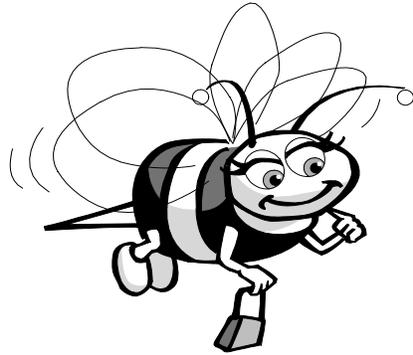
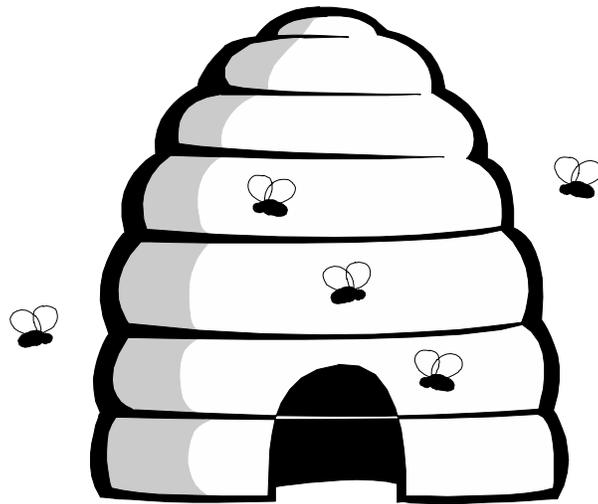


TheraBee 3™



A HIVE OF
SCHOOL AGE
RECEPTIVE & EXPRESSIVE
LANGUAGE ACTIVITIES



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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 bread".

S

1. pen-paper

2. dog-cat

3. bed-pillow

4. key-lock

5. tissue-nose

6. money-purse

7. soap-flannel

8. car-road

9. teacher-school

10. orange juice-
cup

11. knife-fork

12. scissors-paper

13. brush-hair

14. rabbit-carrot

15. wheel-bike

A

M

P

L

E

16. vase-flowers

17. door-house

18. water-bath

19. baby-pram

20. fish-ocean

21. finger-hand

22. toes-foot

23. nose-face

24. leaf-tree

25. guitar-music

26. phone-ring

27. river-water

28. pencil-draw

29. hose-water

30. torch-light

31. snore-sleep

32. clock-tick

38. cold-shiver

33. perfume-smell

39. rake-leaves

34. dog-bark

40. ocean-swim

35. bird-feather

S

36. balloon-blow

37. brother-sister

A

Unjumble the sentences

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

M

1. am

big

P

2. I

a ball

see

L

3. can

she

E

4. was

happy

he

5. mum

is tall

my

6. me at look

7. my runs **S**

8. the boy fish **A** eats

Silly Sentences

Below are lists of words. Change the key words to make a sentence that makes sense. Take care to change as many 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 sentence correctly from memory.

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

1. The old baby cried for its' dummy.
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. **S**
5. Mum turned on the oven and put the clothes in to dry. **A**
6. She picked up the carrot and painted the picture. **M**
7. Mary put the pen in the open and wrote the words. **M**
8. Jack placed the bucket on his head to keep the sun off his face. **P**
9. Grandma put the flowers in the shoe and added some juice. **L**
10. The girl drew a picture with a lemon. **L**
11. The man lit the candle so he would be in the dark. **L**
12. The telephone rang so I picked up my pen to talk. **E**

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 responses on the line provided.

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

Answer: The hungry boy is eating potato 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 *** rabbit 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 the 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 covering on a road

1. seat

3. pass

2. bar

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
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

S A M P L E

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 a **S** ball/ball.
2. A large scary bear **S** he raced out of the bushes and the man fought it with his bear/bare hands **A**.
3. Mum told the girl not to drawer/draw on the clothes in her draw/drawer. **A**
4. Out in the beautiful garden there were rows/rose flowers with one lovely red rows/rose. **M**
5. My father sent/scent his friend a letter and told him the flowers he bought for one cent/sent/scent had a beautiful cent/sent/scent. **P**
6. Whenever our class see the sighs/size of the great dinosaurs they let out loud sighs/size. **L**
7. My brother likes the red plain/plane but I like the plain/plane without any patterns on it. **E**
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 occupations to the associated words. There may be associated words that are related to more than one occupation. **Work** carefully at all three characteristics, then select the best occupation.

acrobat
baker
cashier
dentist

jockey
lawyer
pilot
sailor

farmer
waiter
nurse
ranger



1. _____ piano music fingers
2. _____ register coins receipt
3. _____ horse saddle cap
4. _____ toothpaste mirror floss
5. _____ court judge witness
6. _____ animal vegetable tractor
7. _____ bread oven dough
8. _____ tramp mat costume
9. _____ bush animal
10. _____ boat water uniform
11. _____ water nose thermometer
12. _____ normal restaurant

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* in the race.
2. The children thought the carrots tasted *delicious*.
3. In winter the wind can be very *cold*.
4. Melissa finished her *work* and collected her money.
5. The youngest son *loved* his vegetables.
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 *melting*.
9. After the principal *moved* to 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 pen. In case you wish to change your responses. Read the passage when you have finished to ensure it makes sense.

S
A

and then **M** ut so
after

_____ the children finished their breakfast, they washed their face _____ brushed their teeth. Tiarka couldn't find her pink toothbrush _____ she used _____ blue one. Mum told them _____ they were good she would take them to the park. The children quickly tidied their 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 _____ both baskets would be taken to the canteen. _____ the students put them in the basket they had to _____ names were clearly written on them. Mrs Price let them put the orders in the basket _____ she _____ checked each lunch bag.

S

A

M

P

L

E