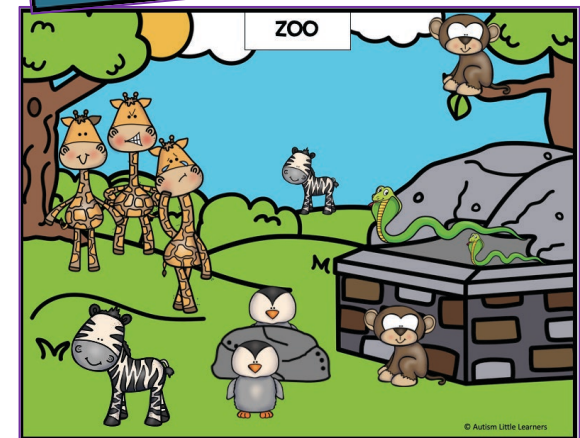
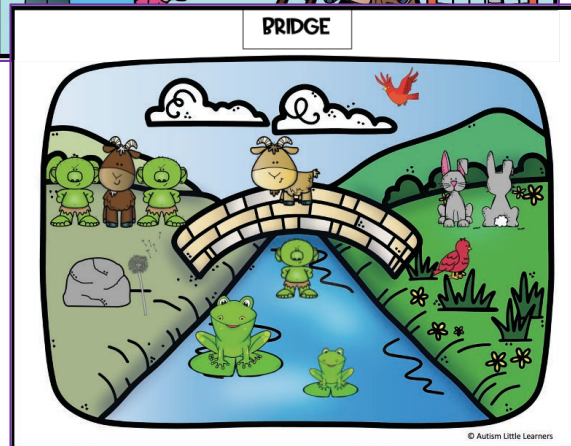
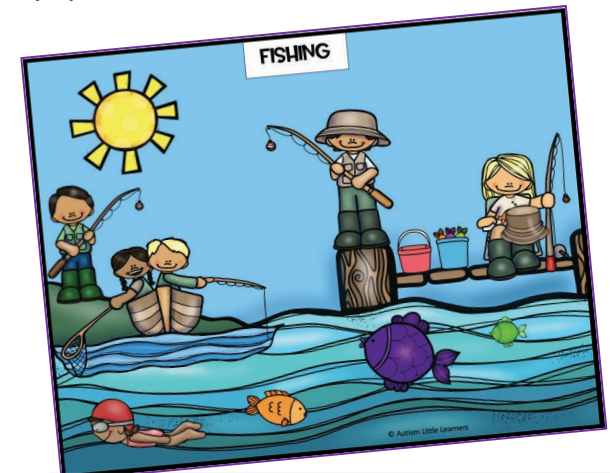
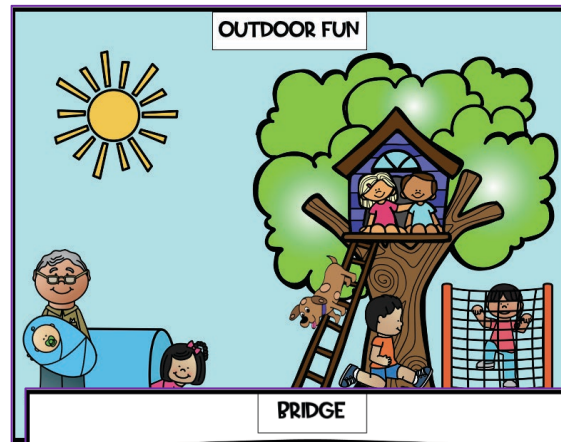


AT HOME

speech therapy - picture scenes
to address concepts in little learners



CAMPING



CAMPING – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Big/Little: Say, “touch the big star” and “touch a little star”.

Hot/Cold: Say, “touch something that is hot” (the campfire) and “touch something that is cold” (the ice cream cone).

Same/Different: Touch two things that are the same (two stars, the gray fireflies, two marshmallows) and “touch two things that are different”.

First, Second, Last: Say “touch the firefly that is first”, “touch the firefly that is last”, and “touch the firefly that is second”.

In/Out: Say “touch the firefly that is in the jar”, and “touch the firefly that is out of the jar”.

More/Less/None: Say “touch the one who has more marshmallows”, then “touch the one who has less marshmallows”, then “touch the one who has none”.

CAMPING – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Big/Little: Point to one of the stars and ask if it is big or little. You can also say, “this one is big, and this one is _____” and let your child answer.

Hot/Cold: Touch the fire and the ice cream and ask if they are hot or cold. Again, you can touch one and say “the fire is hot, and the ice cream is _____” and let your child answer.

Same/Different: Touch two items in the picture and ask if they are the “same” or “different” Continue this with several pictures.

First, Second, Last: Touch one of the fireflies and ask “is he first”, or you can label one by saying “this firefly is first and this one is _____”.

In/Out: Touch one of the gray fireflies and say “where is it?” and prompt “in” and “out” of the jar.

More/Less/None: Point to each child as the campfire and model “she has more marshmallows, he has less marshmallows and he has _____”.

FISHING



FISHING – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

On/Off: Say, “touch the hat that is on someone’s head” and “touch the hat that is off”.

Below/Above: Say, “touch someone who is below the water” and “touch someone who is above the water”

Full/Empty: Say “touch the empty bucket”, and “touch the bucket that is full”.

Littlest/Biggest: Say “touch littlest fish” and “touch the biggest fish”

Together/Apart: Say “touch the people who are fishing together”, and “touch the people who are fishing apart”.

FISHING – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

On/Off: Touch the hat that is on a head and say “this boy’s hat is on, and this girl’s hat is ____?”

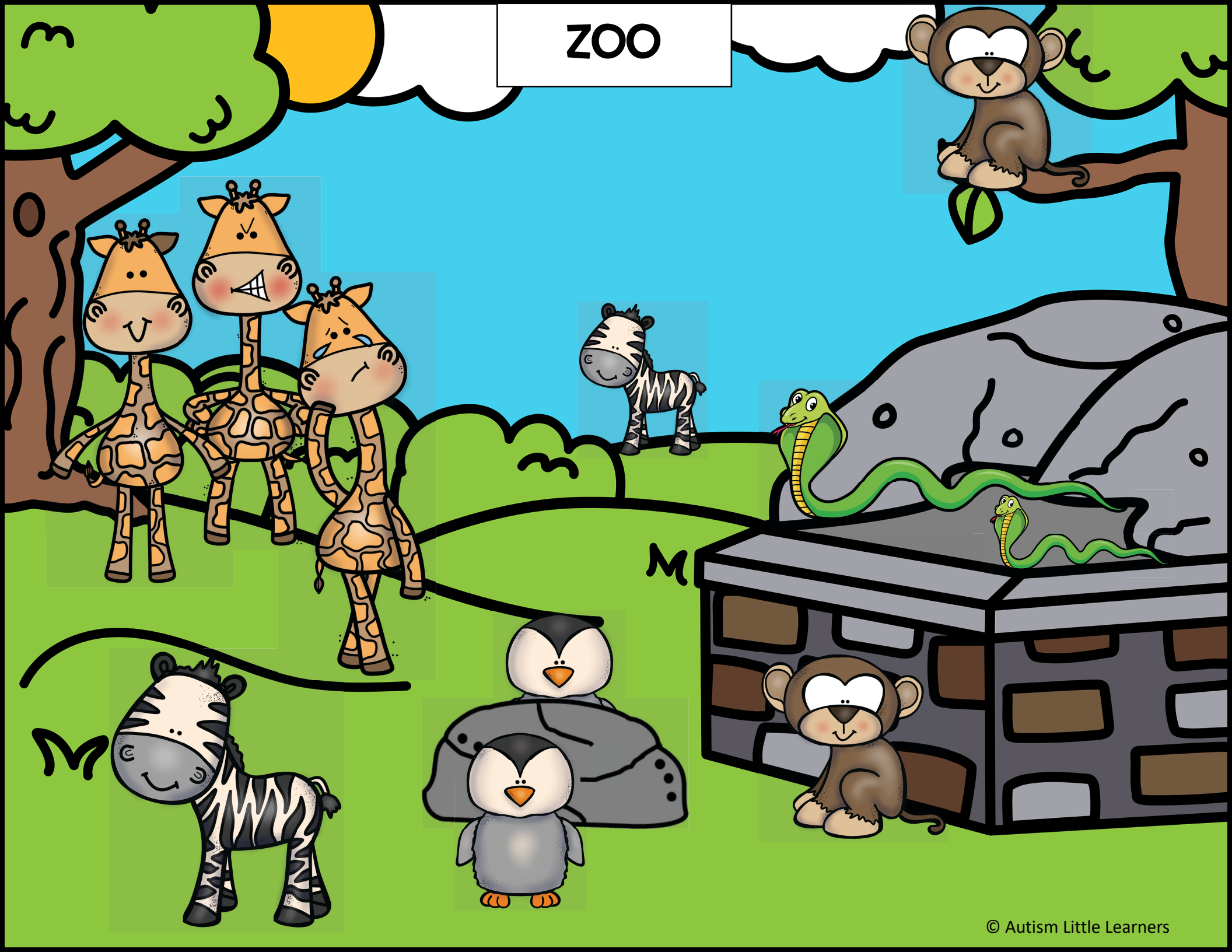
Below/Above: Touch the girl that is swimming and ask “where is she?” (below the water), or say “she is below the water, and he is _____” and have your child answer.

Full/Empty: Touch a bucket and ask if it is empty or full. You can also say “this bucket is empty, and this bucket is _____” and see if your child can answer.

Littlest/Biggest: Touch a fish and say “this is the biggest fish and this one is the _____”.

Together/Apart: Touch the kids in the boat. Say, “are they fishing together or apart?”. Touch one child on the shore and one on the dock and say, “are they fishing together or apart?”.

ZOO



ZOO – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Happy/Sad/Mad: Say, “touch the giraffe who is happy”, “touch the giraffe who is sad”, and “touch the giraffe who is mad”.

High/Low: Say, “touch the monkey that is up high”, and “touch the monkey that is down low”.

Long/Short: Say “touch the long snake” and “touch the short snake”.

Near/Far: Say “touch the zebra that is far away”, then “touch the zebra that is near”.

In Front/Behind: Say “touch the penguin that is in front of the rock” then “touch the penguin that is behind the rock”.

ZOO – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Happy/Sad/Mad: Point to each giraffe and ask “how does he feel?”.

High/Low: Touch one of the monkeys and say, “where is the monkey?”, then repeat with the other monkey. You can also point to one and say “this monkey is high, and this monkey is _____”.

Long/Short: Say “touch the long snake” and “touch the short snake”.

Near/Far: Say “touch the zebra that is far away”, then “touch the zebra that is near”.

In Front/Behind: Say “touch the penguin that is in front of the rock” then “touch the penguin that is behind the rock”.

FARMER'S MARKET



FARMER'S MARKET – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Rough/Smooth: Say, “touch the fruit that is rough” (pineapple), and “touch the fruit that is smooth” (peach).

Tall/Short: Say, “touch the person who is tall” and “touch a person who is short”.

In Front/Behind: Say “touch a person in front of fruit stand” and “touch a person behind the fruit stand”.

Top/Bottom: Say “touch the bird that is at the top of the tent”, and “touch a bird that is at the bottom of the tent”.

Match: Say “touch the birds that match”

Long/Short: Say “touch the corn that is long” and “touch the corn that is short”.

FARMER'S MARKET – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Rough/Smooth: Touch the pineapple and say, “this one is rough”. Then point to the peach and say “this one is _____”.

Tall/Short: Touch someone ask ask if they are tall or short. Or say “this person is short, and this person is _____”.

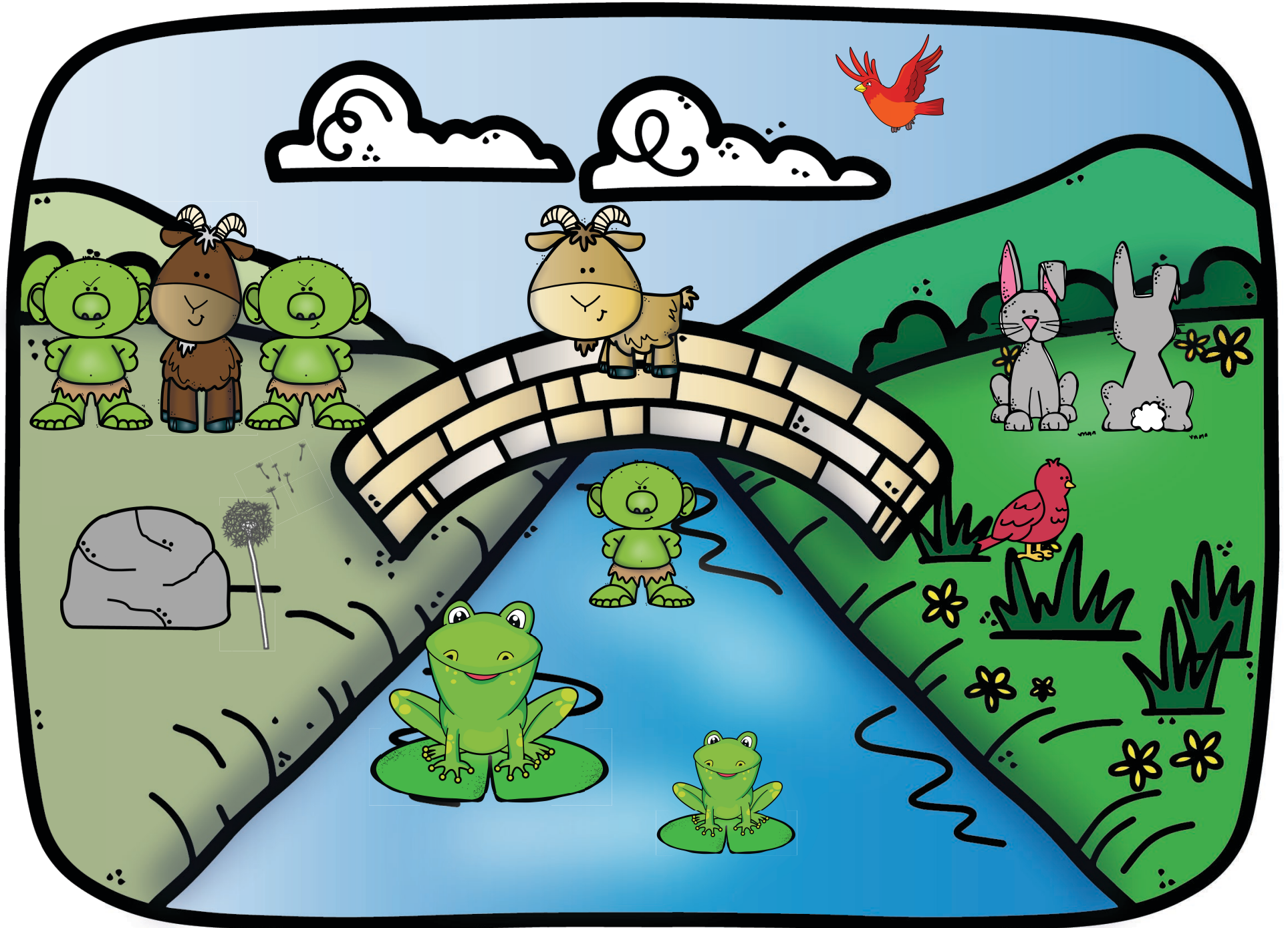
In Front/Behind: Touch the boy behind the fruit stand and say “where is he?” and point to someone in front and ask, “where is she?”.

Top/Bottom: Point to the bird on top of the tent and ask, “where is the bird?”. Then, point to the bird at the bottom and ask, “where is this bird?”.

Match: Point to the purple and yellow birds and say, “these birds don’t match”, then point to the two purple birds and say, “these two birds _____”.

Long/Short: Say “this piece of corn is long, and this piece of corn is _____”.

BRIDGE



BRIDGE– RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Over/Under: Say, “touch the one that is going over the bridge”, and “touch the one that is under the bridge”.

Between: Say, “touch the goat that is between two trolls.”

Hard/Soft: Say “touch something that is hard” (the rock or the bridge), and “touch something that is soft” (dandelion or bunny).

Front/Back: Say “touch the front of the bunny”, then, “touch the back of the bunny”.

High/Low: Say “touch the bird that is up high”, then, “touch the bird that is low”.

Large/Small: Say “touch the frog that is big”, then, “touch the frog that is small”.

BRIDGE– EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Over/Under: Touch the goat on the bridge and say “where is he?”, then touch the troll in the water and say, “where is he?”. Or, you can say, this one is over the bridge and this one is _____”.

Between: Touch the goat that is between the trolls and say, “where is the goat?”.

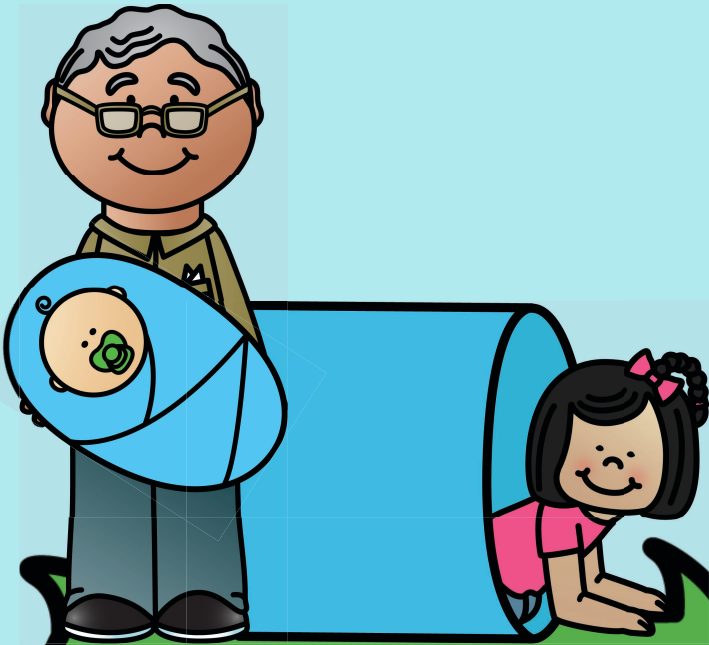
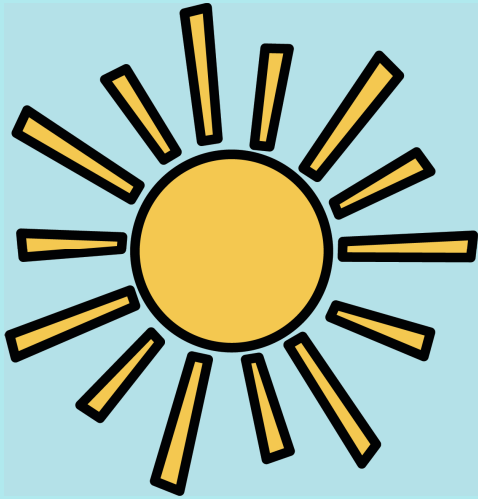
Hard/Soft: Touch the rock and say, “a rock is hard and dandelion fuzz is _____”. Have your child finish the sentence.

Front/Back: Touch the bunny and ask “is this the front of the bunny or the back?”, or you can say “this is the front of the bunny and this is the _____ of the bunny” and let them finish.

High/Low: Point to the birds and say “where is it?”

Large/Small: Touch the frog and say “this frog is small, and this frog is _____”. You can also ask “what size is this frog?” for each one.

OUTDOOR FUN



OUTDOOR FUN– RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Up/Down Say, “touch the one climbing up” and “touch the one who is climbing down”.

Old/Young: Say, “touch the person who is old” and “touch the person who is young”.

Through: Say “touch someone who is going through the tunnel”.

Over: Say “touch the one who is jumping over”.

High/Low: Say “touch the kids who are up high” and “touch someone who is down low”.

Together/Apart: Say “touch kids who are together” and “touch kids who are playing apart from each other”.

OUTDOOR FUN– EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Up/Down Touch the girl climbing on the net and say “she is climbing _____”, then touch the dog and say, “the dog is climbing _____”.

Old/Young: Touch the grandpa and say “he is old, and the baby is _____”.

Through: Touch the girl in the tunnel and say “where is she going?”.

Over: Touch the boy jumping and ask “where is he jumping?”.

High/Low: Touch the kids in the treehouse. Say, “they are up _____” and then point to a child on the ground and say, “he is down _____”.

Together/Apart: Touch kids in the treehouse or the grandpa and baby and say “these two are together”, then point to kids that are not near each other and say “these kids are _____”.

AUTISM LITTLE LEARNERS

Copyright © 2020

Terms Of Use



You may use this product via a virtual classroom, such as Seesaw or Google Classroom, as well as send to parents via email or a printed version. Please give credit to Autism Little Learners at TpT or my website www.autismlittlelearners.com Thank you!



AUTISM little LEARNERS
WEBSITE/BLOG



Instagram

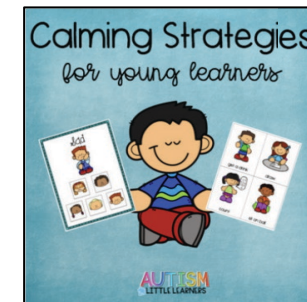
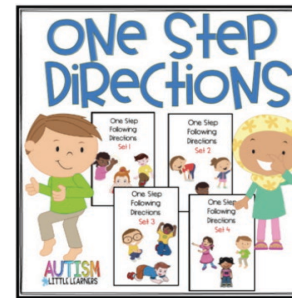
Connect!



Thank you for purchasing this activity from my store! I hope you find these materials as useful as I have in my classroom. Be sure to come back for newly added products!

Tara Tichel, Speech/Language Pathologist

Credits



Thank You!