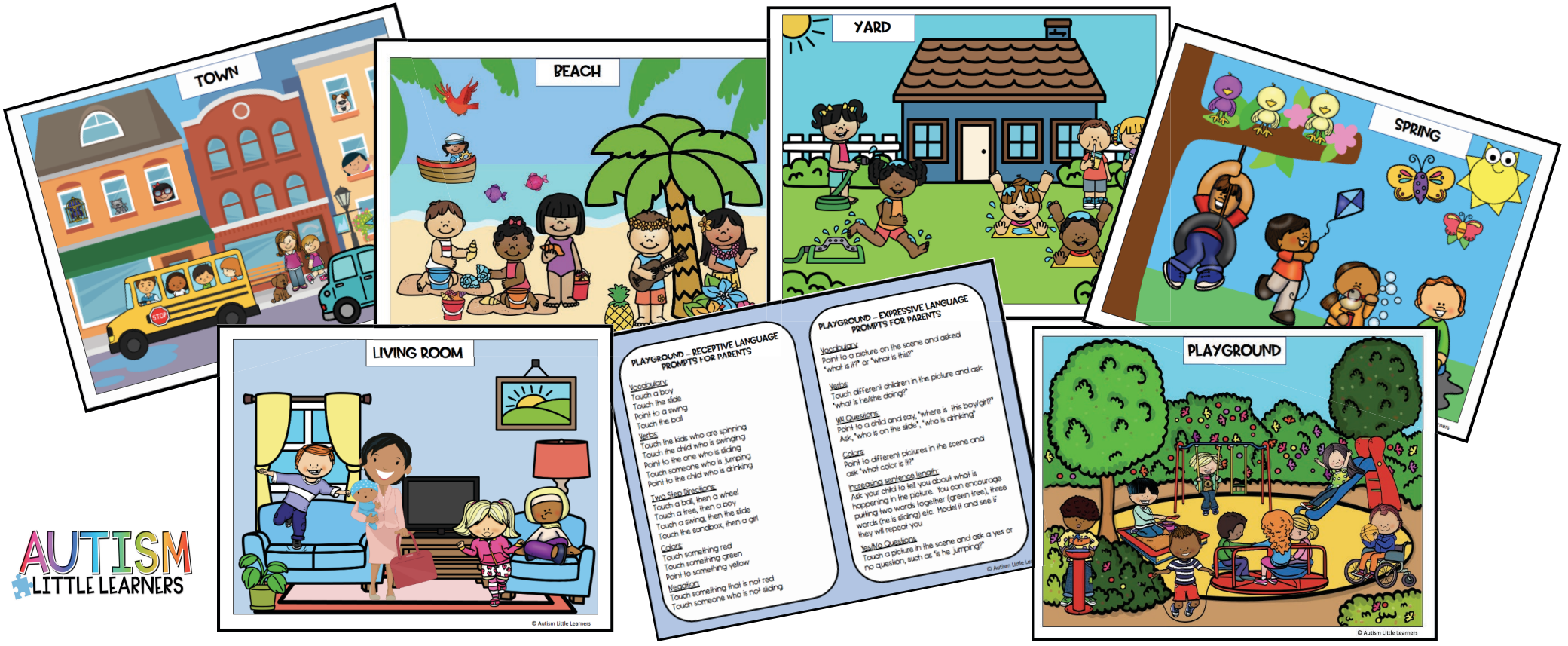
# AT HOME

## speech therapy - picture scenes to elicit language in little learners




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## PLAYGROUND – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:
Touch a boy
Touch the slide
Point to a swing
Touch the ball

Verbs:
Touch the kids who are spinning
Touch the child who is swinging
Point to the one who is sliding
Touch someone who is jumping
Point to the child who is drinking

Two Step Directions:
Touch a ball, then a wheel
Touch a tree, then a boy
Touch a swing, then the slide
Touch the sandbox, then a girl

Colors:
Touch something red
Touch something green
Point to something yellow

Negation:
Touch something that is not red
Touch someone who is not sliding

## PLAYGROUND – 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?"

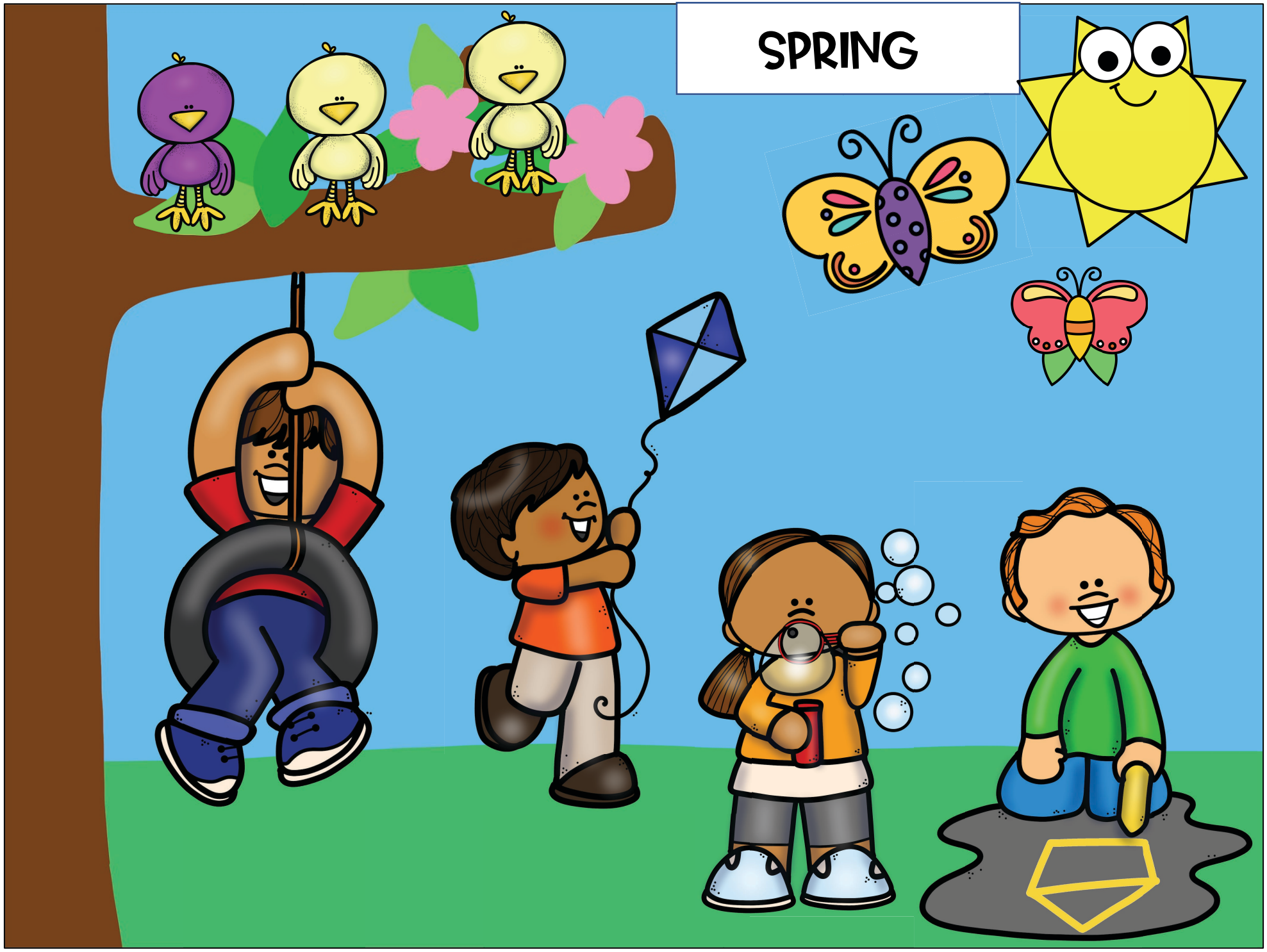
WH Questions:
Point to a child and say, "where is this boy/girl?"
Ask, "who is on the slide", "who is drinking"

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 tree), three words (he is sliding) 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?"

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## SPRING – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:
Touch a boy
Touch the swing
Point to the bubbles
Touch the sun

Verbs:
Touch the kid who is blowing
Touch the child who is swinging
Point to the one who is drawing
Touch the boy who is flying a kite

Two Step Directions:
Touch the sun, then the kite
Touch a bird, then a boy
Touch the bubbles, then a butterfly
Touch the chalk, then a girl

Colors:
Touch something red
Touch something green
Point to something yellow

Negation:
Touch something that is not red
Touch someone who is not swinging

## SPRING – 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 slide", "who is swinging"

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 sun), three words (he is drawing) 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?"

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## YARD – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:
Touch the house
Touch the water
Point to the hose
Touch the sun

Verbs:
Touch the kids who are sliding
Touch the child who is eating
Point to the one who is spraying
Touch someone who is drinking
Point to the child who is running

Two Step Directions:
Touch the house, then the window
Touch the lemonade, then a boy
Touch the snow cone, then the fence
Touch a girl, then the sprinkler

Colors:
Touch something brown
Touch something blue
Point to something yellow

Negation:
Touch something that is not red
Touch someone who is not sliding

## YARD – 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 slide", "who is drinking"

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 house), three words (she is running) 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 sleeping?"

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## TOWN – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:
Touch a car
Touch the bus
Point to a cat
Touch the dog

Verbs:
Touch the one who is waving
Touch someone who is driving
Point to the one who is standing
Touch someone who is riding a bike

Two Step Directions:
Touch a car, then a stop sign
Touch a window, then a bike
Touch the bus, then a dog

Colors:
Touch something red
Touch something blue
Point to something yellow

Negation:
Touch something that is not red
Touch someone who is not sitting

## TOWN – 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 slide", "who is waving"

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 bus), three words (she is standing 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 riding?"

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## BEACH – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:
Touch the boat
Touch a fish
Point to the palm tree
Touch the pineapple

Verbs:
Touch the kids who are sitting
Touch the one who is playing guitar
Point to the one who is dancing

Two Step Directions:
Touch a fish, then a pineapple
Touch a shell, then the water
Touch the boat, then a bird
Touch a flower, then a bucket

Colors:
Touch something red
Touch something green
Point to something blue

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

## BEACH – 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?"

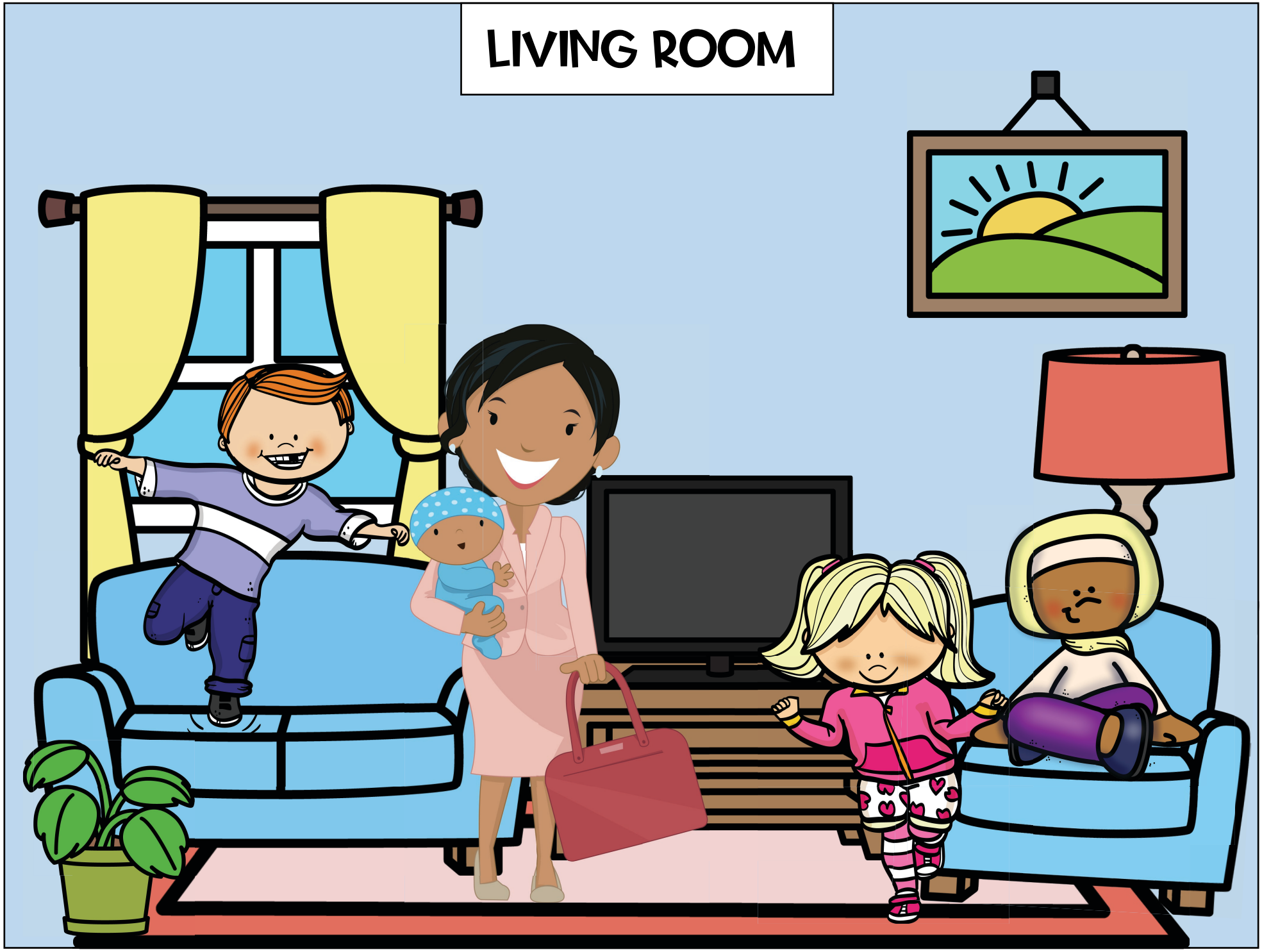
WH Questions:
Point to a child and say, "where is this boy/girl?"
Ask, "who is on the boat", "who is dancing"

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 playing) 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?"

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## LIVING ROOM – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:
Touch the chair
Touch the window
Point to a lamp
Touch the tv

Verbs:
Touch the child who is jumping
Point to the one who is holding the baby
Touch someone who is sitting

Two Step Directions:
Touch the tv, then a window
Touch the rug, then the baby
Touch the plant, then the picture
Touch the sandbox, then a girl

Colors:
Touch something blue
Touch something green
Point to something yellow

Negation:
Touch something that is not blue
Touch someone who is not jumping

## LIVING ROOM – 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?"

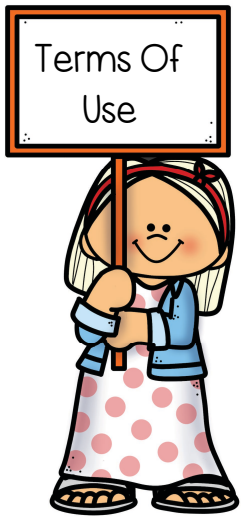
WH Questions:
Point to a child and say, "where is this boy/girl?"
Ask, "who is on the couch", "who is sitting"

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 (blue couch), three words (he is jumping) 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 sitting?"

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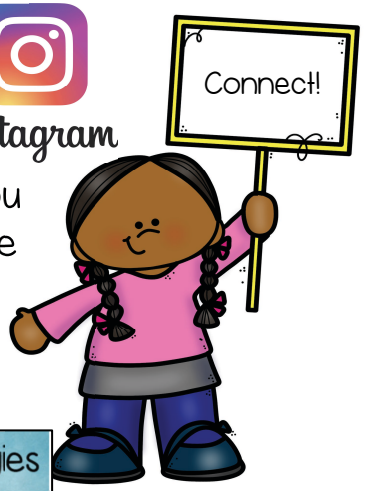
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