

# Introduction

*Speech Corner Photo Cards for Expressive Language* was designed to allow speech-language pathologists a convenient way to provide basic expressive language skill practice to their students. Each card contains a full-color photograph on one side and a variety of expressive language questions on the reverse. These inspiring photographic cards are a great tool for strengthening your students' ability to: answer *wh*- questions, name associations, work on categorizational skills, name functions, give descriptions, and describe similarities and differences. The cards are large enough to use in a group therapy setting and can be used with students at a variety of levels. The real-life photographs easily grab the attention of all students. The language questions were formulated to assist students in refining their expressive language skills in a variety of areas.

## Game Ideas

**Regular Play:** Show your students the photo and ask them the questions found on the reverse side of the card. You can ask all the questions or select and ask specific questions in the skill area needed.

**Ready, Set, Write:** Give each student a photo card and a sheet of paper. Tell the students to make up as many complete sentences as they can about the photo in three minutes. Share what everyone has written and follow up with appropriate questions, found on the reverse side of each card.

**Describe and Discuss:** Show your students the photo and have them describe everything they see. Use the questions located on the reverse side in conversation as needed.

**Formulate Questions:** Show your students the photo. Then provide an answer for each of the questions, but do not read the questions. The students must come up with the questions that go with the answers you provided.



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# Expressive Language

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## Basic Questions:

What is this? *mop*

Who uses this? *custodian, people*

Where would you find this? *cleaning closet*

When would you use this? *end of the day*

Why would you use this? *floor dirty*

## Associations:

What goes with a mop? *bucket*

## Category/Classification:

What category or group does a mop belong to? *cleaning supplies*

Name things you can mop. *kitchen floor, gym floor, bathroom floor, garage floor*

## Function:

What do you do with a mop? *clean floors*

## Description:

What does a mop look like? *long handle you hold, the end has absorbent strips of cloth*

## Compare/Contrast:

How are a mop and a broom the same? *cleaning supplies, have long handles, have cleaning ends, found in kitchens, people use them*

How are a mop and a broom different? *mop gets wet, broom stays dry; mop has absorbent end, broom has bristles; mop uses bucket, broom uses dust pan*



## Expressive Language

### Basic Questions:

What is this? *egg*

Who uses this? *people*

Where would you find this? *nest, store, fridge*

When would people use this? *while cooking*

Why would people use this? *hungry, to prepare food*

### Associations:

What goes with an egg? *chicken, bacon*

### Category/Classification:

What category or group does an egg belong to? *food, part of a life cycle*

Name ways you can eat eggs. *scrambled, over easy, sunny side up, boiled, poached, fried*

### Function:

What do you do with an egg? *people eat it, chickens/birds lay it and nurture it until it hatches*

### Description:

What does an egg look like? *oval-shaped, typically white, delicate shell, yellow yolk inside*

### Compare/Contrast:

How are eggs and bacon the same? *animal products, found in the fridge, edible, breakfast foods*

How are eggs and bacon different? *eggs come from chickens, bacon comes from pigs; eggs are oval-shaped, bacon is rectangular-shaped; eggs have a shell that needs to be removed, bacon doesn't; if left alone in nature, eggs could hatch into another living creature, bacon couldn't*