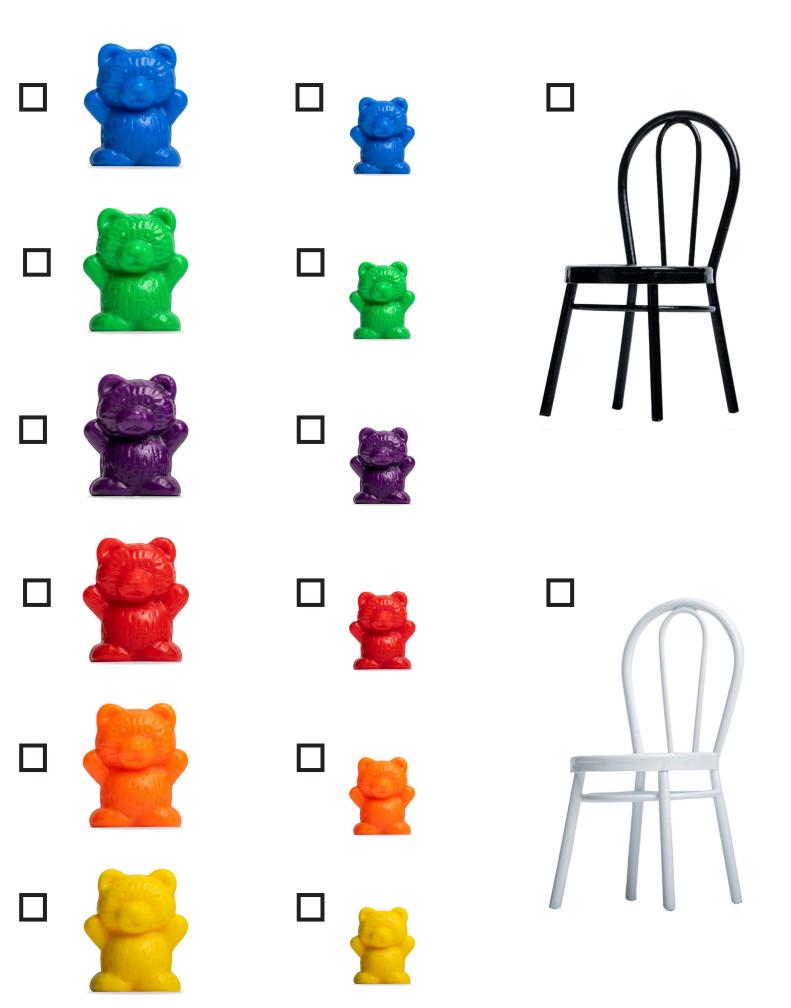
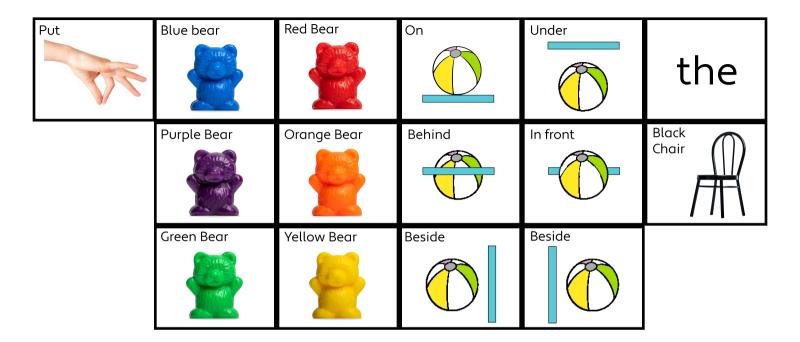
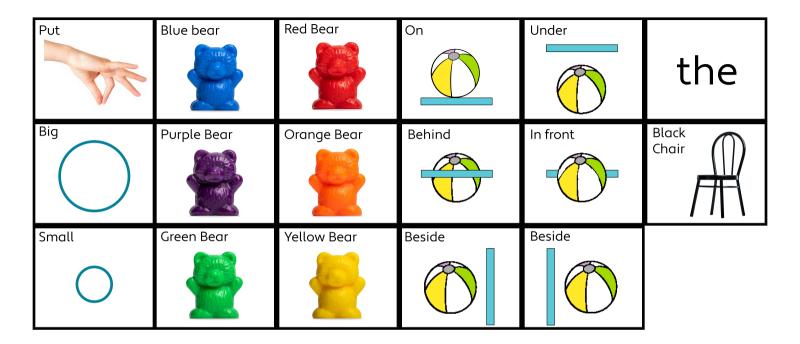
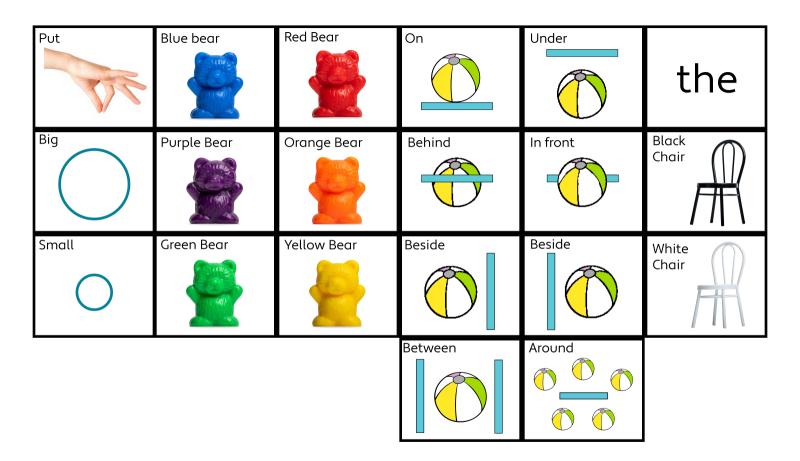
Bears & Chairs Checklist









Bears & Chairs - Student Data Sheet

Date:		Additional information:			
Student:					
Age/Grade:					
Colours:	Receptive	Expressive	Prepositions:	Receptive	Expressive
Red			On		
Blue			Under		
Yellow			Behind		
Green			In front		
Purple			Beside		
Orange			Between		
Black			Around		
White					
Colour + Prepo	sition			Receptive	Expressive
Put the yellow be	ar on the cha	air.			
Put the green bea	Put the green bear beside the chair.				
Put the blue bear	behind the o	hair.			
Put the orange be					
Put the purple be					
Put the blue bear on the chair.					
Put the red bear k					
Put the yellow bear behind the chair.					
Put the green bear under the chair.					
Put the orange bear in front of the chair.					
				/10	/10
Size + Colour + Preposition			Receptive	Expressive	
Put the big blue b					
Put the big red be	ear in front o	f the chair.			
Put the small pur	ple bear besi	de the chair.			
Put the big yellow	v bear on the	chair.			
Put the small blue	e bear in fro n	t of the chair	•		
Put the big green					
Put the small red	bear under t	he chair.			
Put the big green					
Put the big orang					
Put the big purple	e bear behin d	the chair.			
Put the small yell	ow bear und	er the chair.			
Put the small gree	en bear in fro	nt of the cha	ir.		
Put the big yellow					
Put the small purple bear on the chair.					
Put the small orange bear beside the chair.					
				/15	/15

Size + Colour + Preposition + Chair	Receptive	Expressive				
Put the big red bear behind the white chair.						
Put the small blue bear on the black chair.						
Put the big orange bear between both chairs.						
Put the big green bear beside the white chair.						
Put the big yellow bear beside the black chair.						
Put the big blue bear under the white chair.						
Put the big yellow bear between both chairs.						
Put the big green bear in front of the black chair.						
Put the small orange bear in front of the white chair.						
Put both blue bears on the black chair.						
Put the small purple bear between both chairs.						
Put both red bears under the white chair.						
Put the small yellow bear in front of the black chair.						
Put the big blue bear between both chairs.						
Put all the small bears around the white chair.						
Put the small green bear between both chairs.						
Put all the big bears beside the white chair.						
Put all the big bears around the black chair.						
Put the white chair between the green bears.						
Put all the small bears beside the black chair.						
	/20	/20				
Overall impressions: rate from weak (1) to strong (5)					
	/					
Vocabulary: The student knew and could name most of		vords.				
Vocabulary: The student knew and could name most of the student knew and could name kn		vords.				
1 2 3 4 5	of the key w					
1 2 3 4 5 Comprehension: The student understood quickly and	of the key w					
1 2 3 4 5 Comprehension: The student understood quickly and 1 2 3 4 5	of the key was					
1 2 3 4 5 Comprehension: The student understood quickly and 1 2 3 4 5 Expression: The student described the images quickly	of the key was					
1 2 3 4 5 Comprehension: The student understood quickly and 1 2 3 4 5 Expression: The student described the images quickly 1 2 3 4 5	of the key was accurately and accura	ately.				
Comprehension: The student understood quickly and 1 2 3 4 5 Expression: The student described the images quickly	of the key was accurately and accura	ately.				
1 2 3 4 5 Comprehension: The student understood quickly and 1 2 3 4 5 Expression: The student described the images quickly 1 2 3 4 5	of the key was accurately and accura	ately.				
Comprehension: The student understood quickly and 1 2 3 4 5 Expression: The student described the images quickly 1 2 3 4 5 Grammar: The student spoke in grammatically correct	accurately and accura	ntely. s.				
Comprehension: The student understood quickly and 1 2 3 4 5 Expression: The student described the images quickly 1 2 3 4 5 Grammar: The student spoke in grammatically correct 1 2 3 4 5	accurately and accura	ntely. s.				
Comprehension: The student understood quickly and 1 2 3 4 5 Expression: The student described the images quickly 1 2 3 4 5 Grammar: The student spoke in grammatically correct 1 2 3 4 5 Social - The student demonstrated good social communication of the student d	accurately and accura t sentences	ntely. s.				
Comprehension: The student understood quickly and 1 2 3 4 5 Expression: The student described the images quickly 1 2 3 4 5 Grammar: The student spoke in grammatically correct 1 2 3 4 5 Social - The student demonstrated good social community 1 2 3 4 5 Articulation - The student's speech was easy to understand the student speech was easy to understand the speech speech was easy to understand the speech speech was easy to understand the speech	accurately and accura t sentences	ntely. s.				
Comprehension: The student understood quickly and 1 2 3 4 5 Expression: The student described the images quickly 1 2 3 4 5 Grammar: The student spoke in grammatically correct 1 2 3 4 5 Social - The student demonstrated good social community 1 2 3 4 5	accurately and accura t sentences	ntely. s.				
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Position Words

*Approximate Age of Acquisition

1-2 yrs. in, on, off

2-3 yrs. up, down, under, out, away

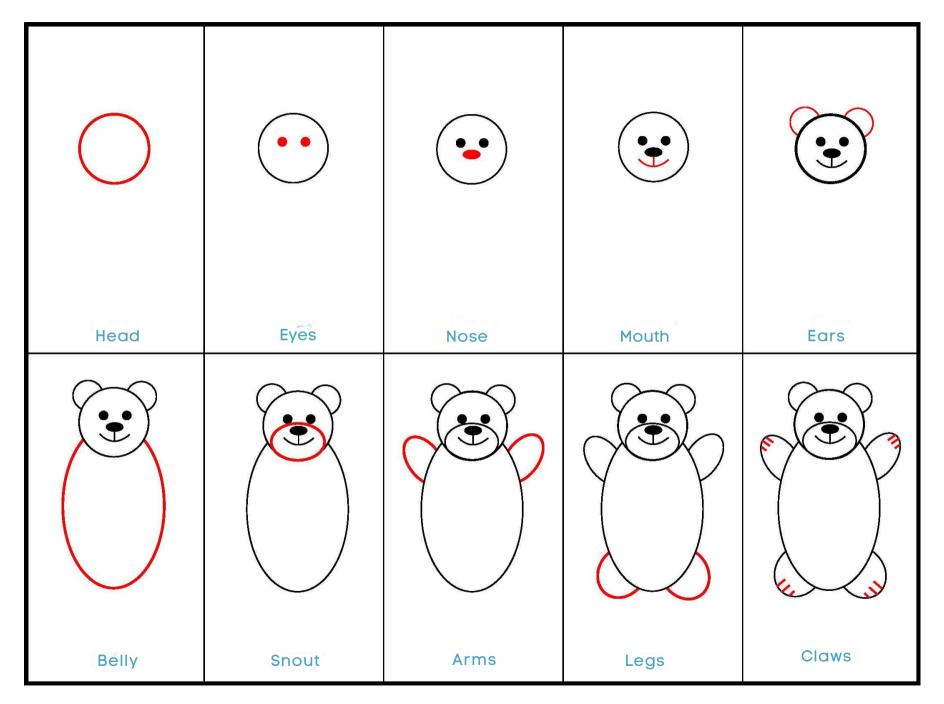
3-5 yrs. on top, beside, next to, in back, behind, in front, over, between, around, toward

5+ yrs. above, below, through, ahead, near, far, corner, middle, center, left, right

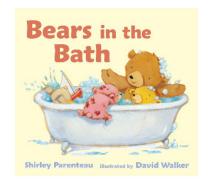


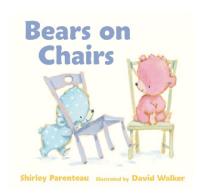


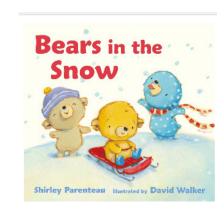
Follow these steps to draw a bear. Highlight **body parts** such as ears, belly, snout, **position** words such as top, inside, above and **time words** such as first, before, after. Have fun!

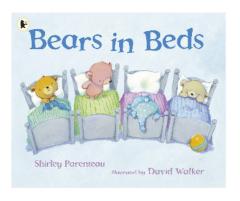


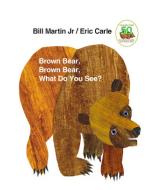
These books go exceptionally well with Bears & Chairs.



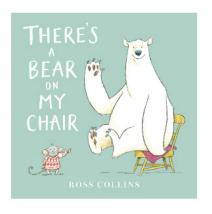


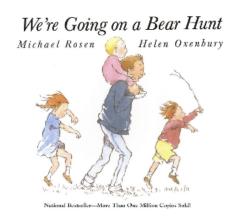


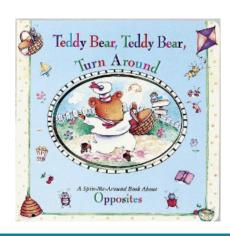












So do these songs!



My Teddy Bear



The Bear Went Over The Mountain



nd

四年 公共 Going on a Bear Hunt

