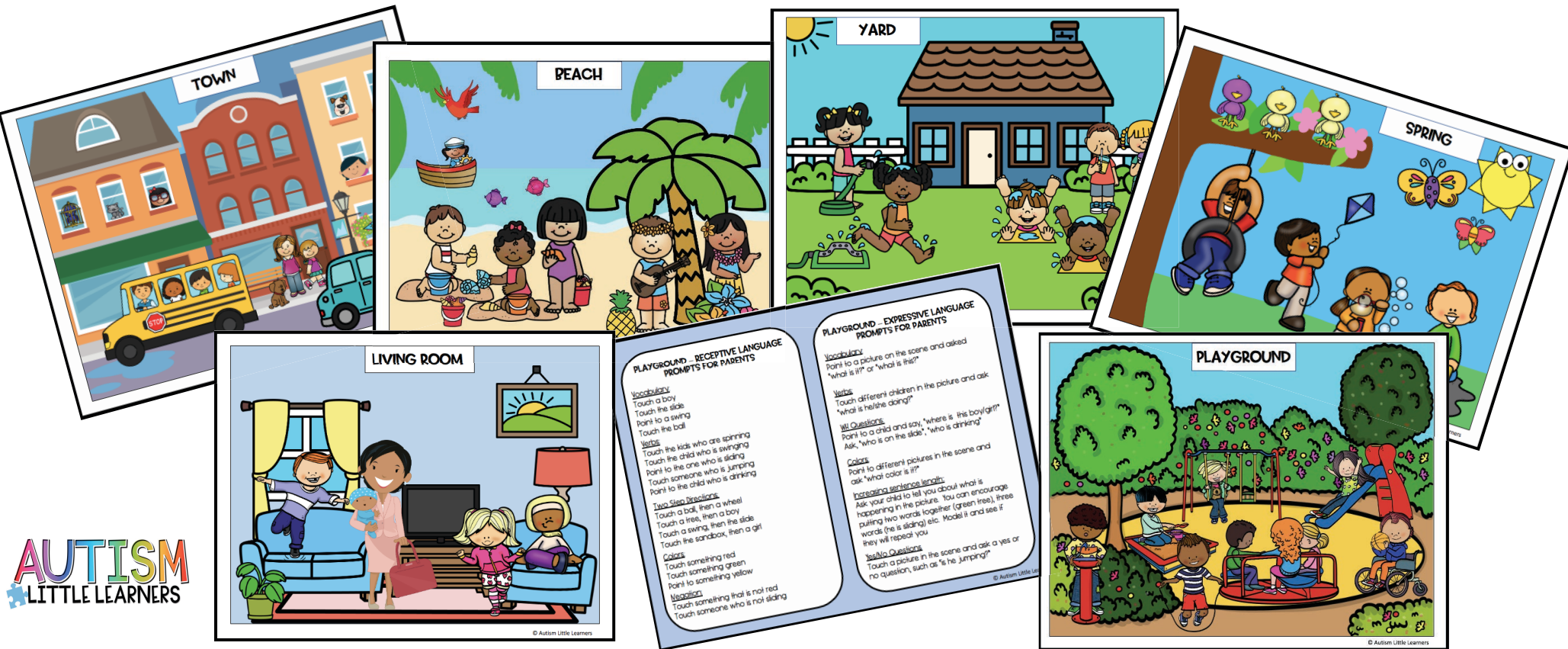


AT HOME

speech therapy - picture scenes
to elicit language in little learners



PLAYGROUND



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?”

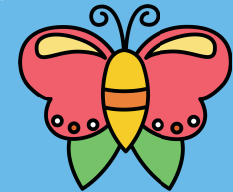
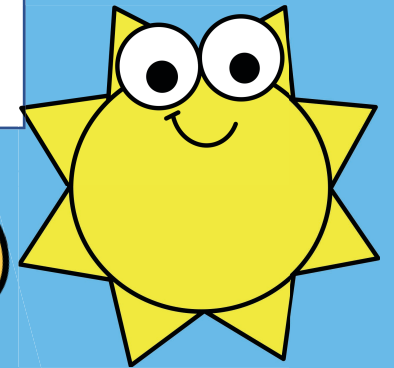
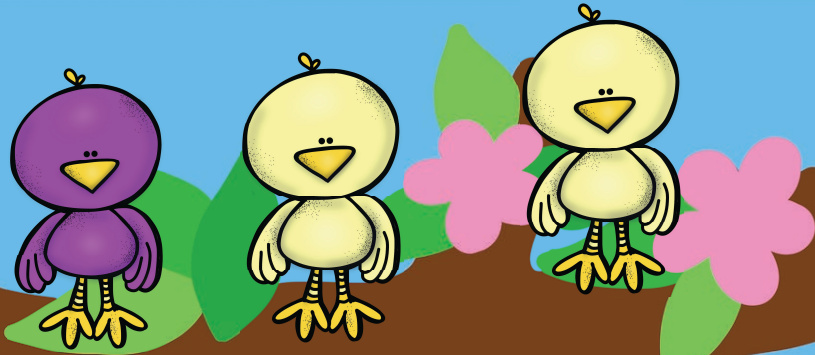
Increasing sentence length:

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?”

SPRING



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?”



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?”

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?”

BEACH



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?”

LIVING ROOM



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?”

AUTISM LITTLE LEARNERS

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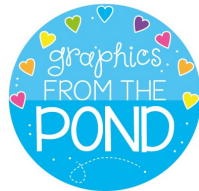
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