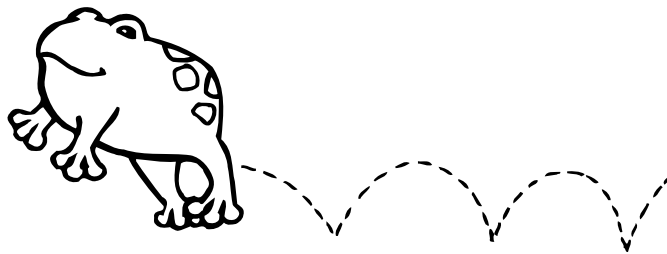
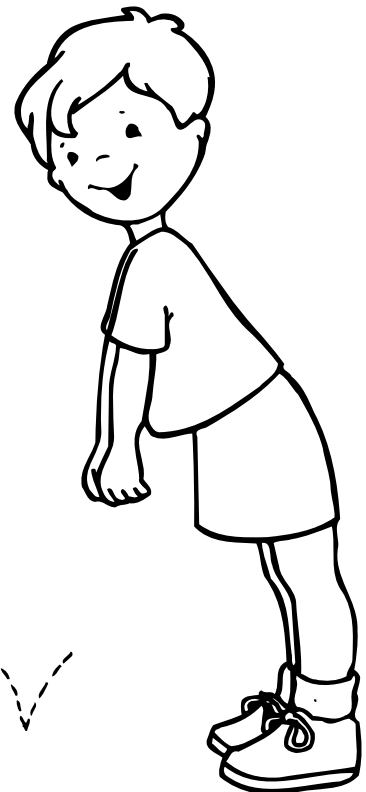
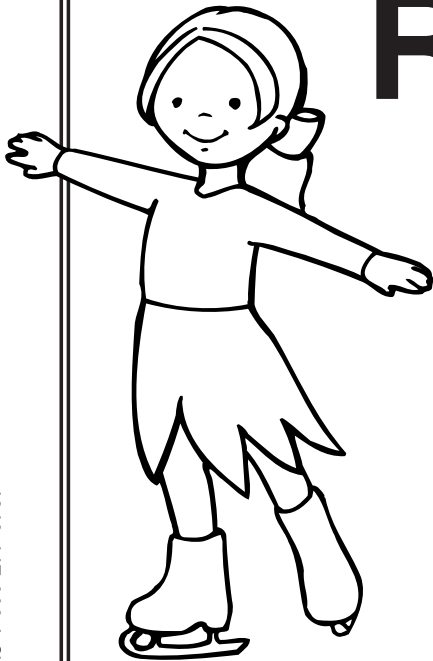
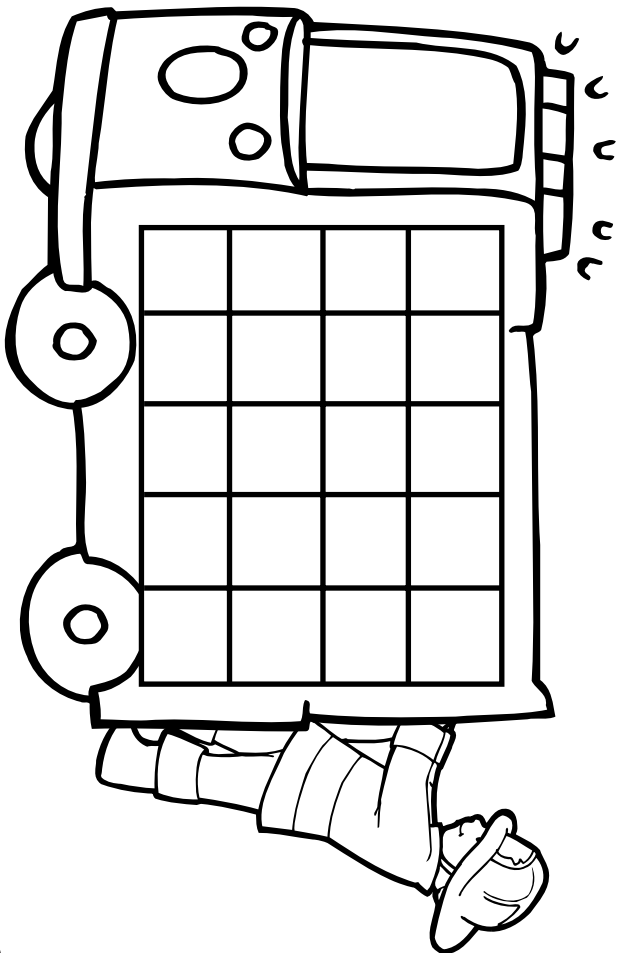
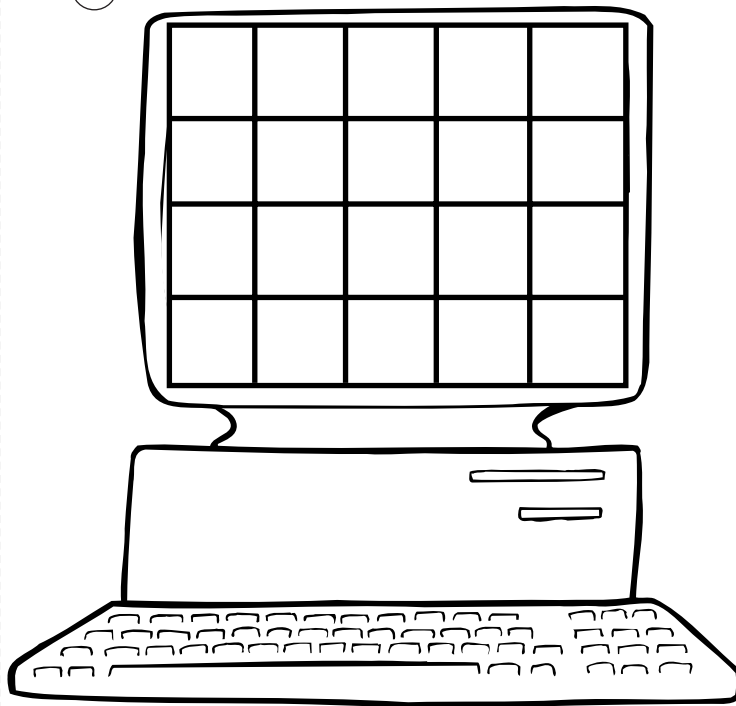
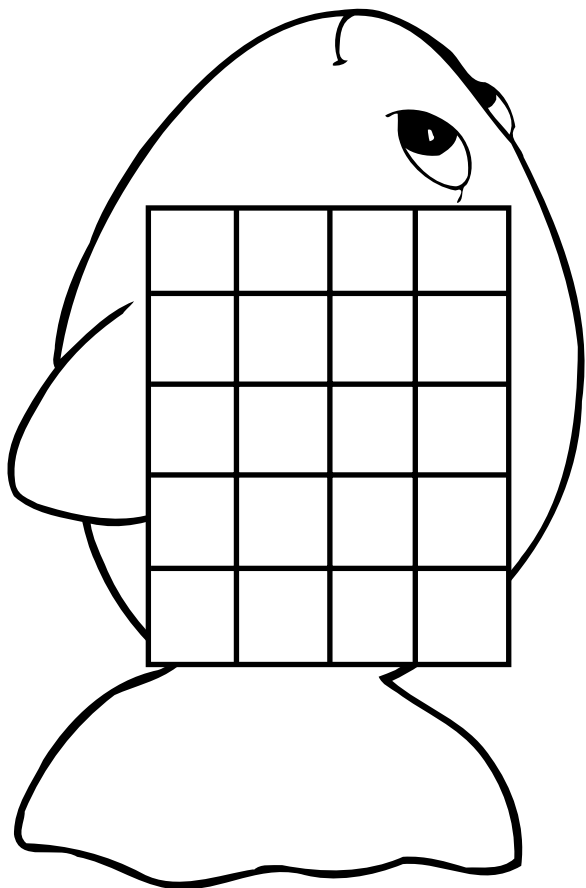
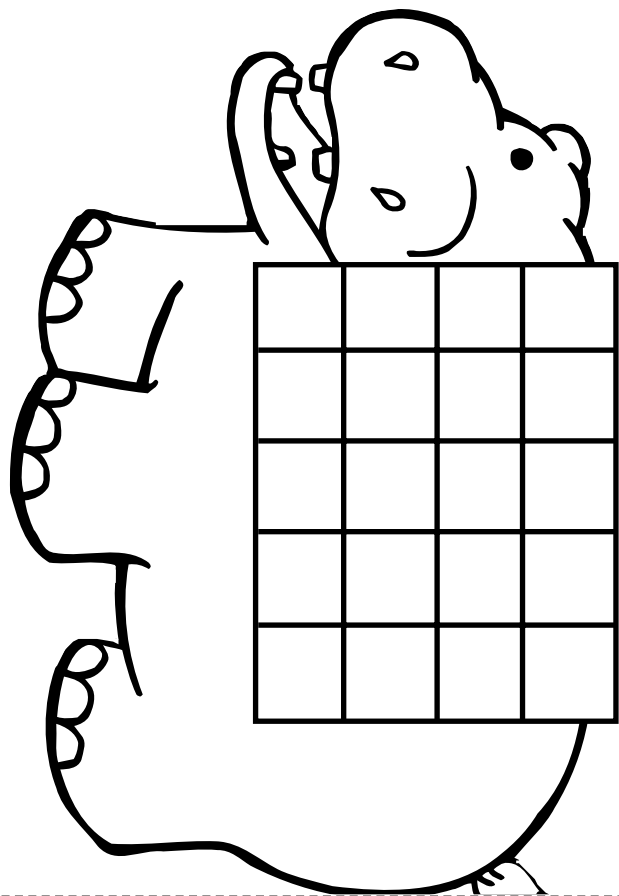
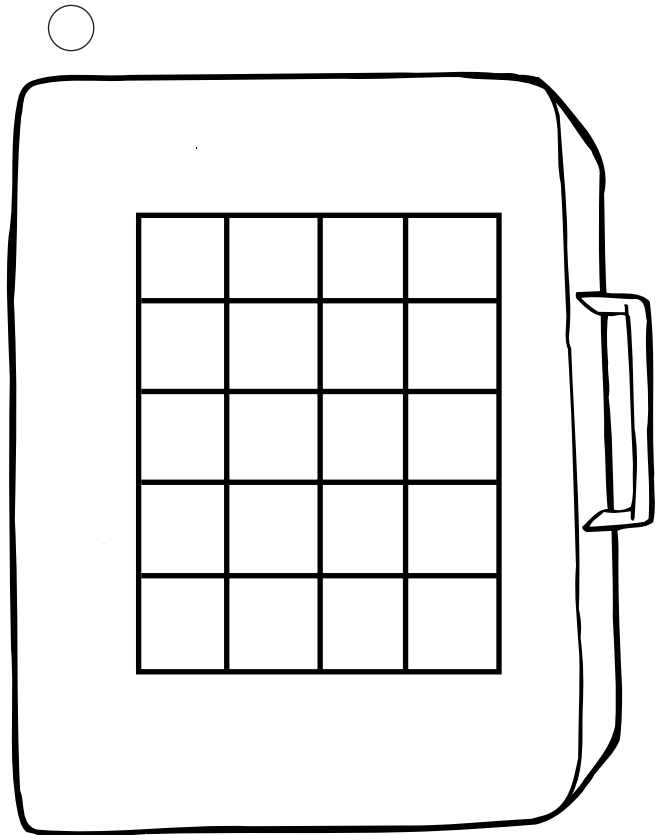
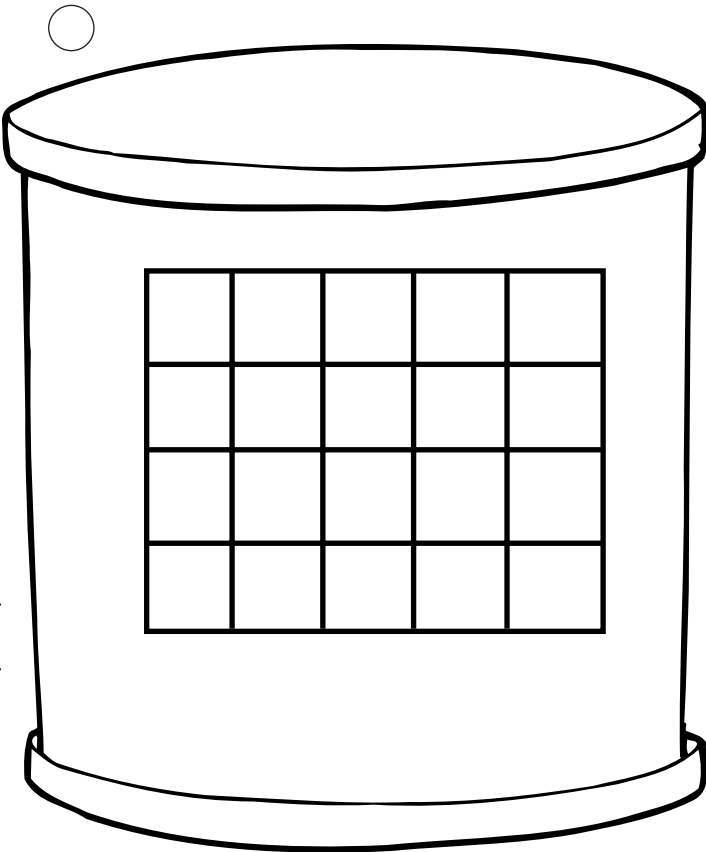
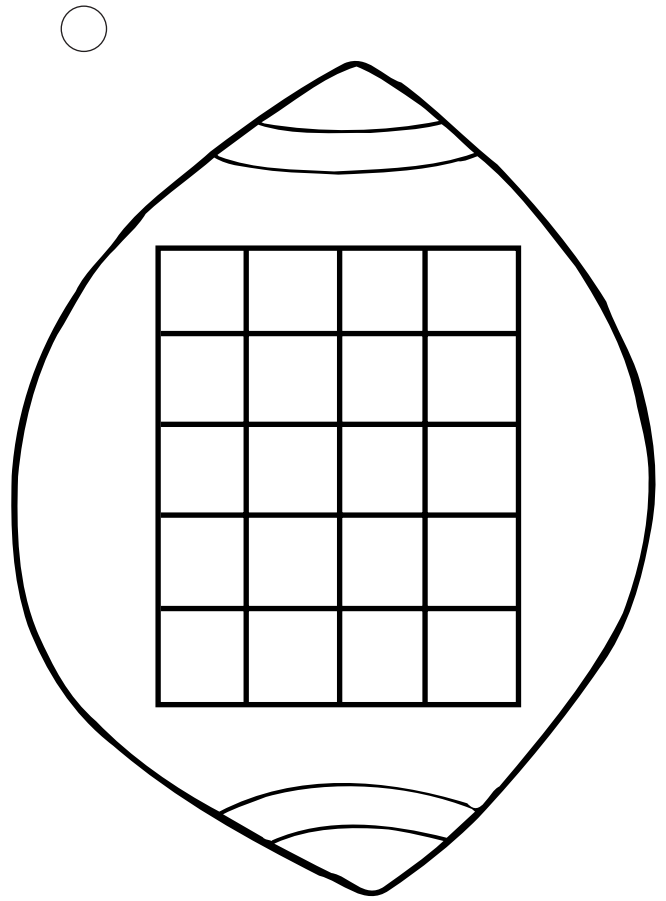
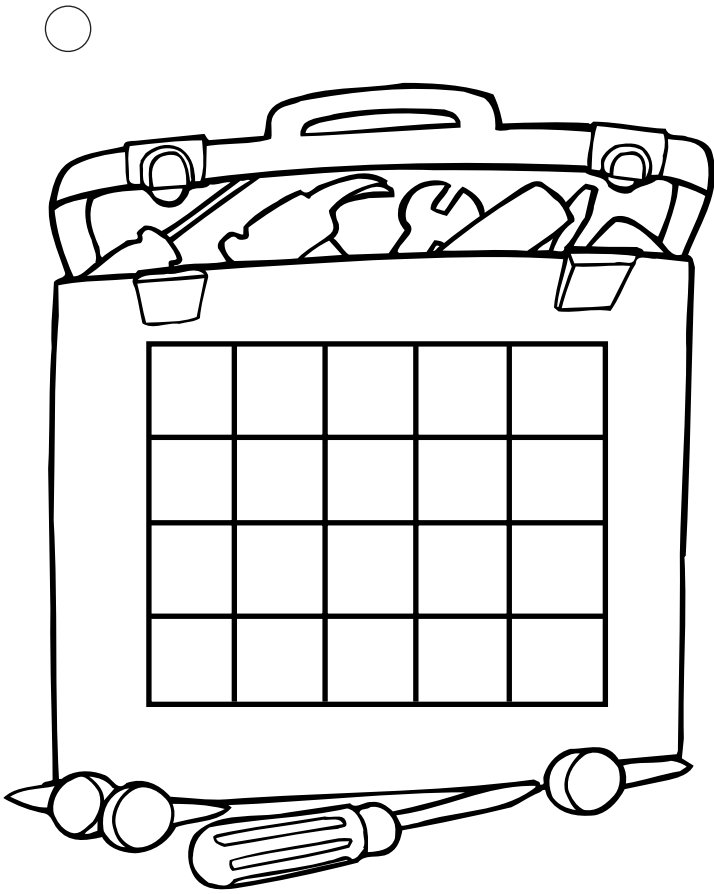


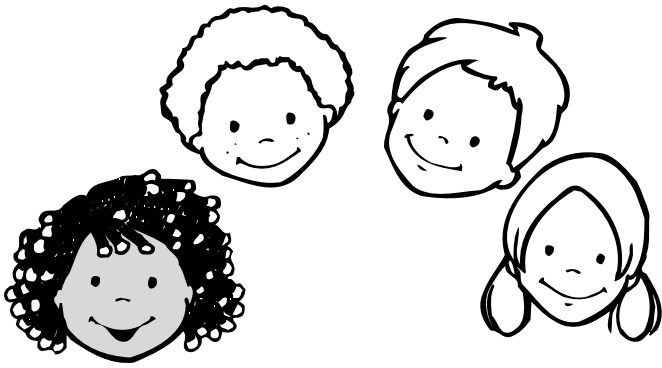
Resource Ideas





Cut pictures apart on dotted line



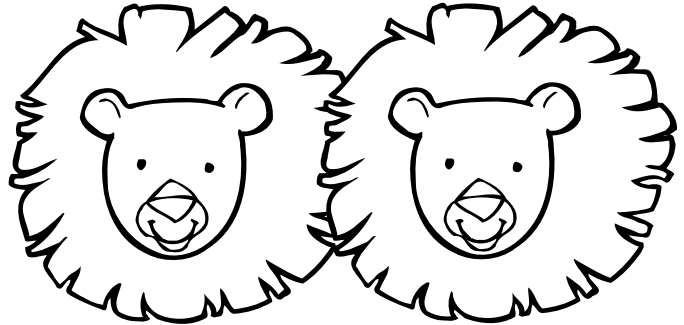


In speech today,
I learned four _____.
Ask me to name them!

No Lion! I can name a few

_____.

Try me!



Now I know four new

_____.

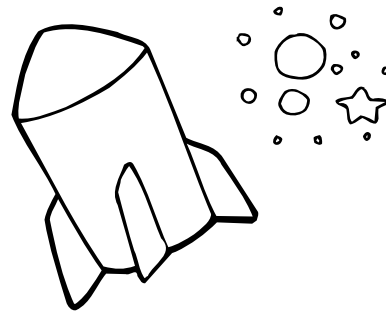
Just ask me!



Wow! Ask me to name four

_____.

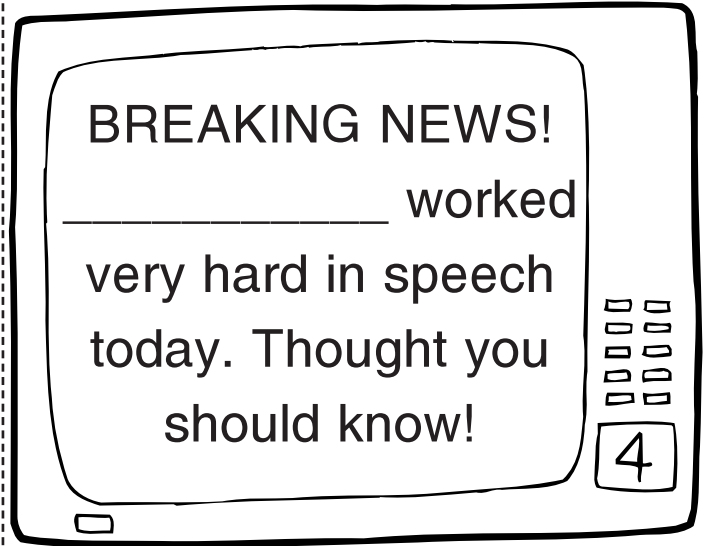
Bet I can!



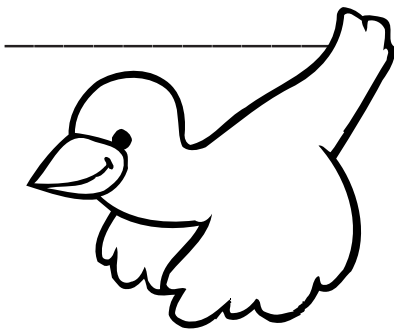
I worked very hard in speech
today! Let me name four
_____ for you!



A "Two Thumbs" up performance in speech today!
BRAVO!

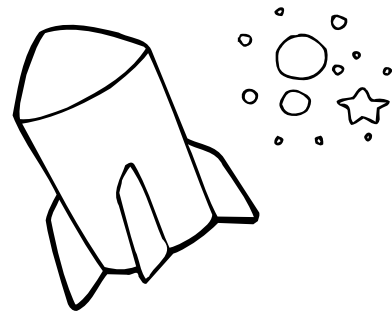


Flew in to tell you

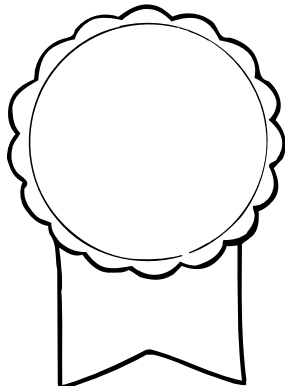


_____ had a fantastic day in speech!
Keep up the good work!

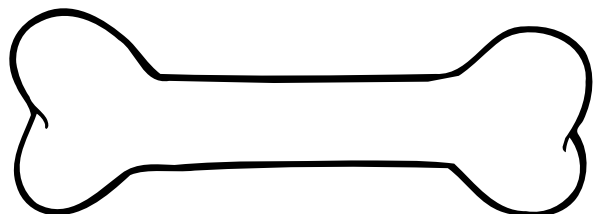
Super Speech Star!



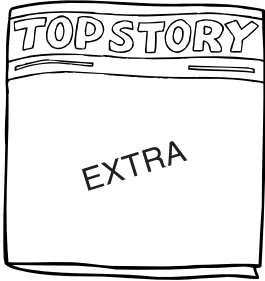
_____ was a terrific helper in speech today!



Doggone good behavior in speech today!



Extra! Extra! Read All About It!



_____ has successfully completed the language program at _____.



Proudly Presented By _____

Date _____

Spread The Word!

_____ has completed the vocabulary program at _____.

Speech-Language Pathologist

Date

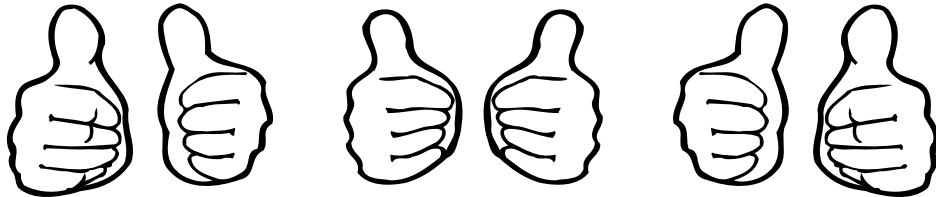
Certificate of Completion

_____ has completed the
language program at _____.

Congratulations!

Presented by _____

Date _____



#1

Language Diploma

#1

This diploma hereby certifies that
_____ has successfully
completed the language program at
_____.

This diploma is proudly presented by
_____ on _____.
Speech-Language Pathologist

○ Egg-celent Work! ○

has completed the vocabulary
program at

Speech-Language Pathologist

Date

LOOKING GOOD!

**HAS COMPLETED THE LANGUAGE
PROGRAM AT**

SPEECH-LANGUAGE PATHOLOGIST

DATE

Certificate of Completion

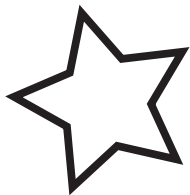
**has completed the vocabulary
program at**

_____ .

Congratulations!

Presented by _____
Speech-Language Pathologist

on _____ .
Date



LANGUAGE STAR!



HAS COMPLETED THE LANGUAGE PROGRAM AT

_____ .

SPEECH-LANGUAGE PATHOLOGIST

DATE

ADDITIONAL IDEAS FOR THERAPY

1. **Treasure Hunt** - The student tries to find hidden pictures or objects in the classroom. When the object/picture is found, the student names it or uses the word in a sentence.
2. **Puzzle Mania** - The student is given one piece of puzzle for every correct response. Once the pieces have been collected, the student can put the puzzle together.
3. **Buried Treasure** - Pictures or objects are buried in a box of rice, sand, beans, etc. The student finds the target picture/object and then names it.
4. **Jump Rope Frenzy** - The student jumps rope while producing the target word with every jump.
5. **Fishing Game** - Make a fishing pole using a small wooden dowel with a string attached. (The string should be approximately 16 to 18 inches.) At the end of the string, place a magnet. (The horseshoe-shaped magnets work the best.) To each target picture, attach a paper clip. Now the student can fish for the target words by dropping the magnet at the end of the fishing pole to “catch” a target picture.
6. **Clothespin Drop** - The student can kneel on a chair (or stand) and drop clothespins into a jar below. With each drop, the student will verbalize the target word.
7. **Fruit Loop/Cheerios Paste-up** - The student will glue Fruit Loops® or Cheerios® to a target vocabulary word or picture on tagboard.
8. **HopScotch** - The clinician makes a hopscotch outline using chalk or masking tape. One target picture is placed on each square of the hop-scotch outline. The student names the target picture prior to hopping to the next square.
9. **Guessing Game** - The clinician tapes a target word on the student’s back. The student must guess the unknown picture by asking yes/no questions to the clinician or other students.
10. **Hidden Pictures** - Objects or target pictures are hidden around the room. The clinician turns off the lights and gives the student a flashlight to hunt for them. The student names each picture/object as it is found.
11. **Hot Potato** - Two target pictures are taped to a beanbag hot potato or a real potato. As the potato is tossed, the student names the target picture.
12. **Stopwatch Race** - The student names as many target pictures as possible in one minute.
13. **Play Dough Sculptures** - The student reproduces the target pictures using play dough.
14. **Building Blocks** - The student receives one block for every correct response. He/She can build towers, houses, buildings, etc.
15. **Bowling Bonanza** - The clinician tapes target words on toy bowling pins. The student tries to knock down as many pins as he/she can with the bowling ball. The student then names all the target pictures on the pins that were knocked down.

- 16. Memory Game** - The clinician chooses four or more target pictures. The student then looks at the pictures for 30 seconds. The student is asked to close his/her eyes as the clinician turns one picture over. The student opens his/her eyes and has to guess which picture has been turned over.
- 17. Feely Box or Grab Bag** - The clinician fills a box or bag with objects/pictures containing target vocabulary words. The student then pulls out each object/picture and names it.
- 18. Bean Bag Toss** - The student will throw a bean bag through a standing figure with holes in it. (The figure can be a clown, cowboy, etc.) Above each hole, a target picture can be taped. When the student throws a bean bag through a hole, he/she names the target picture.
- 19. Vocabulary Charades** - The student acts out a target vocabulary word such as “chef,” “mow,” “snake,” etc. Other students take turns guessing the target word.
- 20. Listen “Beary” Carefully** - The student listens and corrects a word in a sentence. For example, with animal vocabulary words:

I like the nursery rhyme, “Three Blind R-ice. (mice)”

An animal that barks is a h-og. (dog)

Do you like the story “Goldilocks and the Three H-airs? (bears)”

