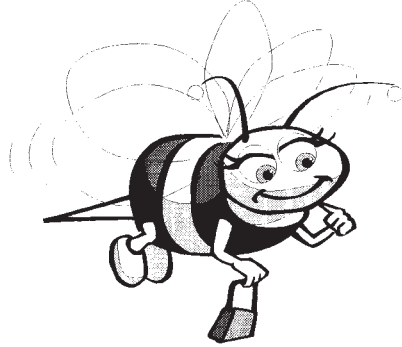


TheraBee 3™



A HIVE OF
SCHOOL AGE
RECEPTIVE & EXPRESSIVE
LANGUAGE ACTIVITIES



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www.therabee.com

Word Association

In what way do these words go together? Describe your response in a complete sentence.

Example: butter—bread Response: "Butter and bread go together because you spread butter on ~~egg~~"

S

1. pen—paper

21. finger—hand

2. dog—cat

22. toes—foot

3. bed—pillow

23. nose—face

4. key—lock

24. leaf—tree

5. tissue—nose

A

guitar—music

6. money—purse

phone—ring

7. soap—flannel

27. river—water

8. car—road

M

28. pencil—draw

9. teacher—school

29. hose—water

10. orange juice—cup

P

30. torch—light

11. knife—fork

31. snore—sleep

12. scissors—paper

L

32. clock—tick

13. brush—hair

33. perfume—smell

14. rabbit—carrot

E

34. dog—bark

15. wheel—bike

35. bird—feather

16. vase—flowers

36. balloon—blow

17. door—house

37. brother—sister

18. water—bath

38. cold—shiver

19. baby—pram

39. rake—leaves

20. fish—ocean

40. ocean—swim

Unjumble the Sentences

Put the following sentences in order, to make a sentence that makes sense.

1. am big I

S

2. I a ball

A

3. can she

M

4. was happy

P

5. mum is tall

L

6. me at

E

7. my runs

8. the boy fish eats

Silly Sentences

Below are listed silly sentences. Change the key words to make a sentence that makes sense. Take care to change as few words as possible to give the sentence sensible meaning. It is possible there may be more than one correct response. For written language practise, record your responses on a separate sheet of paper. Turn the question sheet over and rewrite the sentences correctly from memory.

Example: The dog meowed and grabbed the bone.

Answer: The cat meowed and grabbed a ball or
The dog barked and grabbed the bone.

1. The old baby cried for a drink.
2. The little girl ate her orange juice.
3. The duck put on its gumboots and flew away.
4. The man opened the window and climbed out of the car.
5. Mum turned on the oven and put the clothes in to dry.
6. She picked up the carrot and painted the picture.
7. Mary put the lid on the pen and wrote the words.
8. Jack placed the bucket on his head to keep the sun off his face.
9. Grandma put the flower in the shoe and added some juice.
10. The girl drew her picture with a lemon.
11. The man lit the candle so he would be in the dark.
12. The telephone rang so I picked up my pen to talk.

Expanding Sentences

Add describing words to the following sentences to make them complete. There may be more than one correct response. It is important that the describing words are appropriate to the words already given in the sentence. Try to use different describing words in each sentence. Record your answers on the line provided.

Example: The *** boy is eating *** chips ***.

Answer: The hungry boy is eating quickly to chips quickly.

1. My *** dog ran ***.

2. A *** lady drove *** to the *** shop.

3. The *** child crawled *** on the *** floor.

4. Our *** car moved *** through the *** traffic.

5. Some *** rabbits hopped *** through the *** bush.

6. One *** bee flew *** to the *** hive.

Multiple Definitions

Some words have more than one meaning. Talk about the following meanings of these words. Remember, some may have more than two meanings. If you have difficulty finding more than one meaning, use a dictionary to discover the definitions.

Example: seal—furred sea mammal with flippers for limbs

—to close or fasten

—to put a tar or seal on a road

1. seat

2. bar

3. pass

4. vault

5. bark

6. palm

7. scale

8. beam

9. organ

10. left

11. bit

12. note

13. safe

14. blind

15. nail

16. lock

17. block

18. mine

19. kind

S

A

M

P

L

E

20. blow

21. match

22. cape

23. calf

24. pupil

25. club

26. right

27. spoke

28. fit

29. sack

30. wake

31. felt

32. spring

33. duck

34. shed

35. row

36. date

37. sign

38. fine

Homophones

There are a number of words that sound the same, but have different spelling. They also have different meanings. Read the sentences below and circle the correct word from the choices given.

Example: The mailman/maleman delivered the male/mail to the lady. She had her dog with her and it was a male/mail.

1. The little girl started to ball/bawl when she was hit with the bawl/ball.
2. A large scary bear/bar was in the bushes and the man fought it with his bars/bars hands.
3. Mum told the child not to drawer/draw on the clothes in her draw/drawer.
4. Out in the beautiful garden there were rows/rose of flowers with one lovely red rows/rose.
5. My father cent/sent/scent his friend a letter and told him the flowers he bought. One cent/sent/scent had a beautiful cent/sent/scent.
6. Whenever our class see the sketches/sketches of the great dinosaurs they let out loud roars/roars.
7. My brother likes the red plain/plane but I like the plain/plane one without any patterns on it.
8. It's not fare/fair that little kids have to pay a fair/fare to ride on the train.
9. When Peter broke the window pain/pane, his arm got cut and he was in a lot of pain/pane.

Vocabulary & Word Association

Occupations

Using the clues given, match the **S** words to the associated words. There may be associated words that are related to more than one occupation. Look carefully at all three characteristics, then select the best occupation.

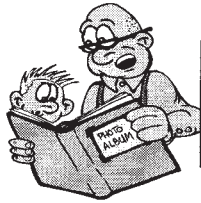
A

acrobat
baker
cashier
dentist

jockey
lawyer
pianist
sailor

farmer
waiter
nurse
ranger

M



P

1. _____ piano music fingers
2. _____ register coin receipt
3. _____ horse saddle
4. _____ toothpaste mirror floss
5. _____ court judge
6. _____ animals vehicle tractor
7. _____ bread oven dough
8. _____ trampoline mat costume
9. _____ bush 4WD animals
10. _____ boat water uniform
11. _____ watch hospital thermometer
12. _____ notepad food restaurant

L

E

Opposites – Antonyms

Read the following sentences and change the words marked in italics to their opposite meaning. There may be more than one correct word. Discuss the sentence after you have changed it. Does it still make sense? Why/Why not?

Example: My fingernail is *very short*.

Answer: My fingernail is *very long*.

1. The man ran *quickly* across the race.
2. The children thought the cake *tasted delicious*.
3. In winter the wind can be *very cold*.
4. Melissa finished her work and *collected* her money.
5. The youngest son *read* the scriptures.
6. I placed my *left* hand on the piano keys.
7. Jacob picked up the *heavy* bags and put them in the boot.
8. When we took the *ice* cubes out of the freezer they were *frozen*.
9. After the principal *came* into the room the children were *quiet*.
10. The *crooked* road made me feel sick as we drove along it.
11. Rebecca's new pool *was* *very deep* so she had to wear floaties.
12. In Africa there are many *wild* animals roaming around.
13. As the plane took off the family waved *good bye*.

Conjunctions/Joining Words

Fill in the missing words from the selection in the box. You may use each word once only. Complete your answers in pencil in case you wish to change your responses. Read the passage when you have finished to ensure it makes sense.

and

then

S

so

after

_____ the children finished their breakfast, they washed their face _____ brush their teeth. Tiarka couldn't find her pink toothbrush _____ she used her blue one. Mum told them _____ the grandparents would take them to the park. The children quickly _____ the rooms _____ packed away the puzzles. Their mother took them to the park _____ it started to rain so they drove home.

because

or

either

before

when

who

Mrs Price told all the students _____ were putting in lunch orders to come to the front of the line. She reminded them they could _____ put them in the red basket the green basket _____ all the baskets would be taken to the canteen. _____ the students put them in the basket they had to check their names were clearly written on them. Mrs Price let them put the orders in the basket _____ she had checked each lunch bag.