


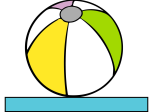
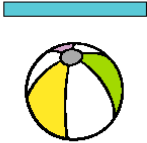







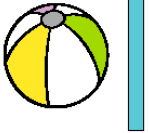
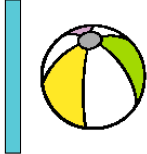



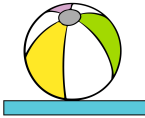
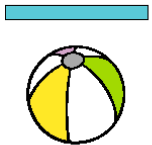
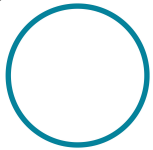








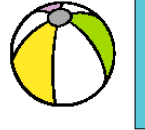
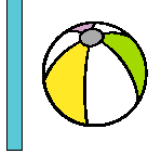



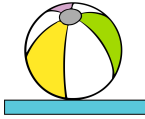
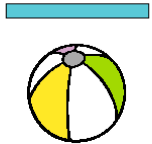
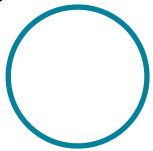








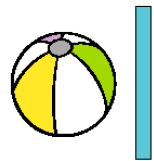
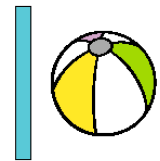

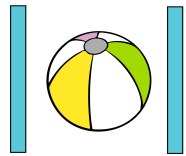
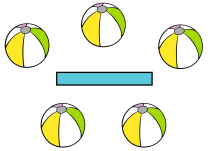


# Bears & Chairs Checklist



<p>Put</p> 	<p>Blue bear</p> 	<p>Red Bear</p> 	<p>On</p> 	<p>Under</p> 	<p>the</p>
<p>Purple Bear</p> 	<p>Orange Bear</p> 	<p>Behind</p> 	<p>In front</p> 	<p>Black Chair</p> 	
<p>Green Bear</p> 	<p>Yellow Bear</p> 	<p>Beside</p> 	<p>Beside</p> 		

Put 	Blue bear 	Red Bear 	On 	Under 	the
Big 	Purple Bear 	Orange Bear 	Behind 	In front 	Black Chair 
Small 	Green Bear 	Yellow Bear 	Beside 	Beside 	

Put 	Blue bear 	Red Bear 	On 	Under 	the
Big 	Purple Bear 	Orange Bear 	Behind 	In front 	Black Chair 
Small 	Green Bear 	Yellow Bear 	Beside 	Beside 	White Chair 
			Between 	Around 	



## 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 + Preposition				Receptive	Expressive
Put the <b>yellow</b> bear <b>on</b> the chair.					
Put the <b>green</b> bear <b>beside</b> the chair.					
Put the <b>blue</b> bear <b>behind</b> the chair.					
Put the <b>orange</b> bear <b>under</b> the chair.					
Put the <b>purple</b> bear <b>in front</b> of the chair.					
Put the <b>blue</b> bear <b>on</b> the chair.					
Put the <b>red</b> bear <b>beside</b> the chair.					
Put the <b>yellow</b> bear <b>behind</b> the chair.					
Put the <b>green</b> bear <b>under</b> the chair.					
Put the <b>orange</b> bear <b>in front</b> of the chair.					
				/10	/10
Size + Colour + Preposition				Receptive	Expressive
Put the <b>big blue</b> bear <b>under</b> the chair.					
Put the <b>big red</b> bear <b>in front</b> of the chair.					
Put the <b>small purple</b> bear <b>beside</b> the chair.					
Put the <b>big yellow</b> bear <b>on</b> the chair.					
Put the <b>small blue</b> bear <b>in front</b> of the chair.					
Put the <b>big green</b> bear <b>behind</b> the chair.					
Put the <b>small red</b> bear <b>under</b> the chair.					
Put the <b>big green</b> bear <b>beside</b> the chair.					
Put the <b>big orange</b> bear <b>on</b> the chair.					
Put the <b>big purple</b> bear <b>behind</b> the chair.					
Put the <b>small yellow</b> bear <b>under</b> the chair.					
Put the <b>small green</b> bear <b>in front</b> of the chair.					
Put the <b>big yellow</b> bear <b>behind</b> the chair.					
Put the <b>small purple</b> bear <b>on</b> the chair.					
Put the <b>small orange</b> bear <b>beside</b> the chair.					
				/15	/15

Size + Colour + Preposition + Chair	Receptive	Expressive
Put the <b>big red</b> bear <b>behind</b> the <b>white</b> chair.		
Put the <b>small blue</b> bear <b>on</b> the <b>black</b> chair.		
Put the <b>big orange</b> bear <b>between both</b> chairs.		
Put the <b>big green</b> bear <b>beside</b> the <b>white</b> chair.		
Put the <b>big yellow</b> bear <b>beside</b> the <b>black</b> chair.		
Put the <b>big blue</b> bear <b>under</b> the <b>white</b> chair.		
Put the <b>big yellow</b> bear <b>between both</b> chairs.		
Put the <b>big green</b> bear <b>in front</b> of the <b>black</b> chair.		
Put the <b>small orange</b> bear <b>in front</b> of the <b>white</b> chair.		
Put <b>both blue</b> bears <b>on</b> the <b>black</b> chair.		
Put the <b>small purple</b> bear <b>between both</b> chairs.		
Put <b>both red</b> bears <b>under</b> the <b>white</b> chair.		
Put the <b>small yellow</b> bear <b>in front</b> of the <b>black</b> chair.		
Put the <b>big blue</b> bear <b>between both</b> chairs.		
Put <b>all</b> the <b>small bears</b> <b>around</b> the <b>white</b> chair.		
Put the <b>small green</b> bear <b>between both</b> chairs.		
Put <b>all</b> the <b>big bears</b> <b>beside</b> the <b>white</b> chair.		
Put <b>all</b> the <b>big bears</b> <b>around</b> the <b>black</b> chair.		
Put the <b>white</b> chair <b>between</b> the <b>green bears</b> .		
Put <b>all</b> the <b>small bears</b> <b>beside</b> the <b>black</b> chair.		
	/20	/20
<b>Overall impressions: rate from weak (1) to strong (5)</b>		
<b>Vocabulary:</b> The student <b>knew</b> and could <b>name</b> most of the key words. 1      2      3      4      5		
<b>Comprehension:</b> The student <b>understood</b> quickly and accurately. 1      2      3      4      5		
<b>Expression:</b> The student <b>described</b> the images quickly and accurately. 1      2      3      4      5		
<b>Grammar:</b> The student spoke in <b>grammatically correct</b> sentences. 1      2      3      4      5		
<b>Social -</b> The student demonstrated good <b>social communication</b> skills. 1      2      3      4      5		
<b>Articulation -</b> The student's <b>speech</b> was easy to understand. 1      2      3      4      5		

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 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

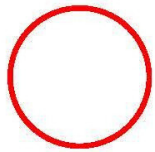
5+ yrs. | above, below, through, ahead, near, far, corner,  
middle, center, left, right

Created by Connie Romaniuk, SLP

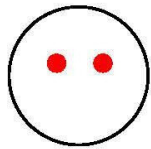
\*For general information purposes only



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!



Head



Eyes



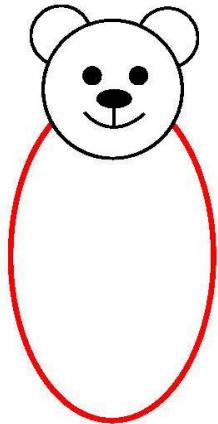
Nose



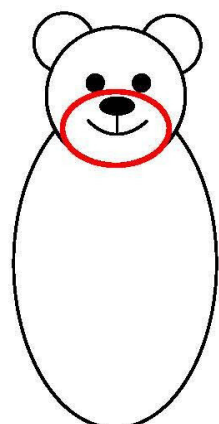
Mouth



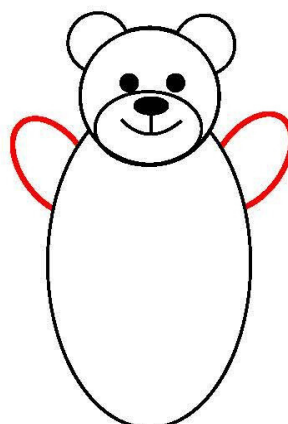
Ears



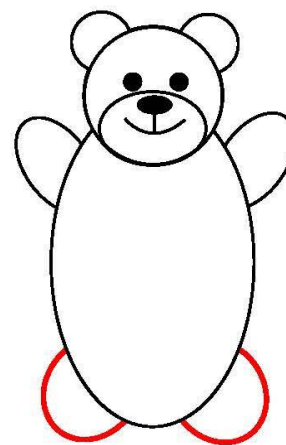
Belly



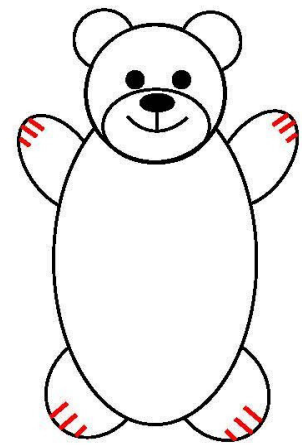
Snout



Arms

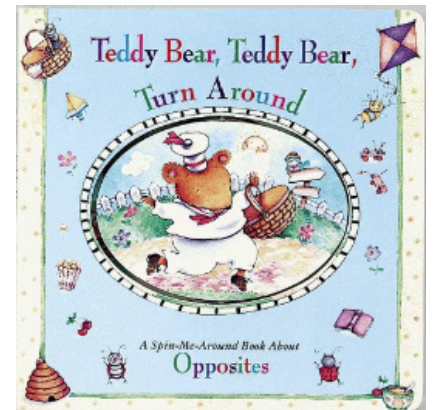
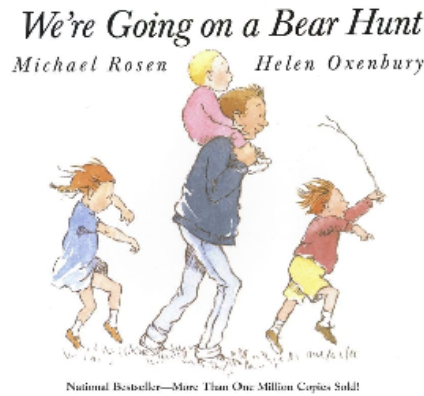
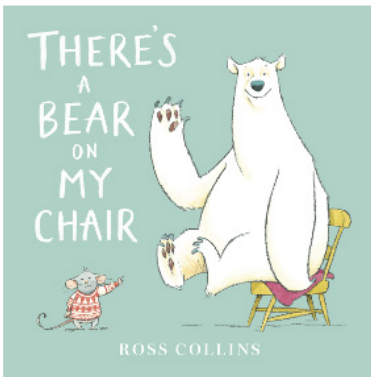
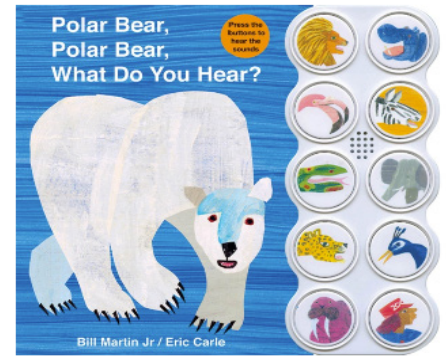
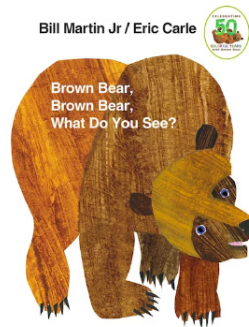
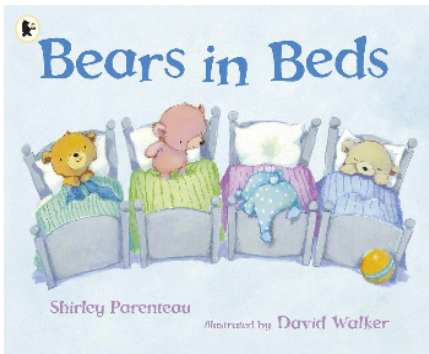
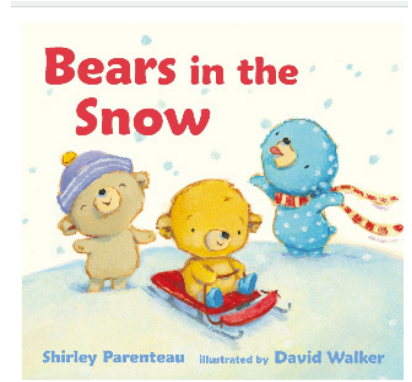
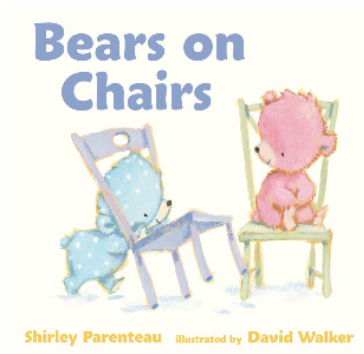
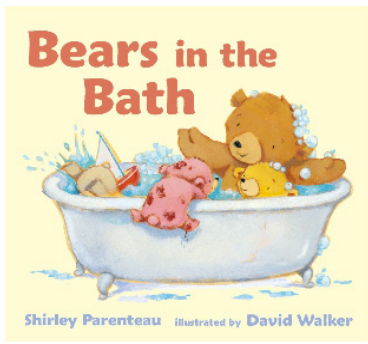


Legs



Claws

These books go exceptionally well with Bears & Chairs.



So do these songs!



My Teddy Bear



The Bear Went Over The Mountain



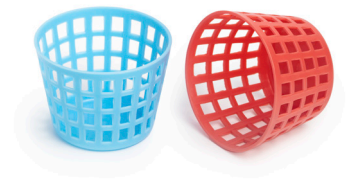
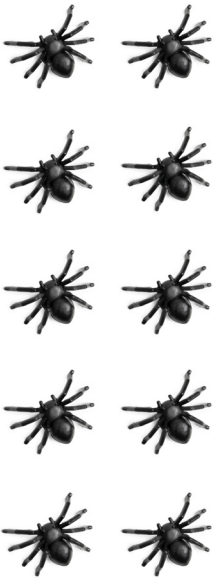
Teddy Bear, Teddy Bear Turn Around



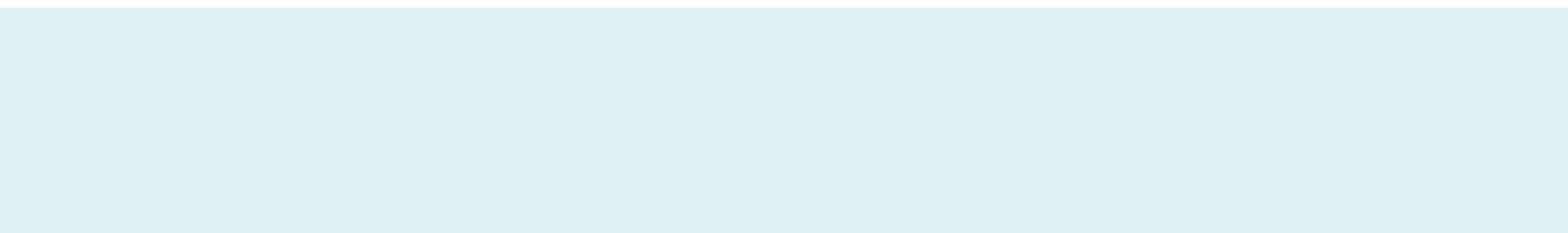
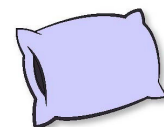
Going on a Bear Hunt



# Touch & Talk Checklist

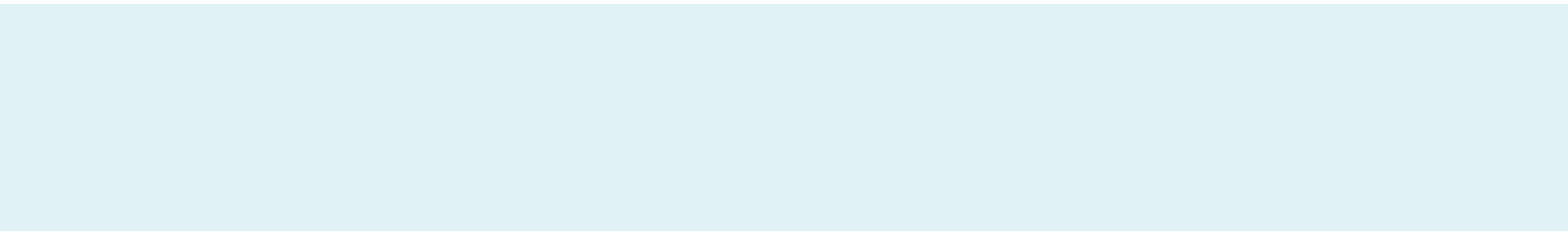


Soft



Hard

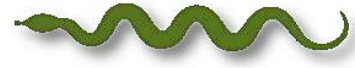
Bumpy



Smooth



Long



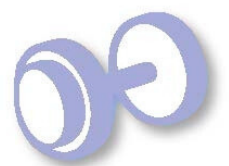
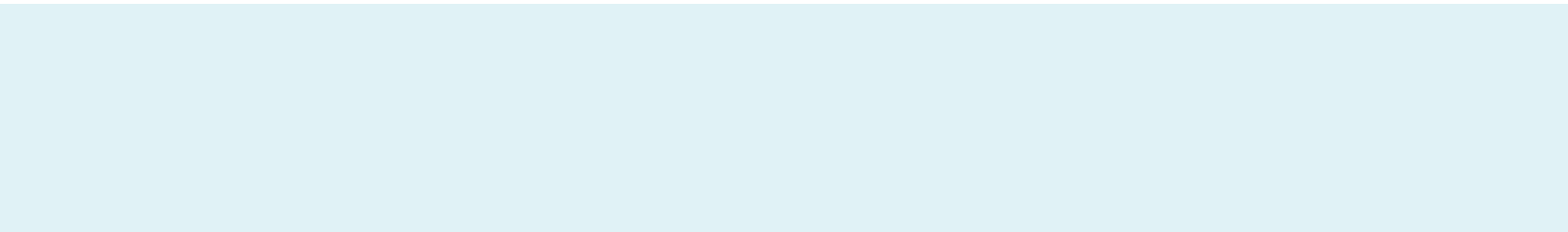
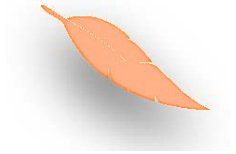
Short

Shiny

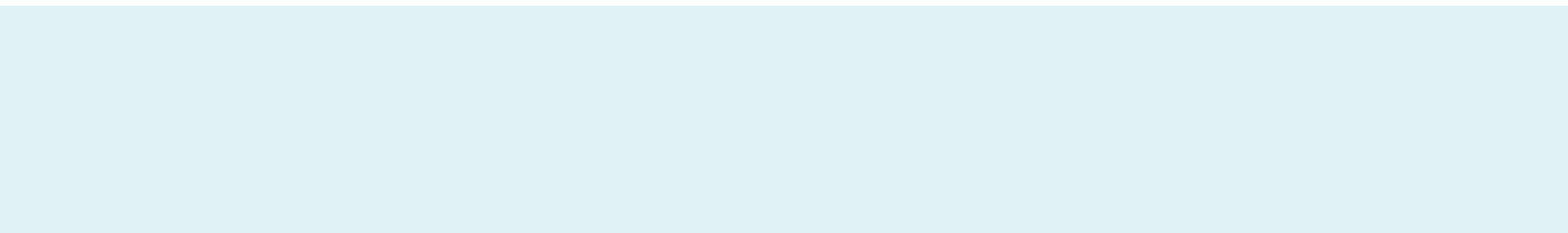


Dull

Light



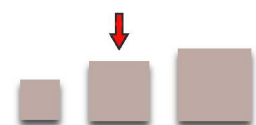
Heavy





Small

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Medium

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Big/large

• Single

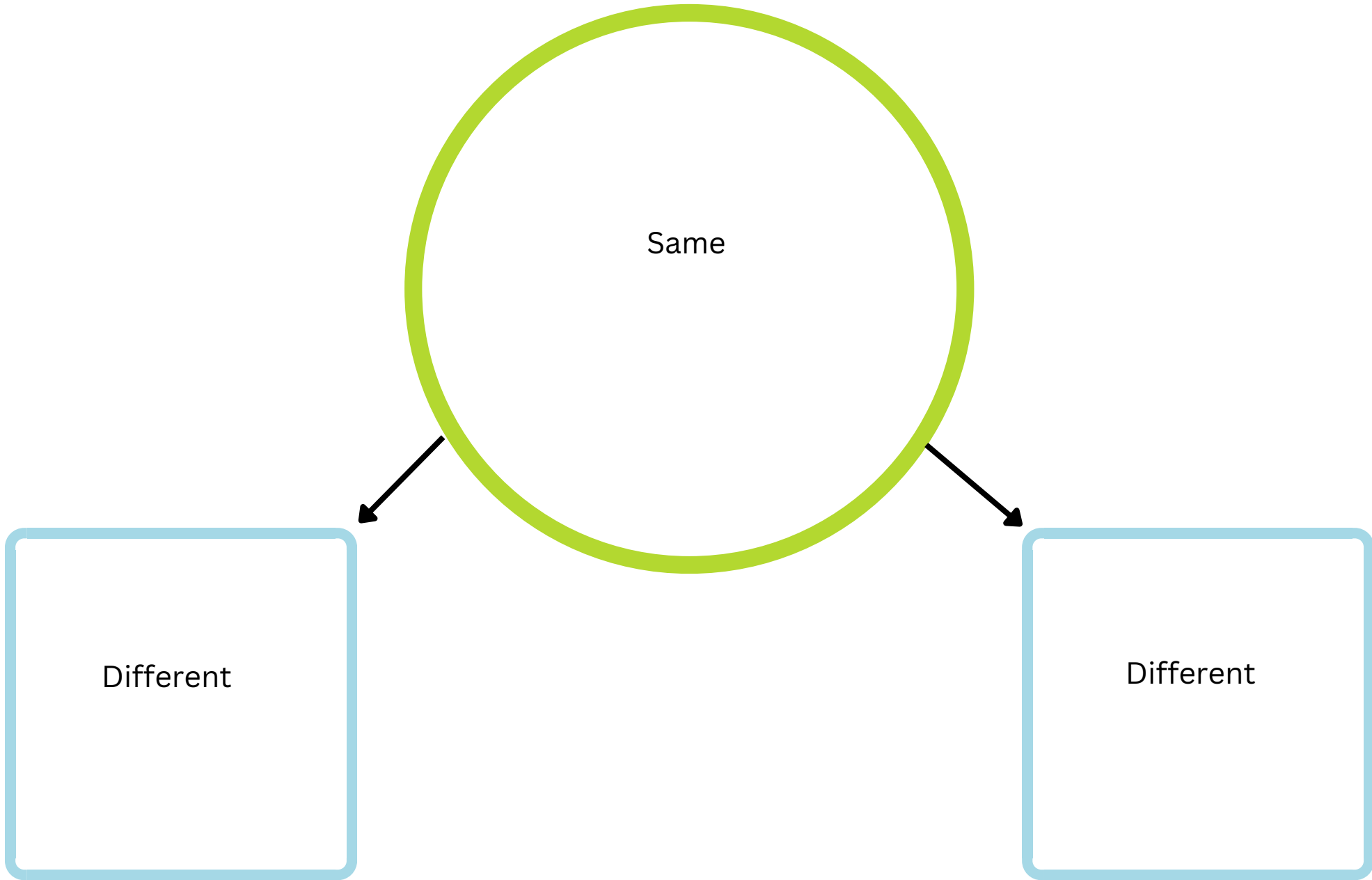
• Couple

••• Few

••••• Many

# Compare & Contrast

Place any two items in the circle and state one or more similarities. Then move them to separate squares and state one or more differences. For example, the spider and butterfly are both bugs but the butterfly has wings and the spider doesn't.



# Touch & Talk - Student Data Sheet

Date:	Additional information:	
Student:		
Age/Grade:		
<b>3 pieces of information</b>	Receptive	Expressive
1. The frog is in the box.		
2. The butterfly is under the diamond.		
3. The emerald is on the star.		
4. The snake is on the box.		
5. The frog is in front of the log.		
6. The snake is around the ladybug.		
7. The coins are beside the lid.		
8. The butterfly is on the box.		
9. The snake is under the log.		
10. The bells are on the lid.		
	/10	/10
<b>4 pieces of information</b>	Receptive	Expressive
1. All the spiders are under the star.		
2. The butterfly is on the blue basket.		
3. The ladybug is in the centre of the circle.		
4. Both gems are in the box.		
5. The snake is between the medium pom poms.		
6. There are a couple spiders on the frog.		
7. The log is between the biggest pom poms.		
8. The snake is in the red basket.		
9. There are a couple spiders beside the box.		
10. Both gems are on the heart.		
11. The frog and the snake are in the box.		
12. The emerald is on top of the blue basket.		
13. All the shapes are in a stack.		
14. The smallest pom poms are on top of the log.		
15. All the spiders are around the butterfly.		
	/15	/15
<b>5+ pieces of information</b>	Receptive	Expressive
1. The biggest purple pom pom is in the red basket.		
2. The frog is behind the medium silver bell.		
3. There is a single spider on top of each pom pom.		
4. Six spiders are around the edge of the circle.		
5. There is a spider under each purple pom pom.		
6. All the coins are stacked with a ladybug on top.		
7. All the pink pom poms are in front of the log.		
8. There is a silver coin under the butterfly's wings.		
9. The smallest gold bell is at the top of the triangle.		
10. The butterfly, frog and ladybug are in front of the log.		
11. All the silver bells are in the blue basket.		



12. Five spiders are on the square and five spiders are on the rectangle.		
13. The butterfly is in front of the medium pink pom pom.		
14. All the shapes are in a stack except for the heart.		
15. The gold bells are in front of the frog and the silver bells are behind it.		
16. The diamond is in front of the snake and the emerald is behind it.		
17. There is a coin in every corner of the square.		
18. The snake is around the smallest pink pom pom.		
19. All of the spiders are in the box except for one.		
20. The silver coins are on the blue basket and the gold coins are on the red basket.		
	/20	/20
<b>Overall impressions: rate from weak (1) to strong (5)</b>		
<b>Vocabulary:</b> The student <b>knew</b> and could <b>name</b> most of the key words.		
1	2	3 4 5
<b>Comprehension:</b> The student <b>understood</b> quickly and accurately.		
1	2	3 4 5
<b>Expression:</b> The student <b>described</b> the images quickly and accurately.		
1	2	3 4 5
<b>Grammar:</b> The student spoke in <b>grammatically correct</b> sentences.		
1	2	3 4 5
<b>Social -</b> The student demonstrated good <b>social communication</b> skills.		
1	2	3 4 5
<b>Articulation -</b> The student's <b>speech</b> was easy to understand.		
1	2	3 4 5

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Expressive Vocabulary

\*Approximate Age of Acquisition



Created by Connie Romaniuk, R.SLP

\*For general information purposes only



## Touch & Talk – Vocabulary List

Date:			Additional info.		
Student:					
Age/Grade:					
<b>Basic Concepts</b>					
<b>Tactile</b>	<b>Rec (y/n)</b>	<b>Exp (y/n)</b>	<b>Location</b>	<b>Rec (y/n)</b>	<b>Exp (y/n)</b>
Soft			In		
Hard			On		
Bumpy			Under		
Smooth			Beside		
Light			Behind		
Heavy			In front		
Pointy			Around		
Round			Left		
Flat			Right		
<b>Size</b>			<b>Quantity</b>		
Small			Single		
Medium			Couple		
Big/large			Few		
			Many		
<b>Category Labels</b>					
<b>Category</b>	<b>Rec (y/n)</b>	<b>Exp(y/n)</b>	<b>Category</b>	<b>Rec (y/n)</b>	<b>Exp (y/n)</b>
Animals			Gold things		
Insects			Silver things		
Gems			Spotted things		
Shapes			Bumpy things		
Containers			Made of plastic		
Hard things			Made of wood		
Soft things			Large, small, medium		
Round things					

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Touch & Talk – S Blend Words

Date:			Additional info.		
Student:					
Age/Grade:					
Word	imit. wd.	spn. wd.	imit. sent.	spn. sent.	everyday speech/notes
Snake					
Star					
Spider					
Square					
Spots					
Sticky					
Squishy					
Stretch					
Small					
Smooth					
Scales					
Slither					
Basket					
Box					
Biggest					
Smallest					

imit = imitate    spn = spontaneous    wd = word    sent = sentence

### Tips to help children produce /s/ blends - children should master /s/ before working on blends.

1. Say the /s/ blend words in this kit as much as possible. This is referred to as auditory bombardment and is an important part of speech therapy.
2. Make the /s/ blends louder and longer than other sounds in the word (SSSSNNake.)
3. Ask the child to watch your mouth while you say the words. Open your mouth wide so the child can clearly see how your tongue moves from the /s/ sound to the next sound.
4. Describe how you are moving your lips and tongue to make an /s/ blend.
5. Use articulation hand cues for the both the /s/ and second consonant sound (watch hand cue video on our website)
6. Give the /s/ sound a name such as the “snake sound” so you can refer to when prompting (don’t forget to start with the snake sound, oops you forgot the snake sound, etc.)
7. Only ask the child to say the /s/ blend word at the level they can be successful at - for example, imitate words vs. imitated sentences. The more the productions are correct, the faster a new movement pattern in the mouth is established.
8. Praise all attempts to produce /s/ blend words. Keep it fun and positive.

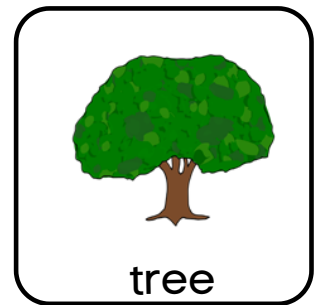
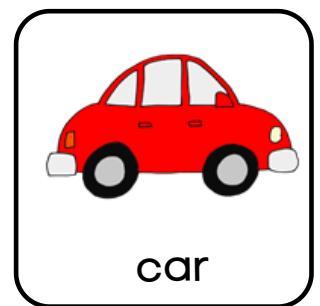
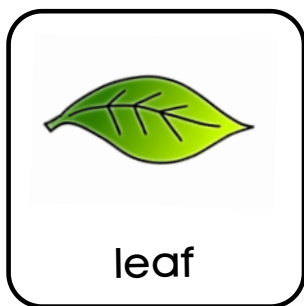
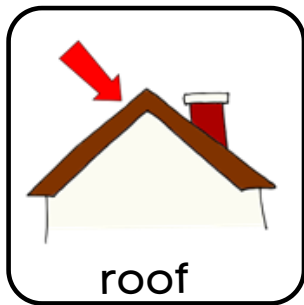
# Super Sentences Checklist



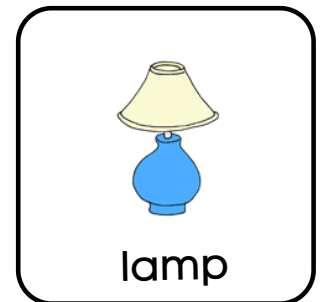
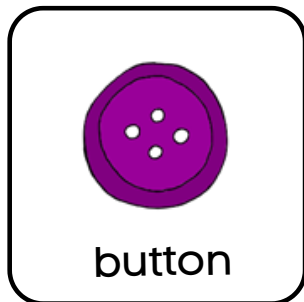
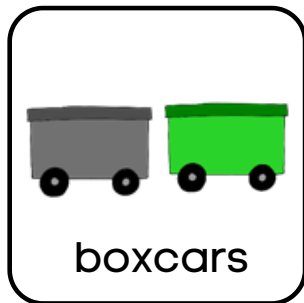
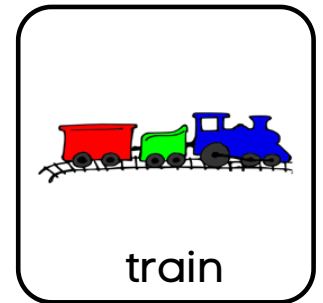
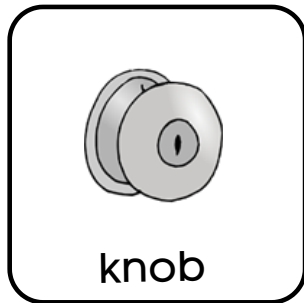
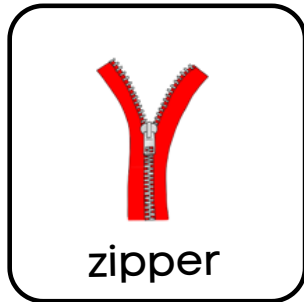
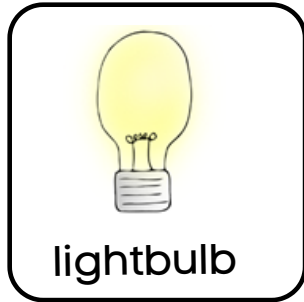
# Part of a whole

Draw a line to connect the part to its whole.

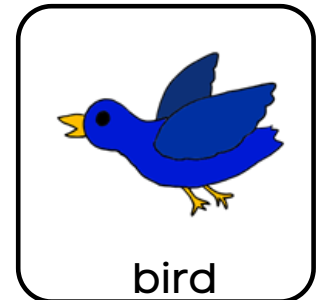
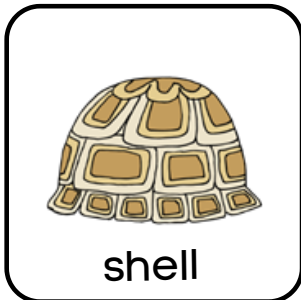
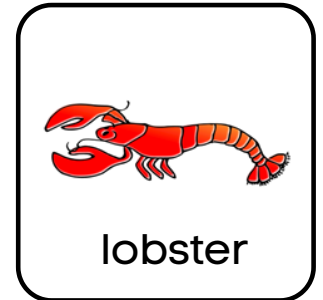
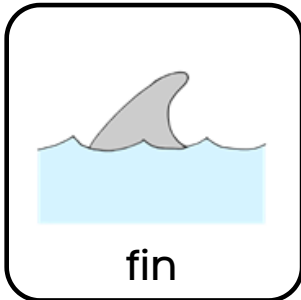
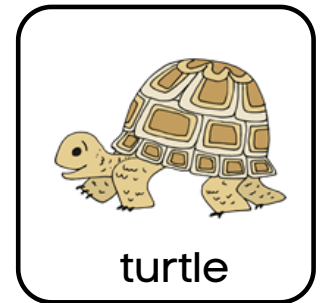
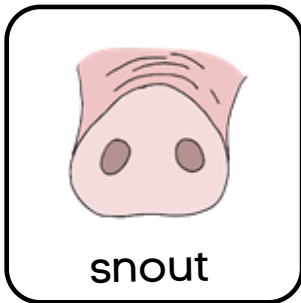
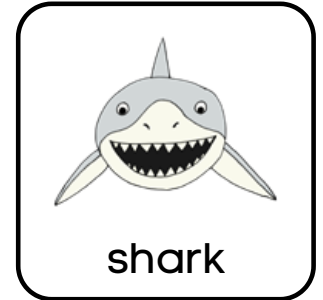
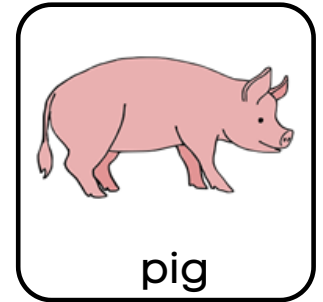
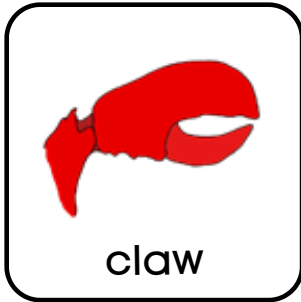
Name each item and practice the phrase "A \_\_\_ is part of a \_\_\_".



# Part of a whole - page 2

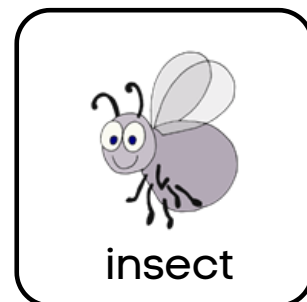
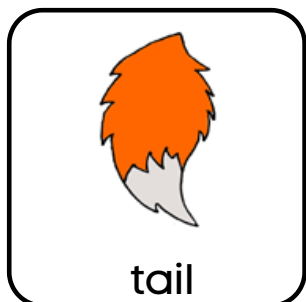
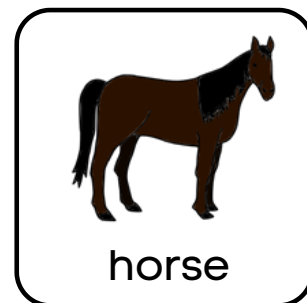
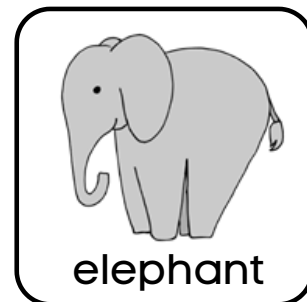
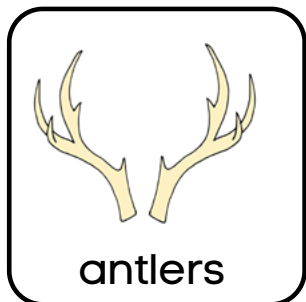
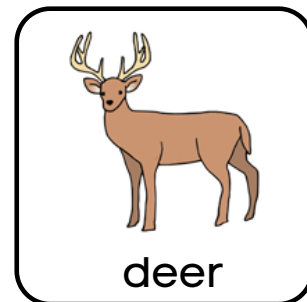
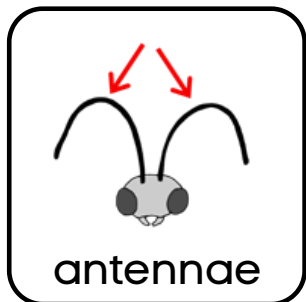


# Part of a whole - page 3





# Part of a whole - page 4



# Super Sentences - Student Data Sheet

Date:	Additional information:	
Student:		
Age/Grade:		
<b>He</b>	Receptive	Expressive
He is jumping on the bed.		
He is pushing the blue scooter.		
He is eating french fries in bed.		
He is walking to the store.		
He is hiding under the table.		
He is lying in bed reading a book.		
He is carrying a banana to school.		
He put all the food on top of the table.		
He is sitting on the couch drinking a banana milkshake.		
He put the brown dog in the beige basket and the beige dog in the brown basket.		
	/10	/10
<b>She</b>	Receptive	Expressive
She is riding on the red scooter.		
She is standing in front of the school.		
She is sleeping on the top bunk.		
She is reading a book on the couch.		
She is talking on the black phone.		
She is feeding the dogs a hamburger.		
She is sitting on the chair eating a vanilla ice cream.		
She dropped all the peas on the floor.		
She parked the red scooter next to the store		
She put the fruit in the beige basket and the vegetables in the brown basket		
	/10	/10
<b>They</b>	Receptive	Expressive
They are high fiving each other.		
They are standing face-to-face.		
They are hiding behind the couch.		
They are talking to each other on the phone.		
They are at school looking out of the windows.		
They are walking home from school.		
They are reading books on the couch.		
They got milkshakes from the store.		
They are driving in opposites directions.		
They are sitting at the table sharing a hamburger and french fries.		
	/10	/10

2+ Pronouns	Receptive	Expressive
He is giving <b>her</b> a pineapple.		
<b>She</b> is chasing <b>him</b> .		
He is pulling <b>her</b> on the blue scooter.		
<b>She</b> is tucking <b>him</b> into bed.		
<b>She</b> put <b>her</b> bedding in the brown basket		
He is napping on the couch with <b>his</b> pillow and blanket		
He is putting <b>his</b> pillow on the bottom bunk.		
He left <b>his</b> white phone on the couch.		
<b>They</b> are riding <b>their</b> scooters to the store.		
<b>They</b> are sitting at the table playing on <b>their</b> ipads.		
<b>She</b> fed <b>her</b> dog french fries and <b>he</b> fed <b>his</b> dog peas.		
He is bringing <b>his</b> books home from school.		
<b>They</b> are sitting on the couch with <b>their</b> dogs between them.		
<b>They</b> are sleeping in <b>their</b> beds. The moon bed is <b>hers</b> and the star bed is <b>his</b> .		
<b>They</b> are eating ice cream on the couch. The chocolate one is <b>hers</b> and the vanilla one is <b>his</b> .		
	/15	/15
<b>Overall impressions: rate from weak (1) to strong (5)</b>		
<b>Vocabulary:</b> The student <b>knew</b> and could <b>name</b> most of the key words.		
1      2      3      4      5		
<b>Comprehension:</b> The student <b>understood</b> quickly and accurately.		
1      2      3      4      5		
<b>Expression:</b> The student <b>described</b> the images quickly and accurately.		
1      2      3      4      5		
<b>Grammar:</b> The student spoke in <b>grammatically correct</b> sentences.		
1      2      3      4      5		
<b>Social</b> - The student demonstrated good <b>social communication</b> skills.		
1      2      3      4      5		
<b>Articulation</b> - The student's <b>speech</b> was easy to understand.		
1      2      3      4      5		

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Pronouns

## \*Approximate Age of Acquisition

1-2 yrs. | I, it

2-3 yrs. | my, me, mine, you, your, yours, he, she, we, us

3-5 yrs. | they, them, their, theirs, his, hers, her, him, its, our, myself, yourself, herself, himself, itself, ourselves, yourselves, themselves

Created by Connie Romaniuk, R.SLP

\*For general information purposes only



# Super Sentences – Pronouns

Date:			Additional information:		
Student:					
Age/Grade:					
Subject	Receptive	Expressive	Object	Receptive	Expressive
<b>He</b>			<b>Him</b>		
<b>She</b>			<b>Her</b>		
<b>They</b>			<b>Them</b>		
I			Me		
We			You		
You			It		
			Us		
Possessive			Reflexive		
<b>His</b>			Myself		
<b>Hers</b>			Yourself		
<b>Theirs</b>			Himself		
Mine			Herself		
Ours			Itself		
			yourselves		

The bolded pronouns are specifically targeted in this kit. The others can be modeled during play.





## Want more pronoun practice?

Have fun giving Liz and Leo items from the kit while practicing a particular pronoun. Here are a few ideas to get you started:

- Take turns giving Liz or Leo things while saying phrases like:
  - He** gets the corn. **She** gets the banana.
  - The red scooter is **his**. The black phone is **hers**.
  - Give the dogs to **him**. Give the food to **her**.
- Ask the child questions and prompt answers like the bolded words:
  - Who gets the pineapple? **He** does. Who gets the hamburger? **She** does.
  - Whose phone is this? **Hers**. Whose book is this? **His**.
  - Who should I give this basket to? **Him**. Who should I give the peas to? **Her**.
- Add the dogs into the mix and use them to work on **they, theirs, them** in phrases like this:
  - They** get the milkshakes. The blankets are **theirs**. Give the fries to **them**.
- Double the difficulty by using two pronouns in the same sentence like this:
  - He** gets the banana milkshake and **she** gets the strawberry one.
  - The green book is **hers** and the red one is **his**.
  - She** gave **him** the brown basket.
- Take turns talking about all the things Liz and Leo can do by themselves in phrases like:
  - Leo can drive to school all by **himself**. Liz can read a book all by **herself**.
  - Liz and Leo can make the beds all by **themselves**.

## Syllable segment

Count how many claps are in each item and then place it in the corresponding column.

1 	2 	3 	4 

**Initial Sound & Letter Match** - Identify the first sound in an object's name then put it with the matching letter.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>
<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>
<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>	<b>SH</b>	<b>CH</b>

## Rhyming Riddles – read the riddle and see if the child can guess the answer.

1. It rhymes with "head" and it's where we sleep - bed
2. It rhymes with "fog" and it's a pet - dog
3. It rhymes with "pouch" and it's in the living room - couch
4. It rhymes with "look" and it's something we read - book
5. It rhymes with "born" and it's a vegetable - corn
6. It rhymes with "hair" and it goes together with a table - chair
7. It rhymes with "tease" and they grow in a pod - peas
8. It rhymes with "shore" and it's where we shop - store
9. It rhymes with "cool" and it's where we learn - school
10. It rhymes with "none" and it's part of a hamburger - bun
11. It rhymes with "mess" and it's something girls wear - dress
12. It rhymes with "cries" and you can eat them with ketchup - fries
13. It rhymes with "swirl" and it's a young female - girl
14. It rhymes with "joy" and it's a young male - boy
15. It rhymes with "feel" and it's the outside of a banana- peel
16. It rhymes with "dirt" and it's a piece of clothing - shirt
17. It rhymes with "bone" and it's something we talk on - phone
18. It rhymes with "cable" and it's where we eat - table
19. It rhymes with "willow" and it goes on a bed - pillow
20. It rhymes with "tutor" and it's something we can ride on - scooter



# Super Sentences - Articulation Words

Date:			Additional information:		
Student:					
Age/Grade:					
Word	imit. wd.	spn. wd.	imit. sent.	spn. sent.	everyday speech/notes:
<b>S blends</b>					
Sleep					
Stand					
Store					
School					
Star					
Strawberry					
Scooter					
Baskets					
Ice cream					
<b>Sh</b>					
She					
Milkshake					
Push					
<b>Ch</b>					
Chair					
Chocolate					
French Fries					
Couch					
<b>J</b>					
Jump					
<b>L</b>					
Liz					
Leo					
Pillow					
Blue					
Blanket					
Table					
Pineapple					
Vanilla					
Chocolate					
<b>Z</b>					
Liz					
Zed/Zee					
Zig Zag					

imit. = imitate    spn. = spontaneous    wd. = word    sent. = sentence