

Interactive Language Therapy Notebooks

Teaching Scenes

Interactive Notebooks are a very flexible activity. Each Therapist will adapt them and use in different ways according to the needs of her students. However the following pages give the suggested assembly and use for the pages in this section.

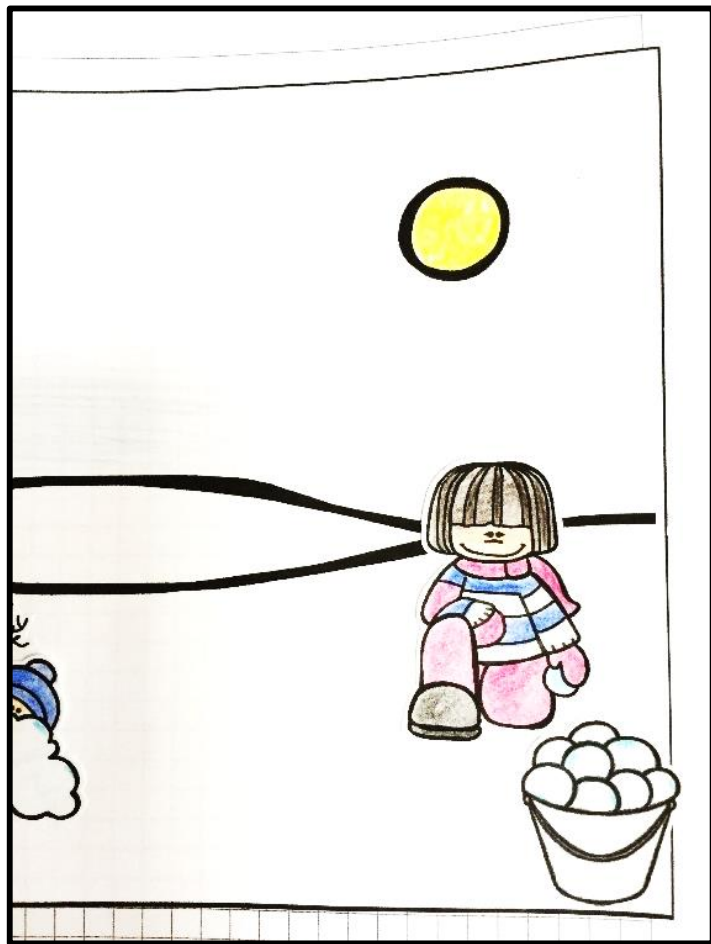
I have also provided examples of ways you might adapt the pages in different ways to differentiate for the needs of students at a variety of levels within one session.

The completed notebook page provides a valuable record of work as well as an easy reference to use for recap. Much of the learning though takes place whilst completing the page so don't be afraid to take your time!

Many of the examples include the instruction to "write" a small amount of text. In all cases it is acceptable for the SLP to do the writing from the student's verbal response.

Stick the background scene into the notebook but leave the other cut outs loose until later.

Use these pieces as a receptive language activity...



“Put the snowballs in front of the girl.”

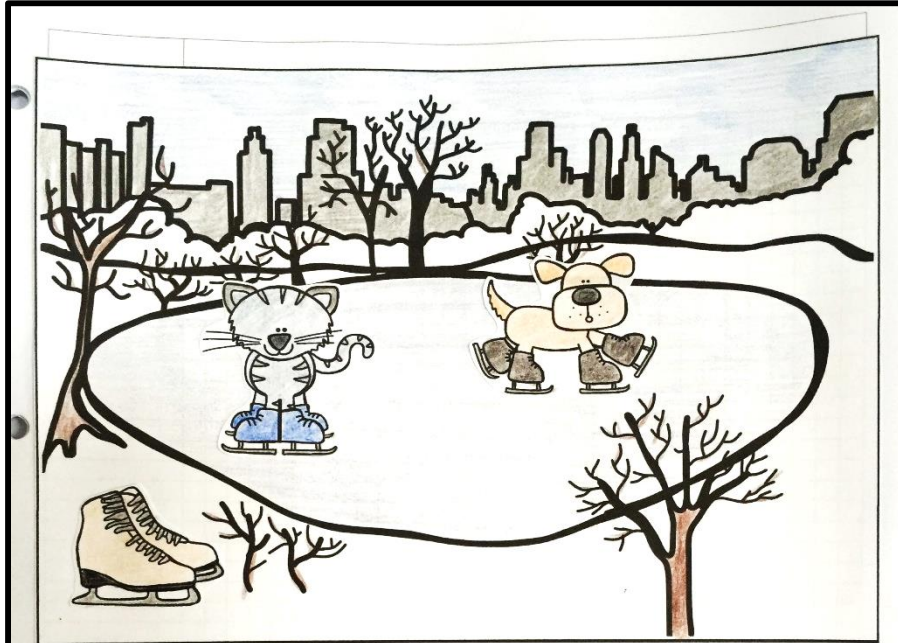
Or as a picture description task...



“The children are hiding in the snow.”

The student then chooses to glue some or all of the pieces in place and writes (or dictates) sentences about the picture.

Spare pieces can be used as an extension activity during the same or a later session.



The cat and the dog are skating.

There are no leaves on the trees.



They are skating.

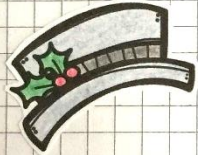


He is skating on the ice.



She fell down on the ice when she was skating.

The length of sentence can be varied according to the student's goals.

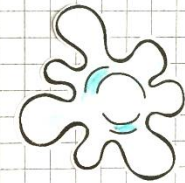


The boy is building a snowman.

First he put on the nose and eyes.

Next he will add a scarf.

Last he will put on his hat.

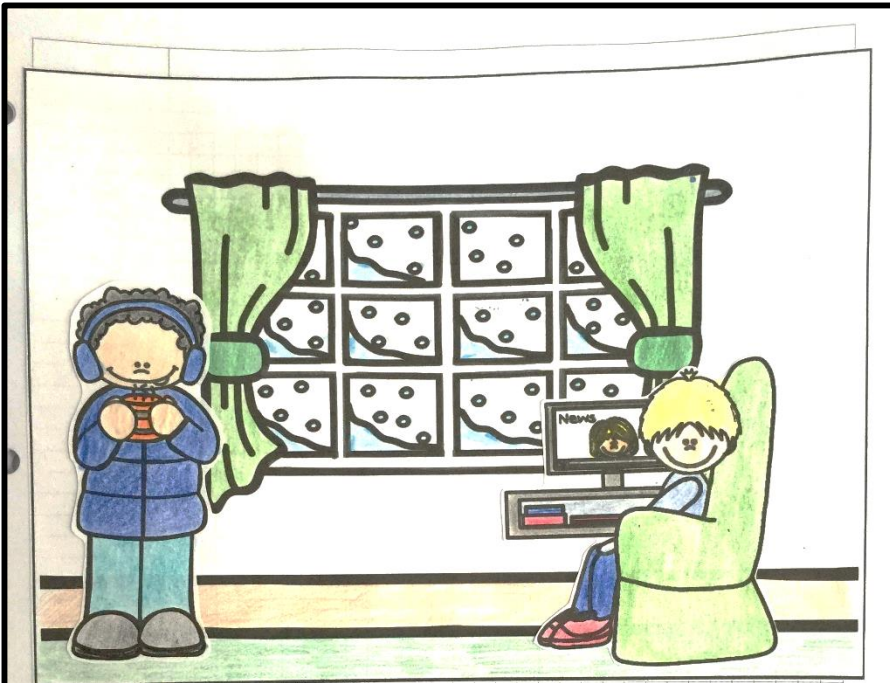


They are having a snowball fight.

The bucket is empty.

He is throwing a snowball at the girl.

He hit her with a snowball.



They are inside the house.

He is drinking cocoa.

He is watching TV.

The pictures can be used to reinforce grammar goals such as pronouns or verb tenses.



He is cold because he
was outside.

Students can dictate a simple narrative about the scene they have created.



A Snowy Day

Sarah and Natalie were sharing a blanket to keep warm. Carla wanted to build a snowman. She felt sad because she was alone. Natalie said "Would you like some help?" Then all the girls played together.



The girls are sitting on the ground, wrapped in a blanket.



The boy is learning to skate.



The girl is skating smoothly.