

# Handy Handouts®

Free informational handouts for educators, parents, and students

## Circle Time and the SLP

by Kevin Stuckey, M.Ed., CCC-SLP



### ? Which Communication Skills Can the SLP Target During Circle Time?

Circle time provides the opportunity for children to participate in activities that target many language and social skills. Including:

-  • Listening
-  • Focusing attention
-  • Improving oral communication
-  • Learning new vocabulary
-  • Processing auditory information and storing the information in memory
-  • Experiencing different senses such as sitting in a beanbag chair or sharing carpet space with a neighbor
-  • Socializing with peers and instructors
-  • Taking turns
-  • Behaving appropriately, such as sitting still and keeping one's hands to oneself

### ? What Is Circle Time?

Circle time is a special time for young children (typically preschool age) to engage in a variety of learning tasks in a small-group setting. Circle time often occurs during the first part of the day and functions as a “warm-up” for the day. The children sing songs; review the days of the week, months of the year, colors, shapes, and numbers; say rhymes; play instruments; read storybooks; and even participate in movement games. Teachers incorporate simple to more complex activities depending on the ability levels of the children. In addition, a speech-language pathologist (SLP) can play an important part in helping children develop communication skills during circle time.

# Handy Handouts®

Free informational handouts for educators, parents, and students  
(cont.)

## What Are Some Circle-Time Language Activities?

Some ways an SLP can work on communication skills during circle time include:

- **Storybooks**—Read storybooks to enhance vocabulary, memory, pre-reading skills, and focus. Ask the children questions and encourage them to ask questions.
- **Puppets**—Use puppets “to bring the stories to life” through animation. The children work on motor movement, imaginative skills, and turn-taking with classmates.
- **Books with sign language**—Provide nonverbal communication support and reinforcement to work on language skills and maintaining attention.

- **Felt board**—Provide visual and tactile (touch) feedback. Use story characters, The Three Bears or The Three Little Pigs, for example.
- **Interactive Sing-A-Long Big Books**—Teach new vocabulary and work on focus and listening skills. Children manipulate different Velcro® pieces such as “putting crayons in a box” or “putting a funny face on a clown.”
- **Stuffed Animals or Animal Pictures/Magnets**—Bring in different stuffed animals or pictures/magnets of animals (such as sea creatures, farm animals, etc.) and have the children describe them—where they live, what they eat, what other animals they look like.

Related Handy Handouts®:

- [127 – Collaboration: A Solution for Speech-Language Pathologists](#)
- [361 – Using Calendar Activities to Extend Classroom Learning](#)
- [506 – Speech and Language Therapy Approaches Within a School Setting](#)

For more FREE Handy Handouts®, go to [www.handyhandouts.com](http://www.handyhandouts.com)