

Pragmatic (Social) Language Adaptations to Typical Classroom Routines

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1. Upon ARRIVAL, encourage kids to greet adults and peers.
2. At FREE PLAY, reinforce children playing, sharing, helping, and talking to each other. Dividing the room into centers/designated areas and breaking children into small groups can help facilitate this.
3. At CIRCLE, introduce topics vaguely to encourage student participation by:
 - a) Giving clues (ex: "Today we're talking about a place. Teachers work there, and students sometimes ride a bus to get there.")
 - b) Having students gain more information by asking question (ex: "Today, we're talking about a place. . . [wait for/cue as necessary for student questions].")
4. At ART, describe and/or have students describe three or four features of the art project. For example, before or after making a spider, say "It's an animal. It's black. It has 8 legs and spins a web."
5. At SNACK, have helpers (ex: cup passer or napkin passer) ask peers if they want the object they are distributing. For example, "Jimmy, do you want a napkin?" Also, encourage informal conversations about the topic of the day.
6. Play GROUP GAMES that encourage skills in using and listening to language. Examples include:
 - a) Simon Says – have children take turns giving and following directions
 - b) Musical Chairs – have children listen for music to stop; consider having them share chairs with peers when there are less chairs than children
 - c) When naming kids to take turns in a game, give descriptions of each child as its his/her opportunity to take a turn ("The next child to take a turn is . . . a boy wearing jeans and a blue striped shirt")

d) Give conditional directions in games (“If you’re a girl with brown hair, stand up, etc.).

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