometry.

In Science, students are learning about density. Currently, we are discussing relevant scenarios that relate density to real life. Students have been able to make many connections to the topic since it is relevant to their own daily lives. Each student will complete a density project that explores how density affects our lives. Our next unit will be the Periodic Table of Elements.

JOB SHADOW For Grade 8

By Molly Aldrich, Director of Volunteer Services

The 2010, Memorial Middle School Job Shadow Day was a great success. The success of it was due, in large part, to the students who participated. I have received several emails and lots of evaluation forms from the site hosts, and they have all been overwhelmingly positive.

I want to express my appreciation to all the participating students for your enthusiasm and great attitudes. The hosts were very impressed with questions asked and the interest shown by the students at their sites.

As we mentioned, the continuation of the Job Shadow program depends on its successful outcome. You have helped assure that the program will continue for future eighth graders.

Thank you,

YEARBOOKS

2010 Yearbooks will be sold during the month of April in the Memorial main office for \$30. Full payment is required to reserved your copy, to be delivered in June.

Dates to Remember continued ;

Friday, April 16, 2010

April 19-23, 2010

Monday, April 26, 2010

Tuesday, April 27, 2010

Wednesday, May 5, 2010

No School—Vacation starts

School vacation

**No School for student—Workshop Day
for teachers**

Students return to school

Early Release 11:45 a.m. dismal

FROM THE CLASSROOM

7th Grade News

By Lisa Meyer

Ms. Meyer's & Mrs. Hasson's Math classes are finishing up their current book called Stretching and Shrinking. Students have learned how to create, identify, and compare the attributes of shapes that are similar and congruent using scale factors and ratios. They have also learned the concepts of how to enlarge or reduce an object. We then took a look at how this concept is applied to real life situations by using computer graphics. In the final activity, students will learn about how to indirectly measure the height of an object using either the sun (if it ever comes out) and mirrors by applying what they have learned about congruency and similarity of polygons.

Ms. Meyer's Science class is exploring how energy flows within an ecosystem and the importance of the chemical reactions that occur during photosynthesis and cellular respiration. Don't think rap songs are educational? Then check out this song about photosynthesis, but watch out, it's a catchy tune and you too could be singing the photosynthesis lyrics along with your child!
<http://www.youtube.com/watch?v=Wi60tQa8jfE>

Seventh grade Social Studies classes of Mr. Mathews and Mrs. Hasson just finished up a great unit on the causes of the American Revolution. Students are

continuing to learn about the topic by completing a research project on a Revolutionary War Battle. We will end that unit with a viewing of "The Crossing" a movie based on the novel by Howard Fast that documents the battle of Trenton. After that, it is on to study the workings of the government by getting to know our Constitution.

In Mr. Battagliese's science classes students are concluding the Human Body Unit with an out-of-class assessment that focuses on the form, function and relationships of organs from different body systems. During class students are learning the foundational information about ecosystems. Students will need this base knowledge in preparation of a marine animal tracking project.

In Mr. LaRose's Language Arts classes students are engaged in literature circles. In these small groups, they are writing responses to deep thinking questions that will stretch their higher level thinking skills. Every few classes the groups meet to discuss their ideas. Students are also working hard to improve their vocabulary base as they learn new words. They are studying the words through Quizlet.com. At the completion of this round of literature circles, students will write a five paragraph essay on, "What a True Hero Is".

Band News

By Jean Quinn

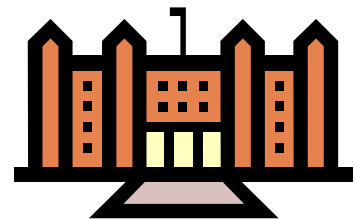
Congratulations to the Memorial Performance Jazz Band for receiving a "1" rating at the District Jazz Festival on March 4, 2010. The Band will be competing at the State Jazz Festival on March 20th at the Nokomis High School.

Next Band Concert will be Tuesday, March 16, 2010 at 7:00 p.m. in the SPSHS Auditorium .

Concert attire is black bottoms and white tops

CONGRATULATIONS to the 2010 Annual Talent Show winners

1st place– Hannah Skeffington
2nd place - Bon Kabango, Gatouch Pan
3rd place - The Good & Plenty Band - Alex Quinn, Cole Lemelin, Vincent Amoroso, Hannsh Skeffington, Lauren Magnuson, Lily SanGiovanni



Coming prepared to school helps to make students feel more confident.

FROM THE CLASSROOM

6th Grade News

By Brenda Laliberte

Our teams are busy working on our integrated unit dealing with "Planet Earth". Our essential theme is "Care of the environment leads to healthy habitats." We are fortunate to have Peter Zach, a representative from MEEP, helping us with our curriculum. He will be here for three days in March to run two labs and a Global Energy Game. One lab will deal with electricity, and the second lab will deal with wind power. As part of the integrated our, Language Arts classes will be reading *Flush*, a novel by Carl Hiaasen. In science, we have covered the Hydrologic Cycle, the atmosphere, Natural Disasters and renewable and non-renewable energies. In math, we are working on probability and using math to calculate the cost of using the energies we presently use in our home. In Social Studies, our students are discussing ancient civilizations and how they created structures for working together to build communities that would use the natural resources of an area to support the citizens.

It is with pleasure that we announce our sixth grade will be going on a whale watch in June. This trip will be incorporated into our integrated marine studies learning unit based on "The Voyage of the Mimi". It will be a daylong adventure. The buses will be leaving Memorial Middle School at 7:30 a.m.

and return at approximately 5 p.m. that evening. Parents may join us at a cost to be announced. We will announce the cost of the whale watch for parents, and students after our class dance. Our date isn't finalized at this moment. Parents can expect a permission and sign up sheet the first week of May. Many thanks for your support.

ELL /Culture Club

By Mrs. Perry & Mss White

In response to the devastating earthquake that hit Haiti, the teachers of English Language Learners (ELL) and the Culture Club, led by teachers Ms. White and Michelle Perry, have been focusing on ways to raise money to support relief efforts in the crippled nation.

To kick off fundraising efforts students attended an assembly about life in Haiti before and after the earthquake. White shared pictures and stories about her work at a Haitian hospital in Port-au-Prince during the December vacation, just a week prior to the quake. Students were moved by the images, and compelled to raise money for the broken nation. On Thursday, February 11, Memorial Middle School held a "Kiss a Pig," assembly to culminate a fundraising effort to benefit the Heifer Foundation, Haiti. Students enthusiastically participated in the event with votes costing

.50 each or 3 for \$1.00 to go towards the staff member of their choice. 8th grade LA/SS teacher, Julie Chasse, accrued the most votes and had to kiss a live pig at the school wide assembly. Ken Beaudoin of Midnight Meadow Farm in Saco generously donated the use of one of his pigs for the occasion.

Other fundraising efforts have included "Hat Days," where students and staff paid \$1.00 for the privilege of wearing a hat to school, bake sales, and drama/talent show donations. Total funds currently raised by Memorial total over \$2,600.00.

ELL and Culture Club students have also been partnering with Skillin ELL students as book buddies, reading to the younger students about once a month.

We are excited about planning for our second annual Multicultural Festival that will take place on April 15. The festival is held on a 1/2 of school and in lieu of classes, students will attend 30 minute sessions making food, participating in dance, sports and learning about the culture of various countries around the world, many represented by our student population. ELL and Culture Club students also have the opportunity to teach groups of their peers about their home country or a country in which they feel a connection. Any parents interested in being involved are encouraged to contact Mrs. Perry or Ms. White. More information coming soon!



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March 2010

Memorial Middle School
South Portland School Department
120 Wescott Road
South Portland, Maine 04106

Memorial Middle School *Dates to Remember*



CALENDAR OF EVENTS

Friday, March 12, 2010	Dance—6:30-8:30 p.m. \$6
Monday, March 15, 2010	Parent Forum meeting in Mahoney café
Tuesday, March 16, 2010	Band Concert @ SPHS 7 p.m.
Thursday, March 18, 2010	Parent Teacher Conferences 2:30-8 p.m.
Tuesday, March 23, 2010	Chorus rehearsal @ SPHS 9 a.m. -12
Wednesday, March 24, 2010	Early Release 11:45 a.m. dismissal—Wellness day Activities
Thursday, March 25, 2010	Parent Teacher Conferences 2:30-7:30 p.m.
Tuesday, March 30, 2010	Chorus Concert @SPHS 7 p.m.
Friday, April 2, 2010	3Rd Quarter Ends
Tuesday, April 6, 2010	Jazzapalooza @ 7 p.m. @ SPHS
Thursday, April 8, 2010	Spring Picture Day
April 9 & 10, 2010	Grade 8 REACH Urban Adventure
Thursday, April 15, 2010	Early Release 11:45 a.m. - Vacation starts

Stuck for words?

WORD RETRIEVAL ACTIVITIES FOR CHILDREN

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What is a word-retrieval problem?

In simple terms the expressions “word retrieval problem” or “word finding difficulty” imply that the person knows and understands the word, and has used it correctly before. However, they have difficulty retrieving such known words at times. Children and adults *with language disorders* are frequently found to have word retrieval difficulties. Often when a person (child or adult) is having difficulty retrieving a word they will have the sense that it is “on the tip of their tongue”: a state of affairs familiar to all of us; at other times they seem simply to “go blank”.

About the activities

- * These activities are intended for *children*.
- * Not all of the activities will suit all children - so be selective.
- * Put the emphasis on listening, thinking and speaking.
- * The activities are aimed at having the child retrieve known words - not at extending the vocabulary by teaching new words.
- * If possible, use a minimum of visual cues at first. If the word to be “retrieved” does not come easily for the child, provide an auditory cue (e.g., say the first sound or syllable of the word) or a verbal clue (e.g., “it rhymes with...”).
- * If auditory cues are not working provide more scaffolding with written sounds or words, and pictures.
- * Give the child time to think, but don’t leave it so long that they are struggling to find the word. Rather than letting them persist unsuccessfully, *tell* them the answer, and go on with the next few items. Then ask them the one that was difficult again.
- * Aim for a high success-rate to encourage motivation and confidence.
- * Adapt the tasks to suit the (developmental) age of the person.

Talk about words and word-meanings

As natural opportunities arise talk about such topics as “Why is Big Bird called Big Bird?” Talk about people being named after other people. Talk about why certain names might have been chosen for pets and TV characters (Cookie Monster, Rugrats, Inspector Gadget, Uncle Scrooge, The Fat Controller, etc). Try to work these conversations in around topics of genuine interest to the child.

Read, read, read, and read!

Here are some suggestions:

Just about every book in the "Beginner Books"/Dr Seuss series, including “I’ll Teach my Dog 100 Words” and “Hop on Pop”.

Books about rhymes.

Books about opposites.

Books about word classification (i.e., semantic classes): e.g., vehicles, tools, occupations, etc, involving knowing the names of objects or entities within a class.

Books about animals and their young, involving knowing the precise names for animals’ offspring (e.g. horses have foals, cows have calves, etc), and the correct names for some common animals according to gender (horse: mare, stallion. filly, colt).

Books about names.

Books that contain high repetition of the same word.

Books that rhyme e.g. *The Diggingest Dog*, *One Duck Stuck*

Books that tell a story e.g. *The Cat in the Hat*, *Robert the Rose Horse*

Books that contain silly rhymes*, for example "There's a Wocket in my Pocket" by Dr Seuss. It includes

silliness as:

"Did you
ever have the feeling
there's a WASKET
in your BASKET?
...Or a NUREAU
in your BUREAU?
...Or a WOSET in your CLOSET?

Sometimes
I feel quite CERTAIN
there's a JERTAIN
in the CURTAIN..."

*Don't read this sort of thing if it irritates you or your child. It's not to everyone's taste!

Play impromptu word-games

Games involving transforming one part of speech to another are particularly helpful, e.g.:

Today I am riding, yesterday I ... (rode)
Today I am driving, yesterday I ... (drove)
Today I am sleeping, yesterday I ... (slept)
Yesterday I rode, tomorrow I will ... (ride)

Incorporate cloze-tasks into story-reading

When you read stories, recite rhymes or sing songs, include "obvious" sentence completion routines, e.g. 'Little Jack Horner sat in a ...' (corner); 'Baa baa black sheep, have you any...' (wool).

Read riddle books and tell jokes

Choose knock-knock jokes, riddles, etc that rely upon accurate word-retrieval to make them funny. Make up silly words for familiar rhymes, e.g.: "Baa baa black sheep have you any... spaghetti?" "Humpty Dumpty had a great... grandmother".

Play word-classification games

These games might include ones such as: "See how many boys' names you can think of in one minute. Time yourself while you do it". Other categories that might be fun or interesting include:

tools games drinks movies tools games drinks movies toys animals vegetables makes of car
sports clothes flowers colours

Play "name the category"

This can be done like a cloze task, for example, "red, blue, green, orange and pink are all ..."; "lions, tigers, monkeys and elephants are all ..."

Play "pick the word that does not belong"

For example, "Which one is the odd one out: cat dog tree mouse"

Play "which two words go together?"

For example: "watch pig nail clock"

Play sentence completion ("cloze") games

For example: "A house is a place to live. An office is a place to ..." "A nursery is a place to buy plants. A Post Office is a place to buy ..."

Play games involving synonyms

For instance, "Can you think of another word that means big?" "Can you tell me another word for smart?"

Play word-association games

For example: "pilot goes with..."(plane), "cab goes with..."(driver), "ship goes with..."(sailor)

Devise simple games involving similarities

For example, "What is the same about a sheep and a cow?" "A train and a plane are both..."

Play games involving antonyms

Do this as a sentence completion (cloze) activity (e.g., "The opposite of hot is ...") or use a question-and-answer format (e.g., "What is the opposite of hot?"), or as a confrontation naming task using pictures in which the child has to name "opposites pictures" as rapidly as they can (e.g., hot cold, wet dry, big little, fast slow, deep shallow, apart together).

You can have a lot of fun doing this at sentence level:

Adult: I live in a little house.

Child: I live in a big house.

Adult: I love cauliflower.

Child: I hate cauliflower.

Adult: I broke the ladder.

Child: I mended the ladder.

Adult: My car is old.

Child: My car is new.

Play word games involving differences

For example, "What is different about a bird and a plane? They can both fly, but they are different because ..."

Play "What comes next?"

For example:

Monday Tuesday Wednesday ...

Summer Autumn Winter ...1 2 3 ...

First second third ...

Laa-Laa, Tinky-Winky, Dipsy, and...

Twinkle, twinkle little ...

Bowen, C. (1998). Stuck for words? Word retrieval activities for children. Retrieved from <http://www.speech-language-therapy.com/wordretrieval.html> on 2/23/10.

