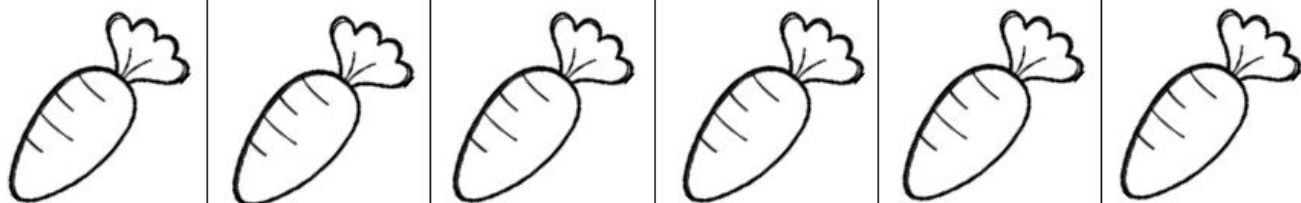
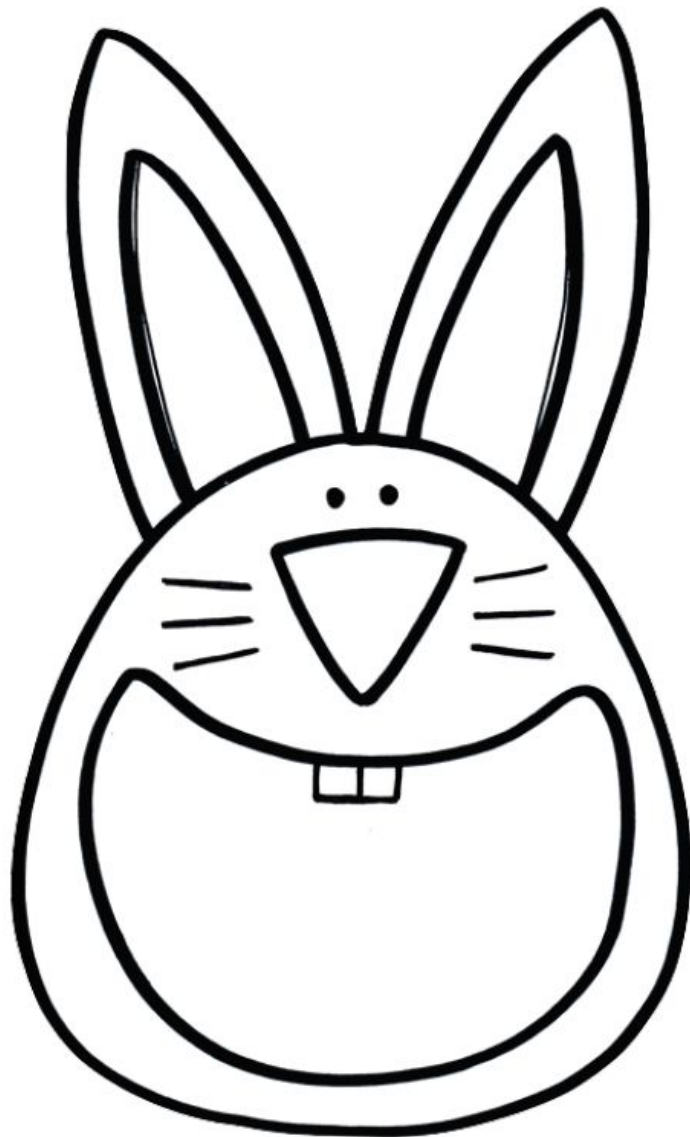


Articulation: Write target words on the carrots and then cut them out and feed them (glue them) to the bunny.
Stick this paper on your fridge or on the mirror so you remember to practice every day!

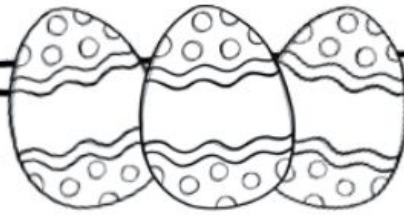
©The Speech ATTIC

feed the RABBIT



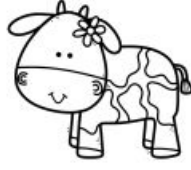











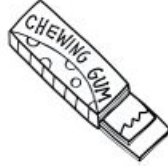






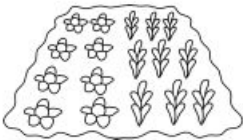




Articulation: Here are some Spring words to practice - add these to other target words! :)

Name: _____




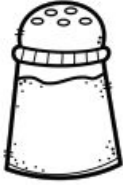















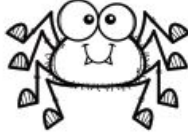






Fill the Easter basket with your speech sounds. Say each word ____ times with your best speech.

 cat	 koala	 cow	 key
 carrot	 car	 cup	 cloud
 kite	 candy	 cage	 cabin
 grass	 gloves	 gum	 go
 gift	 globe	 girl	 grapes
 gorilla	 garden	 glue	 guitar

Initial /k/

Initial /g/

 sand	 seaweed	 soap	 salt
 soccer	 sun	 soda	 sew
 sign	 sad	 saw	 sailboat
 steal	 snake	 spoon	 stick
 spaceship	 star	 school	 spider
 swing	 smile	 stump	 swim

Initial /s/

/s/ blends

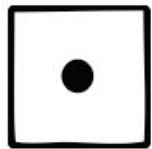
Language: Take turns rolling a dice and following the silly directions. :)



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Name: _____ Date: _____

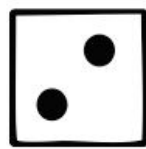
Roll a die, then follow each instruction.



Hop like a bunny **BEFORE** you raise your hand.



First, say "carrot". Then, hop like a bunny.



Hop like a bunny **AFTER** you say carrot.



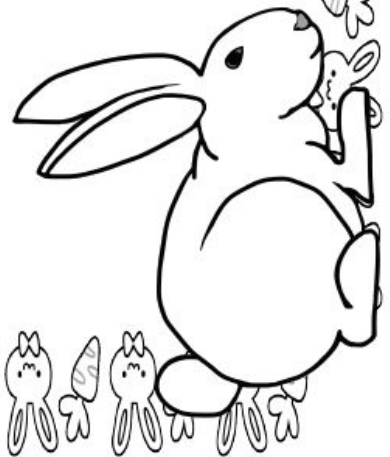
First, say "orange". Then, hop like a bunny.



AFTER you say "orange", hop like a bunny.



First, pretend to eat a carrot. Next, hop like a bunny.



What type of music do bunnies like?

HOP & ROLL

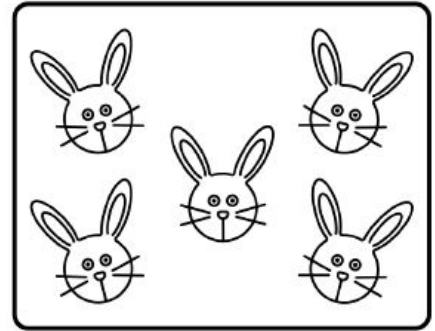
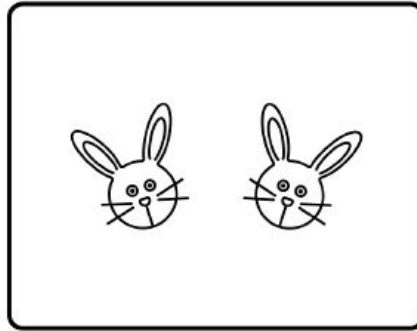


Springtime Quantitative Concepts

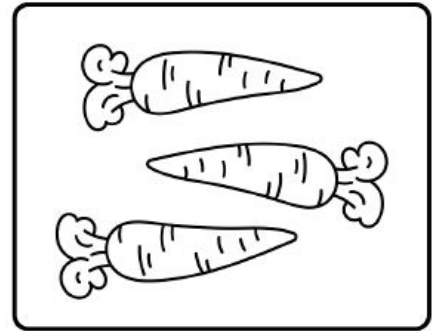
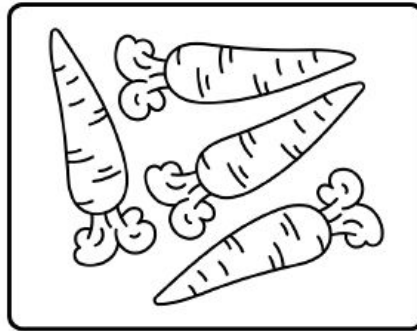
Name: _____

Date: _____

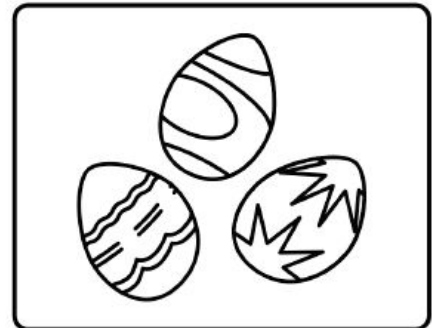
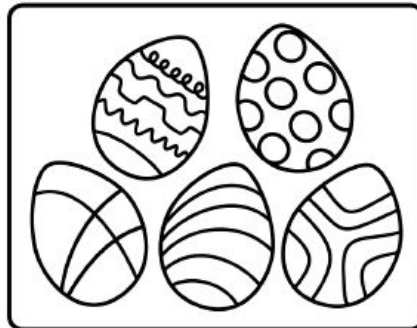
Which box has **more** bunnies?



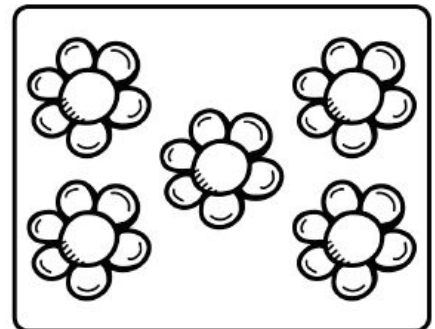
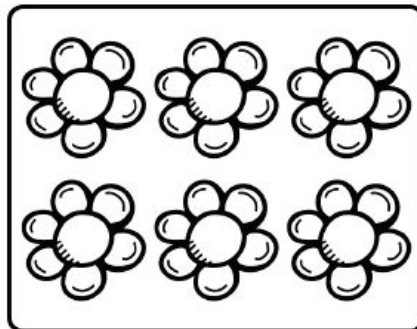
Which box has **less** carrots?



Which box has **more** eggs?



Which box has **less** flowers?

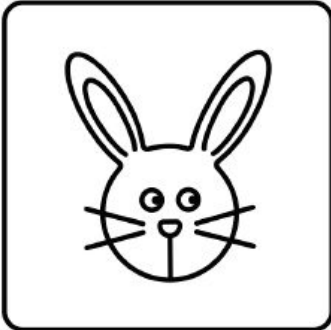


Describing with Adjectives

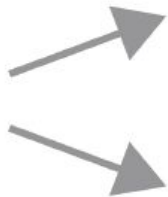
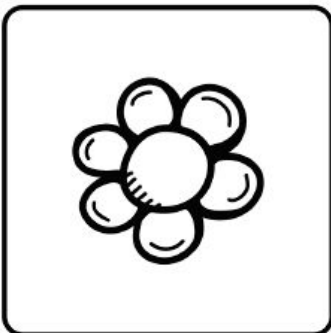
Name: _____

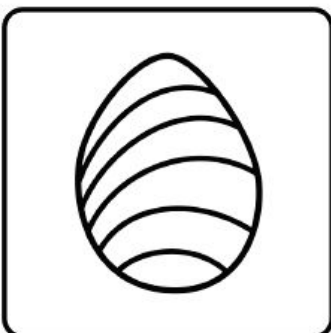
Date: _____

Write two adjectives to describe each picture below.









Language: This is a fun activity for students who are still developing their verbal communication skills! Use this picture below to ask your child the questions from the following pages. There are two sets of questions - one for children who are *Preverbal*, or not yet using words more than gestures, signs, or vocalizations, The second set is for children who are talking more than using gestures or signs. Both sets of questions are targeting receptive and expressive language skills! Remember to keep modeling for your child!



Easter Scene I Questions - Non-Verbal (pointing)

Ask the student the question on the left hand side. Then tick if they are able to complete the question on the right hand side. The two blank boxes on top of the table are for you to write dates - so you can compare progress over two dates.

Name: _____

Question		
1. Who has yellow hair?		
2. Who is sitting on a pile of eggs?		
3. Where is the bunny?		
4. Who is having a hug?		
5. Where is the pink easter bucket?		
6. Where is the house?		
7. Where is the basket of eggs?		
8. Where is the boy?		
9. Who is juggling eggs?		
10. Who is wearing red trousers?		

Easter Scene I Questions - Verbal Response

Ask the student the question on the left hand side. Then tick if they are able to complete the question on the right hand side. The two blank boxes on top of the table are for you to write dates - so you can compare progress over two dates.

Name: _____

Question		
1. Where is the basket of eggs?		
2. What is the boy juggling?		
3. What col. egg has the girl found?		
4. What is the girl sitting on top of?		
5. Where is the house?		
6. What did the girl find in the grass?		
7. Where is the boy?		
8. Who is hugging the girl?		
9. Who is wearing blue trousers?		
10. What is in the brown basket?		

Social Skills and Play: Play is so important to developing communication skills! Here are some tips and activities to increase social skills and overall communication through play. :)

LET'S PLAY!

Caregiver Tips

MODEL, MODEL, MODEL!

Your child learns by watching others. The more you model the signs and/or pictures, the more opportunities she has to learn the new words.

REQUESTING:

You may need to guide your child's hand to the picture or to make the sign until he learns to make it on his own. Once he can make the sign or touch the picture on his own, you may still need to prompt him—verbally or physically. Your child's SLP can help you with these steps.

WAIT.

Your child may need some extra time to communicate his thoughts. Try to give him more time to respond.

HAVE FUN!

Children learn best through play. Make it fun for both of you!

Let's Play!

TOYS

REQUESTING:

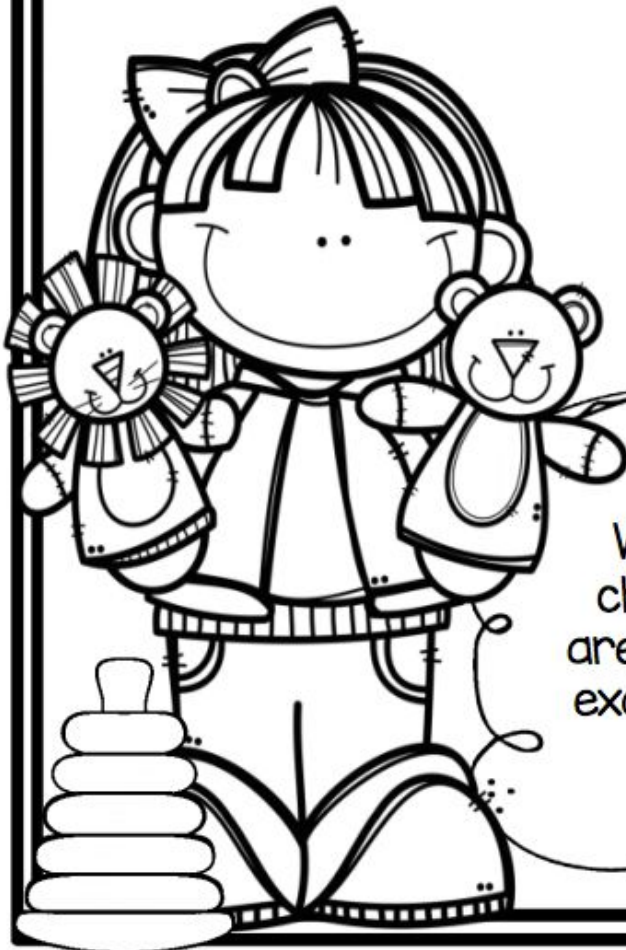
Have your child touch the picture of the toy she or sign "toy" before you give it to her.



"toy"

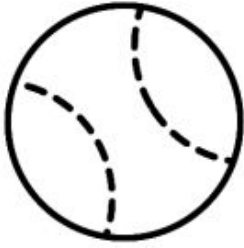
VOCABULARY

While playing with your child, describe what you are doing with the toy. For example, "stack the rings" or "push the train."

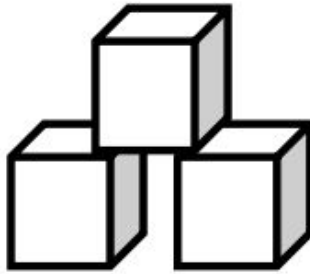


© Jessica Finch

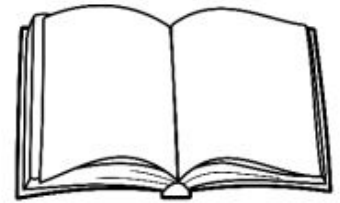
PICTURE CARDS



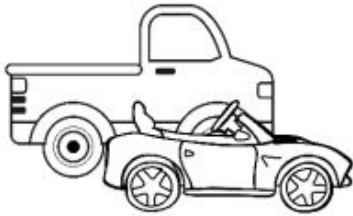
ball



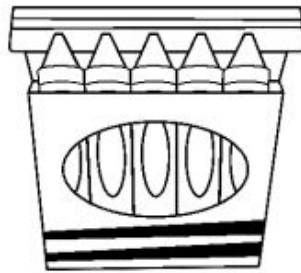
blocks



book



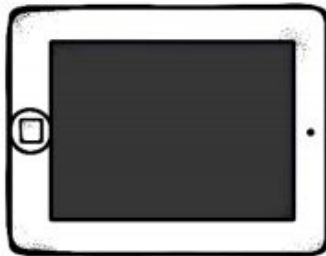
cars



crayons



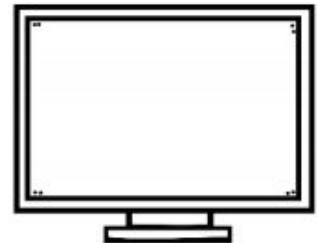
doll



iPad



toys



t. v.



bubbles



play dough



music

PICTURE CARDS



ball



blocks



book



cars



crayons



doll



iPad



toys



t. v.



bubbles



play dough



music