

Week 1 · Word Web

Slow Summer Start - Backyard & Neighborhood · For Late Talkers AND Early Readers

This week's language + literacy resource

Two sections - one document. Use whichever fits your child right now, or both!

SECTION 1

Words to Model - Late Talkers + AAC Users

Model these words during your slow morning routine - say them naturally as the action happens. No need to ask your child to repeat. Just say it, pause, and wait.

Core / Action Words

"go" when heading outside	"stop" at the end of the path	"more" more berries, more sun, more time
"all done" end of snack, end of walk	"open" gate, door, snack bag	"out" going outside
"in" coming back in	"up" climbing, picking up	"down" sitting down, putting something down
"look" pointing at something	"help" when something is hard	"again" do it one more time

Describing Words

"hot" sun, pavement, food	"cold" water, shade, breeze	"wet" grass, puddle, hands
"dry" dirt, towel	"soft" grass, leaves	"bumpy" sidewalk, bark
"loud" birds, cars, lawnmower	"quiet" early morning	"big" tree, cloud, puddle
"tiny" bug, seed, ant	"fast" running, car	"slow" snail, walking together

People & Places

"porch / yard" your outdoor space	"sidewalk" for walking	"mailbox" check it together
"neighbor" wave hello	"grass" feel it underfoot	"puddle" jump or avoid!
"shadow" find your own	"fence" boundary of the yard	"sun" it's sunny today
"shade" let's find some shade	"bird" listen, look up	"bug" under the leaf

Feelings + Sensory

"tired" yawning, slow body	"happy" smiling outside	"calm" slow morning, quiet yard
"itchy" bug bite, grass	"sticky" juice, sap, humidity	"cozy" blanket, morning warmth
"yummy" breakfast outside	"uh-oh" something spilled	"ouch" scraped knee, too hot
"yay!" something exciting	"ready" shoes on, let's go!	"done" finished eating

How to use (late talkers + AAC)

1. Pick 3–5 words per morning - don't try to use all of them.
2. Say the word AS the action happens: "open!" as you open the door.
3. Pause 5–8 seconds after modeling. Let any response count - a sound, gesture, look, or AAC tap.
4. For AAC users: point to or activate words on the device as you say them aloud (aided language input).
5. Repetition across the week is more powerful than variety - same words, different moments.

These games build phonological awareness - the #1 predictor of reading success. All happen during your slow morning routine. No setup required.

1. Rhyme Pairs ■

Say a word from your morning and find what rhymes with it. "What rhymes with WET? Let, net, set, pet, jet!" Any silly answer counts.

WET set · net · pet · jet · let · get	SUN fun · run · bun · done · one · gun
WALK talk · chalk · stalk · squawk	BIRD word · heard · third · blurred
GRASS class · pass · glass · mass	HOT pot · dot · got · lot · not · spot
BIG dig · fig · pig · twig · wig	MAIL tail · sail · rail · bail · nail · whale
SNACK back · pack · track · black · crack	DOOR floor · more · store · roar · pour
SHADE made · paid · blade · grade · played	BUG mug · rug · hug · tug · plug

2. Syllable Clapping ■

Clap the syllables in words from your morning. "How many claps in MAIL-BOX? 2! How many in NEIGH-BOR-HOOD? 3!"

1 clap	porch · yard · sun · grass · bird · door · walk · snack · mail · bug
2 claps	mail-box · side-walk · morn-ing · shad-ow · pud-dle · neigh-bor · out-side · sun-shine
3 claps	neigh-bor-hood · but-ter-fly · si-de-walk · choc-o-late · um-brel-la · ba-na-na
4 claps	wa-ter-mel-on · cat-er-pill-ar · al-li-ga-tor

3. Initial Sound Sort ■

"What sound does PORCH start with? /p/! Can you find something else outside that starts with /p/?" Point to things around you.

/p/	porch · puddle · path · plant · pot · purple · pebble
/s/	sun · sidewalk · shade · shadow · snack · soft · soil
/g/	grass · garden · gate · ground · green · grow
/b/	bird · bug · branch · bark · backyard · breeze · bright

/m/	mailbox · morning · mud · moss · mow · misty
/w/	walk · wet · warm · water · wind · worm · wide

4. Sound Blending (ages 6–7) ■

Say the sounds slowly - can your child blend them into a word? "What word is /s/.../u/.../n/?" → SUN! "What about /b/.../u/.../g/?" → BUG!

/s/ + /u/ + /n/	→ SUN	/b/ + /u/ + /g/	→ BUG
/w/ + /e/ + /t/	→ WET	/h/ + /o/ + /t/	→ HOT
/g/ + /o/	→ GO	/i/ + /n/	→ IN
/d/ + /oo/ + /r/	→ DOOR	/b/ + /ir/ + /d/	→ BIRD
/p/ + /a/ + /th/	→ PATH	/sh/ + /a/ + /d/	→ SHADE

How to use (early readers)

1. Pick ONE game per morning - don't do all four. Rotate through the week.
2. Keep it playful - if your child is frustrated, stop and try again tomorrow.
3. Silly answers are great. Rhyming 'bug' with 'mug' is just as valuable as a real word.
4. For 4-5 year olds: start with rhymes and syllable clapping only.
5. For 6-7 year olds: add initial sounds and blending once rhymes feel easy.
6. These work in the car, at the table, on a walk - no materials needed.