AT HOME

speech therapy - picture scenes to elicit language in little learners
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
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 ask “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
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 – 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 – 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?”
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 Tucheit, Speech/Language Pathologist