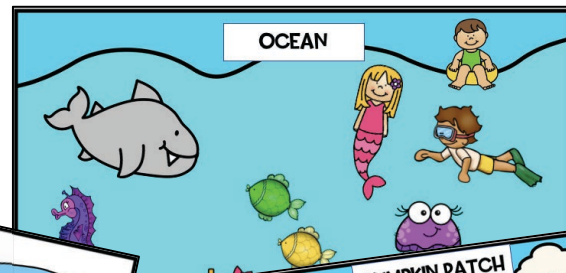


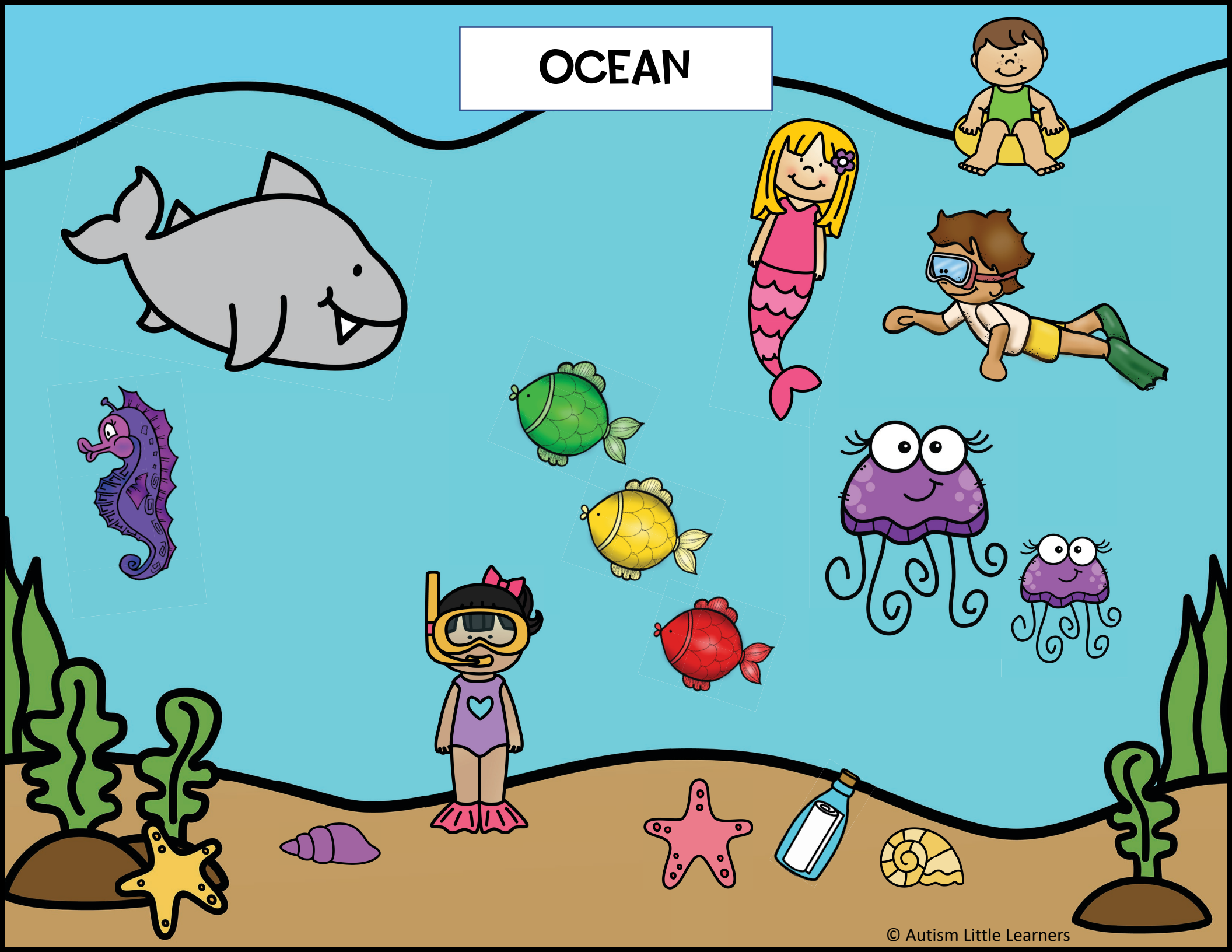
AT HOME

speech therapy - picture scenes to elicit language in little learners

Set 2



OCEAN



OCEAN – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Touch the shark

Touch a fish

Point to a mermaid

Touch the seahorse

Verbs:

Touch someone who is swimming

Point to the one who is floating

Touch someone who is standing

Two Step Directions:

Touch the shark, then a jellyfish

Touch a shell, then a mermaid

Touch the seahorse, then starfish

Touch s fish, then the boy

Colors:

Touch something purple

Touch something green

Point to something yellow

Negation:

Touch something that is not red

Touch something that is not a fish

OCEAN – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Point to a picture on the scene and asked “what is it?” or “what is this?”

Verbs:

Touch different children in the picture and ask “what is he/she doing?”

WH Questions:

Point to a child and say, “where is the shark?”

Ask, “who is swimming”, “what is she doing”

Colors:

Point to different pictures in the scene and ask “what color is it?”

Increasing sentence length:

Ask your child to tell you about what is happening in the picture. You can encourage putting two words together (blue water), three words (he is swimming) etc. Model it and see if they will repeat you

Yes/No Questions

Touch a picture in the scene and ask a yes or no question, such as “is he jumping?”

PETS



PETS – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Touch a boy
Touch the doghouse
Point to the cat
Touch the fence

Verbs:

Touch the kid who is holding a fishbowl
Touch the child who is lying down
Point to the one who is sitting

Two Step Directions:

Touch a cloud, then a bird
Touch the dog, then a girl
Touch the cat, then the grass
Touch a boy, then a frog

Colors:

Touch something blue
Touch something green
Point to something yellow

Negation:

Touch something that is not green
Touch someone who is not standing

PETS – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Point to a picture on the scene and asked “what is it?” or “what is this?”

Verbs:

Touch different children in the picture and ask “what is he/she doing?”

WH Questions:

Point to a child and say, “where is this boy/girl?”
Ask, “who is holding a box”, “who is sitting”

Colors:

Point to different pictures in the scene and ask “what color is it?”

Increasing sentence length:

Ask your child to tell you about what is happening in the picture. You can encourage putting two words together (brown fence), three words (she is sitting) etc. Model it and see if they will repeat you

Yes/No Questions

Touch a picture in the scene and ask a yes or no question, such as “is he standing?”

WINTER



WINTER – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Touch a tree

Touch the snowball

Point to the sled

Touch a hat

Verbs:

Touch the kid who is sledding

Touch the child who is fishing

Point to the one who is skiing

Touch someone who is throwing

Point to the child who is feeding the bunny

Two Step Directions:

Touch a tree then the racoon

Touch a girl, then the fox

Touch the sign, then a bird

Touch a boy, then the fishing pole

Colors:

Touch something red

Touch something blue

Point to something green

Negation:

Touch something that is not white

Touch someone who is not fishing

WINTER – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Point to a picture on the scene and asked “what is it?” or “what is this?”

Verbs:

Touch different children in the picture and ask “what is he/she doing?”

WH Questions:

Point to a child and say, “where is this boy/girl?”

Ask, “who is sitting”, “what is he doing”

Colors:

Point to different pictures in the scene and ask “what color is it?”

Increasing sentence length:

Ask your child to tell you about what is happening in the picture. You can encourage putting two words together (red bird), three words (she is sledding) etc. Model it and see if they will repeat you

Yes/No Questions

Touch a picture in the scene and ask a yes or no question, such as “is he fishing?”

STREET



STREET – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Touch a car

Touch the bus

Point to the snake

Touch the truck

Verbs:

Touch someone who is driving

Touch the child who is riding bike

Point to the one who is skateboarding

Touch someone who is holding a baby

Two Step Directions:

Touch a car, then a truck

Touch the bike, then the airplane

Touch the dog, then the mouse

Colors:

Touch something yellow

Touch something green

Point to something red

Negation:

Touch something that is not red

Touch someone who is not driving

STREET – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Point to a picture on the scene and asked “what is it?” or “what is this?”

Verbs:

Touch different children in the picture and ask “what is he/she doing?”

WH Questions:

Point to a child and say, “where is this boy/girl?”

Ask, “who is on the bike”, “who is driving”

Colors:

Point to different pictures in the scene and ask “what color is it?”

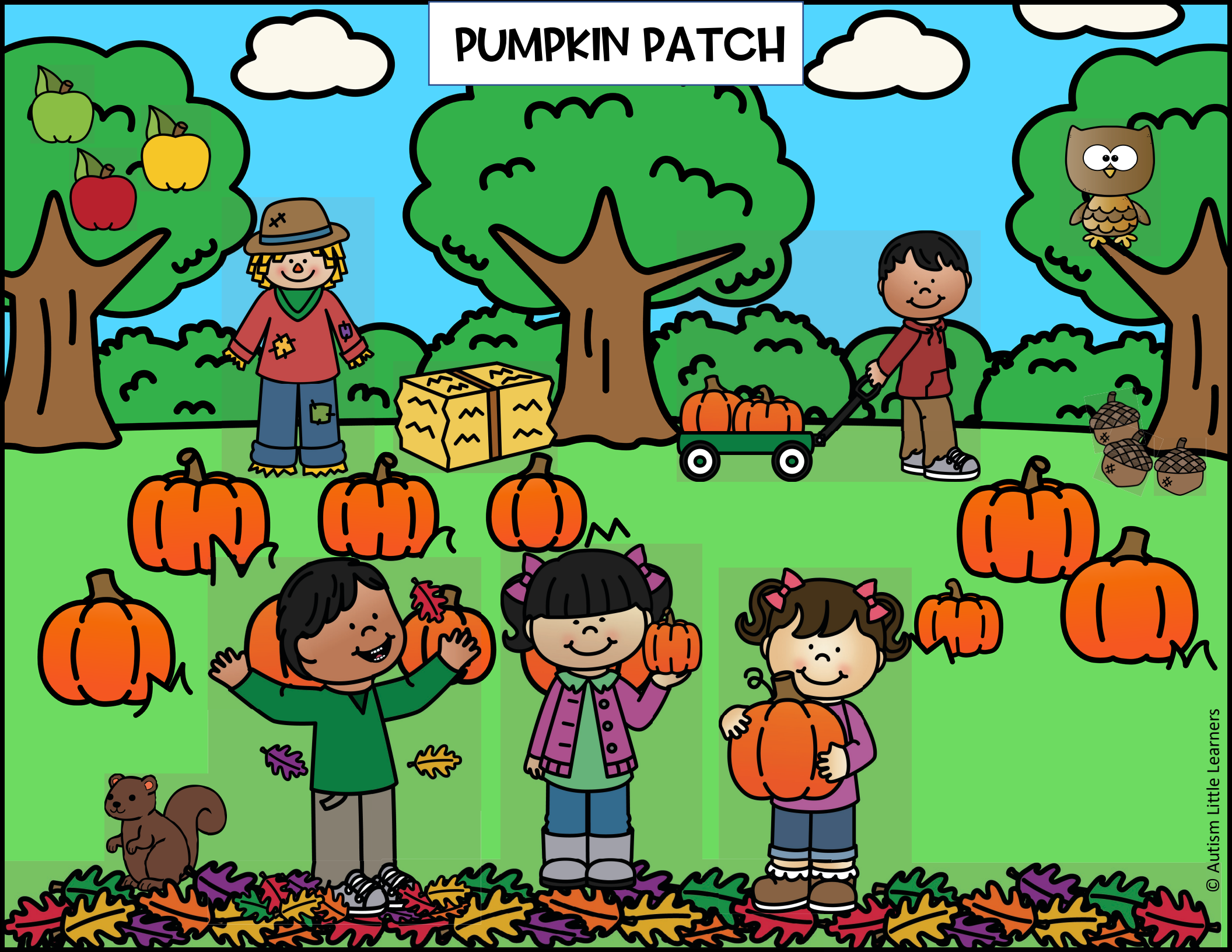
Increasing sentence length:

Ask your child to tell you about what is happening in the picture. You can encourage putting two words together (green truck), three words (she is riding etc.) Model it and see if they will repeat you

Yes/No Questions

Touch a picture in the scene and ask a yes or no question, such as “is she driving?”

PUMPKIN PATCH



PUMPKIN PATCH – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Touch a pumpkin
Touch an apple
Point to the wagon
Touch the scarecrow

Verbs:

Touch the boy who is pulling
Touch the one who is throwing leaves
Point to the one who is holding a pumpkin

Two Step Directions:

Touch an owl, then a pumpkin
Touch a leaf, then a tree
Touch the hay, then an apple
Touch a cloud, then the squirrel

Colors:

Touch something red
Touch something green
Point to something brown

Negation:

Touch something that is not orange
Touch someone who is not throwing

PUMPKIN PATCH – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Point to a picture on the scene and asked “what is it?” or “what is this?”

Verbs:

Touch different children in the picture and ask “what is he/she doing?”

WH Questions:

Point to a child and say, “where is this boy/girl?”
Ask, “who is throwing”, “what is the boy doing”

Colors:

Point to different pictures in the scene and ask “what color is it?”

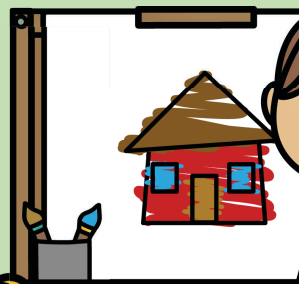
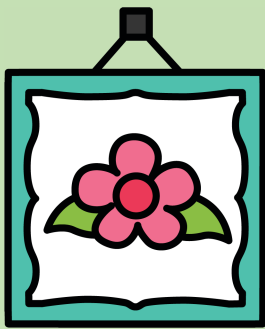
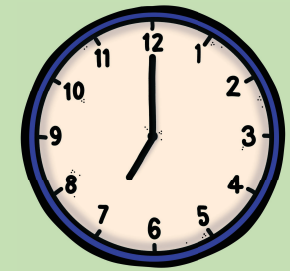
Increasing sentence length:

Ask your child to tell you about what is happening in the picture. You can encourage putting two words together (yellow apple), three words (he is pulling) etc. Model it and see if they will repeat you

Yes/No Questions

Touch a picture in the scene and ask a yes or no question, such as “is she holding the pumpkin?”

CLASSROOM



CLASSROOM– RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Touch the glue
Touch the clock
Point to a book
Touch the laptop

Verbs:

Touch the child who is painting
Point to the one who is using a tablet
Touch someone who is reading

Two Step Directions:

Touch the scissors, then a picture
Touch the tablet, then a book
Touch the teacher, then a marker
Touch the laptop, then a boy

Colors:

Touch something red
Touch something green
Point to something orange

Negation:

Touch something that is not brown
Touch someone who is not sitting

CLASSROOM– EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Point to a picture on the scene and asked “what is it?” or “what is this?”

Verbs:

Touch different children in the picture and ask “what is he/she doing?”

WH Questions:

Point to a child and say, “where is this boy/girl?”
Ask, “who is on the floor”, “who is sitting in a chair”

Colors:

Point to different pictures in the scene and ask “what color is it?”

Increasing sentence length:

Ask your child to tell you about what is happening in the picture. You can encourage putting two words together (red chair), three words (he is sitting) etc. Model it and see if they will repeat you

Yes/No Questions

Touch a picture in the scene and ask a yes or no question, such as “is she standing”?