

Basic Concepts

Introduction

The *Fold and Say Book* is designed to be a fun way to reinforce the student's correct production of basic concepts. Fill out the parent letter and send it home with the student along with the student's *Fold and Say* stories. Be sure to fill in the target concept and then check off the specific practice exercise(s) that you wish the child to do at home. The exercises address all phases of student language therapy - listening only, or practice of the concept at word level and at sentence level. The parent letter can be signed and returned as the homework sheet, so that the student may keep the *Fold and Say* book(s) at home for further practice or as a keepsake.

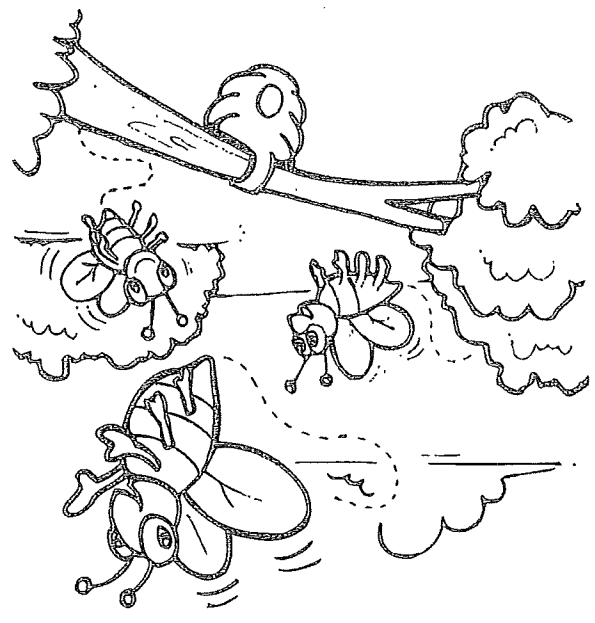
Some of the activities listed in the parent letter can also be done in the therapy sessions. At the end of the parent letter is a space for you to add your own therapy activity as suits your student's needs and your teaching style.

Activity suggestions:

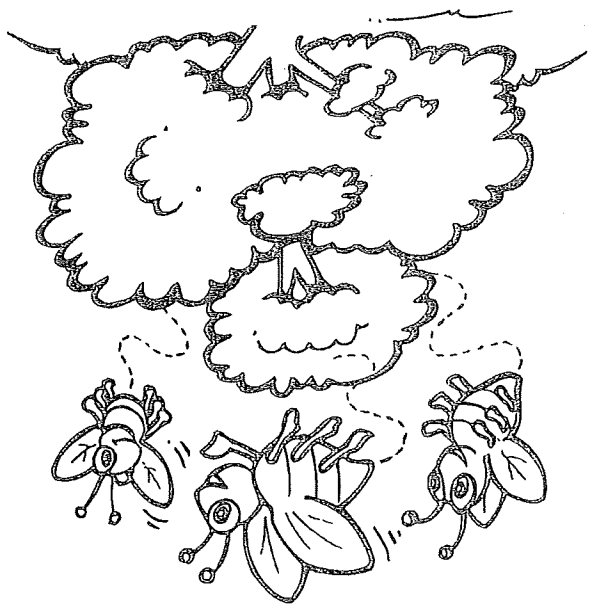
1. Read the story to the student, emphasizing the basic concept.
2. Read the story aloud to the student, leaving out the basic concept and having them fill in the blanks.
3. Have each student read a page. Or, have one student read a page, leaving out the basic concept, and have the next student fill in the blank.
4. Have your students act out the story, including the dialogue where applicable.
5. Copy a second sheet of the story and have the students cut apart the four pages. Then, have the students paste the story in its correct sequence on construction paper to create a sequence story.
6. Have your student say the story backwards, from the last page to the first.
7. Ask your students questions designed to get the basic concept as an answer. For example, ask "What word in your story rhymes with two?" to get the answer "through."
8. Tell your student you are thinking of a word in the story. Have the students guess the the word you are thinking of by asking questions that you can answer only "yes" or "no."
9. For a more conversational level, ask your student what happened before the story or what they think might happen next in the story.
10. Have the student fill in other ways to use the basic concept in a sentence. For example, "I can go **in** a _____." (car, train, box, etc.)

Cut on dotted line

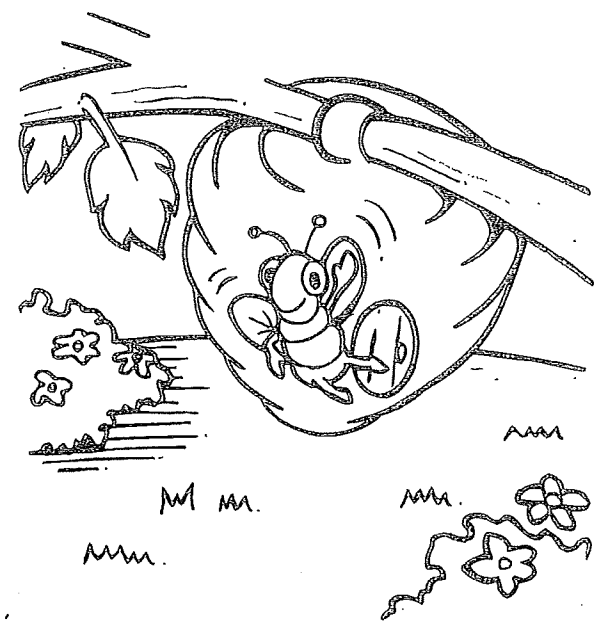
Bumble and his friends liked to fly above the hive.



One day they flew above the big old tree.

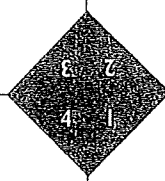
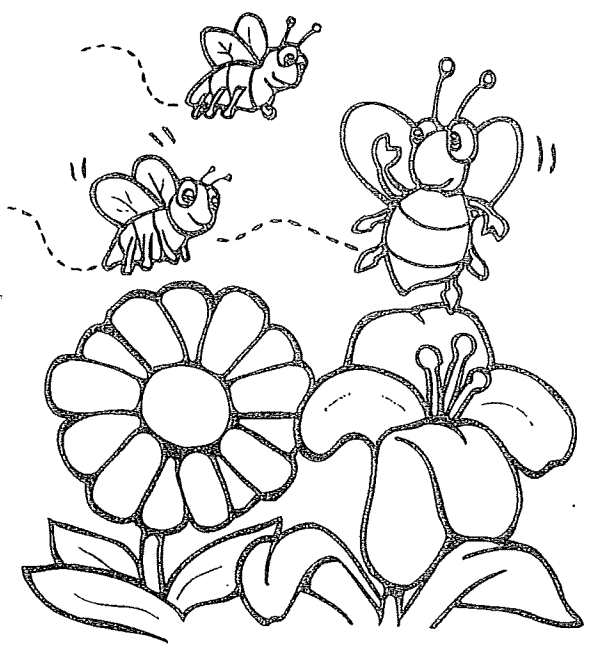


Bumble the Bee

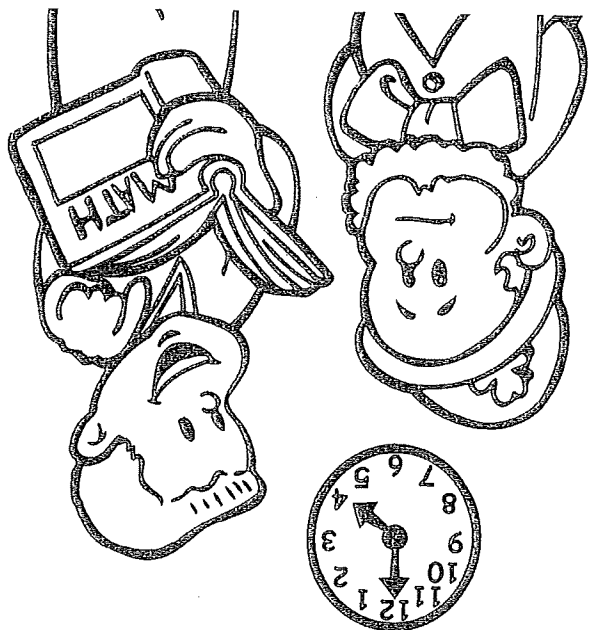


Bumble the Bee lived in a beehive above the ground.

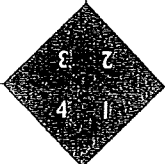
Bumble and his friends also loved flying above the flowers.



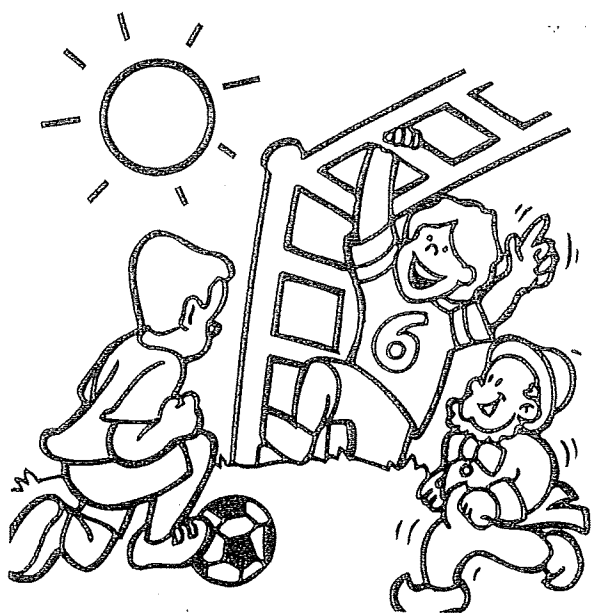
Kyle told Leon, "We can play after we finish our homework."



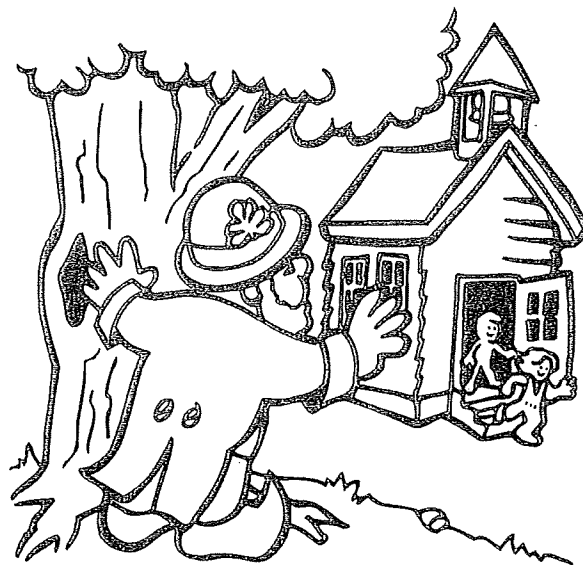
The children rode home on their bikes, and Leon ran after them.



Chasing After Leon

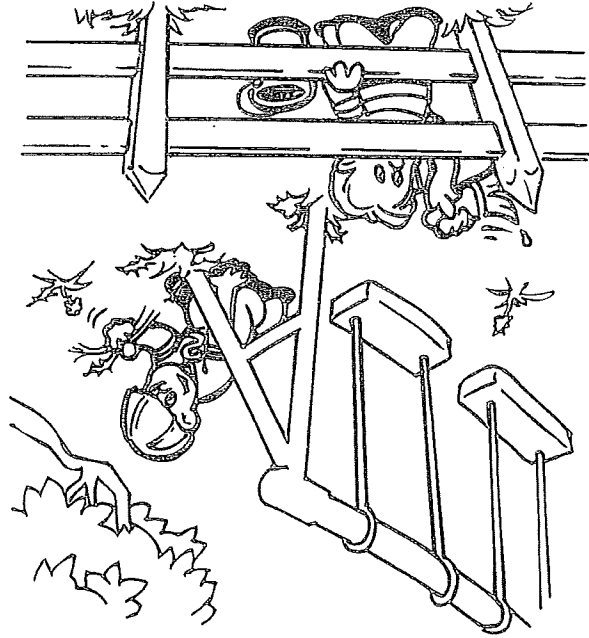


Everyone played together after dinner.



After school, Leon the Leprechaun wanted to play with the children.

Jeremy painted the back of the fence while Joey pulled the weeds in back of the swingset.

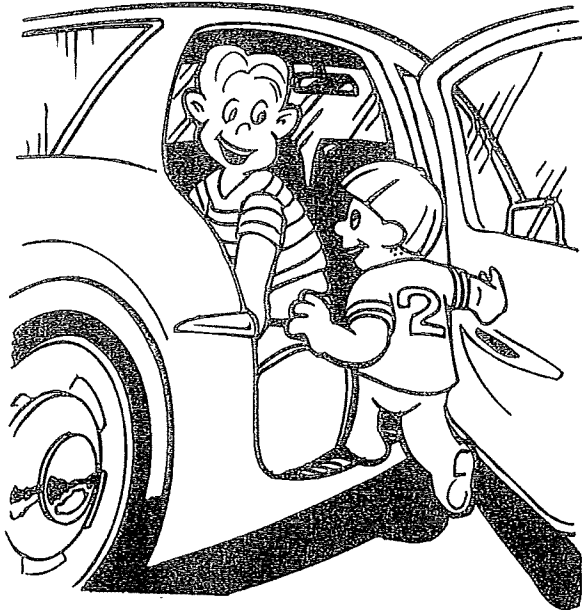


Both boys ran out of the back door and quickly went to work.

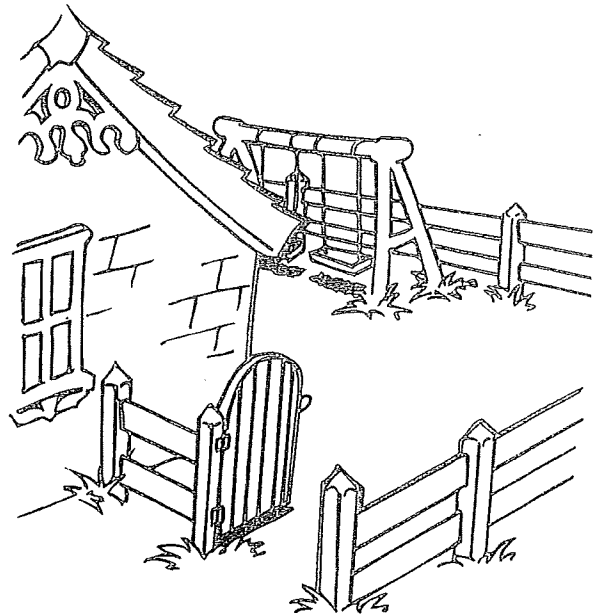


3
2
1
4
1

Back Yard Chores



When they were done, the boys jumped into the back seat of their mother's car to go to the game.

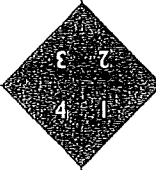
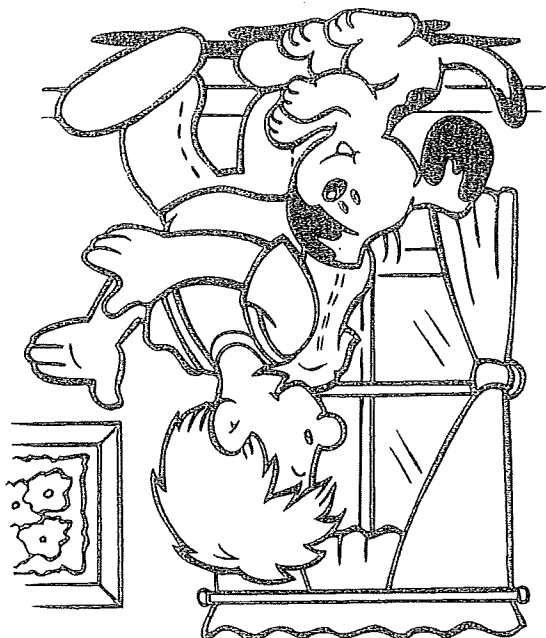


Jeremy and Joey had to finish their chores in the back of the house before going to a hockey game.

Then, he ate his cereal before he drank his juice.



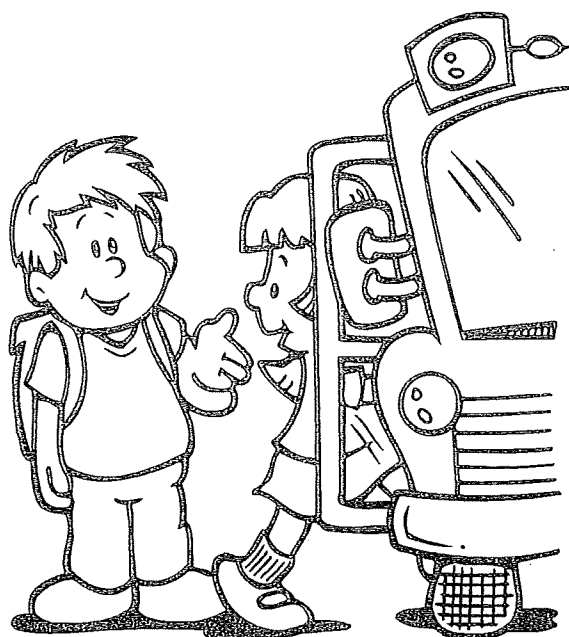
He put on his backpack before he left the house.



Marvin's Day

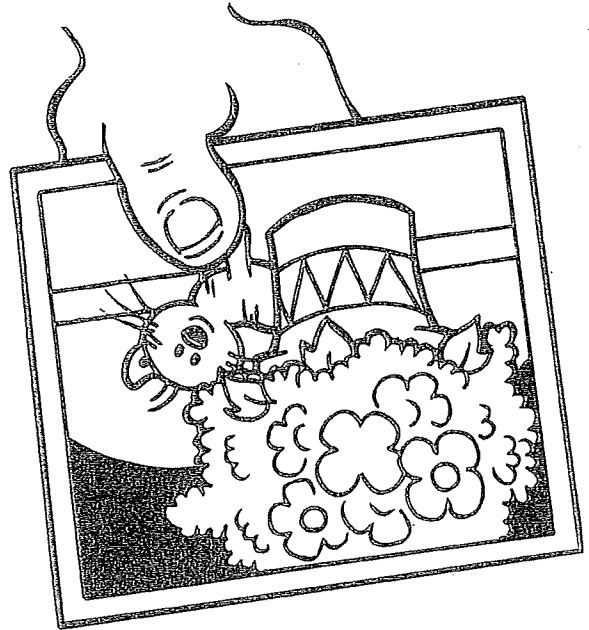


In the morning, Marvin put on his pants before he put on his shirt.

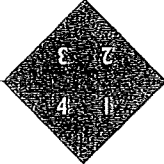
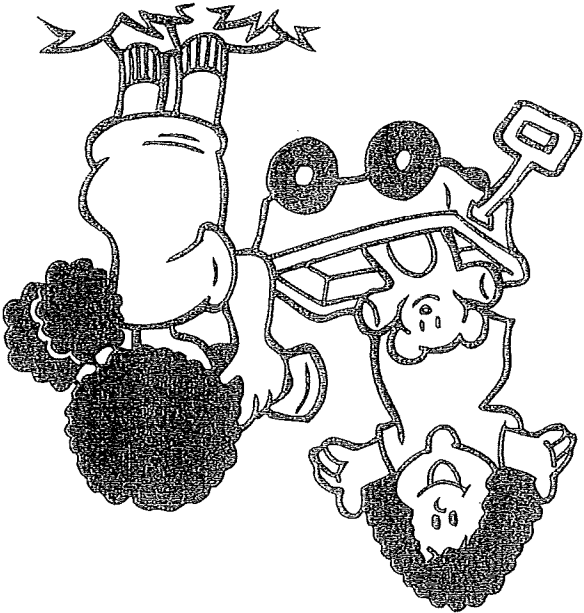


At the bus stop, Marvin let his friend Mary get on the bus before him.

She snapped a picture of her kitten peeking out from behind a flower pot.



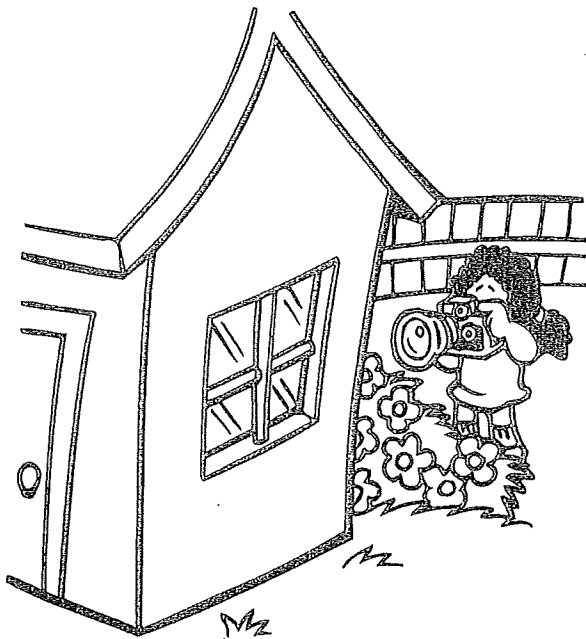
Then she took a picture of her sister standing behind her wagon.



Taking Pictures

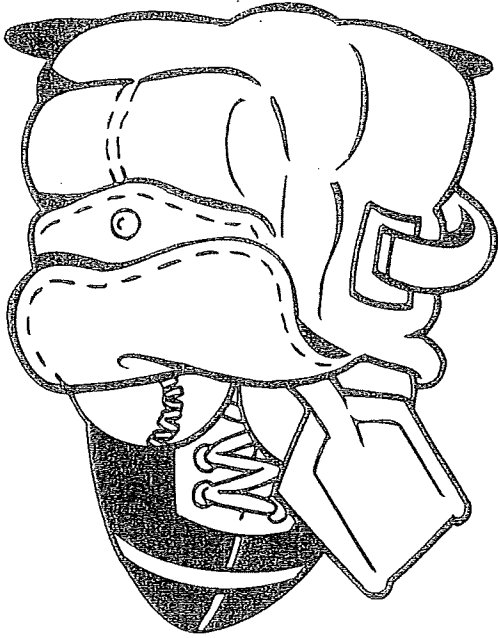


Rodesha stood behind her new camera ready to take pictures.

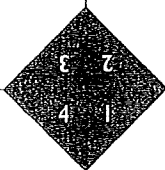


Rodesha finished up by taking many pictures of the flowers behind her house. What a beautiful day!

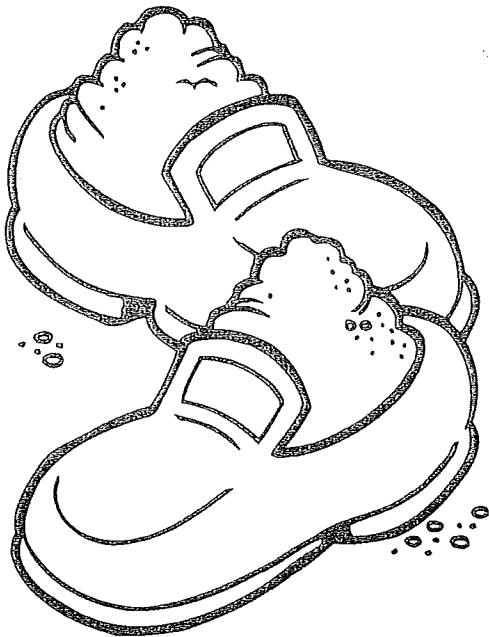
Charles made sure his backpack was full of sports equipment and toys.



His Mom knew he would get hungry, so she packed Charles a sack full of sandwiches and fruit.



Day at the Beach

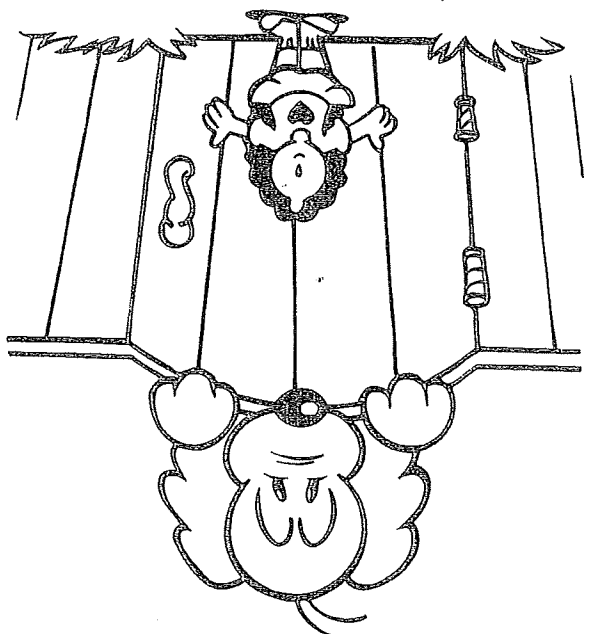


After spending all day at the beach, Charles came home with shoes full of sand.

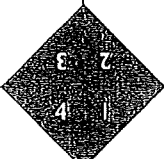
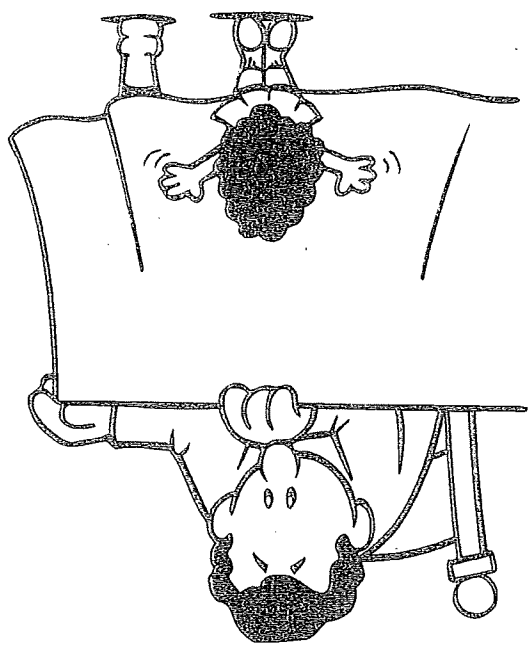


Charles was going to the beach. He filled his ice chest full of sodas and bottled water.

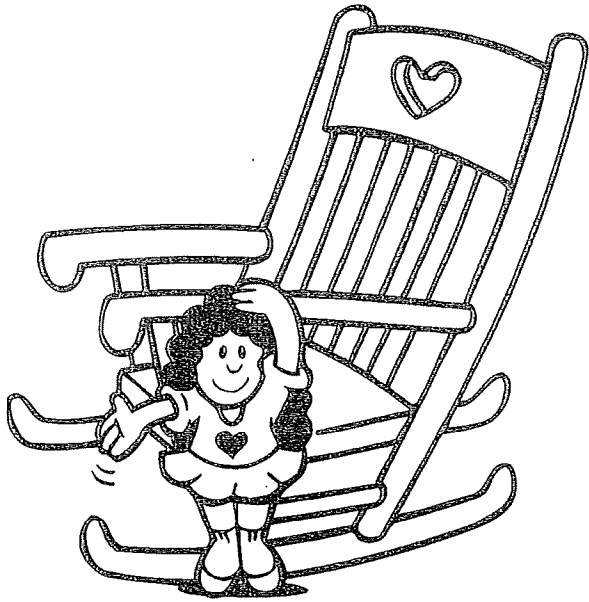
When standing at her backyard gate,
Carmen looks short.



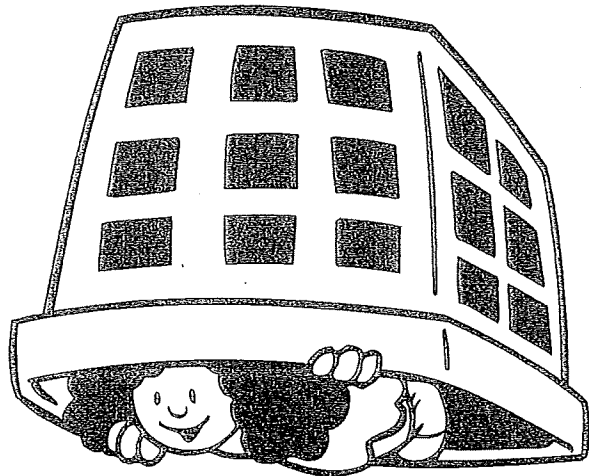
Standing next to the kitchen table,
everyone could see Carmen was
short.



Short Can Be Great!

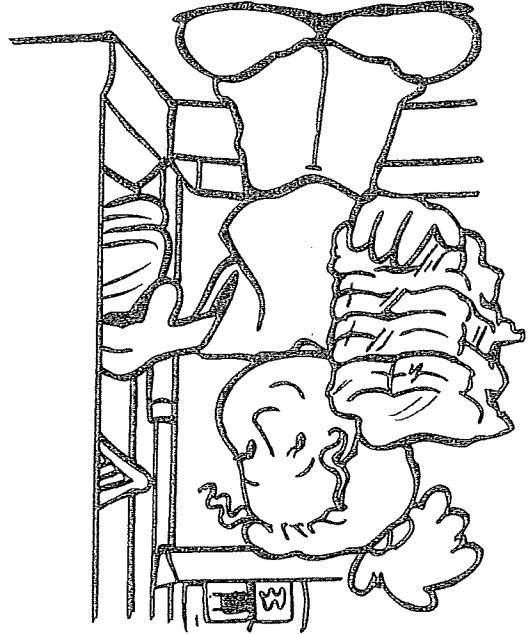


Carmen liked her nickname "Short Stuff." Compared to a rocking chair, Carmen was short.

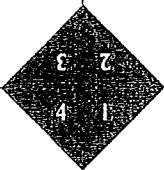
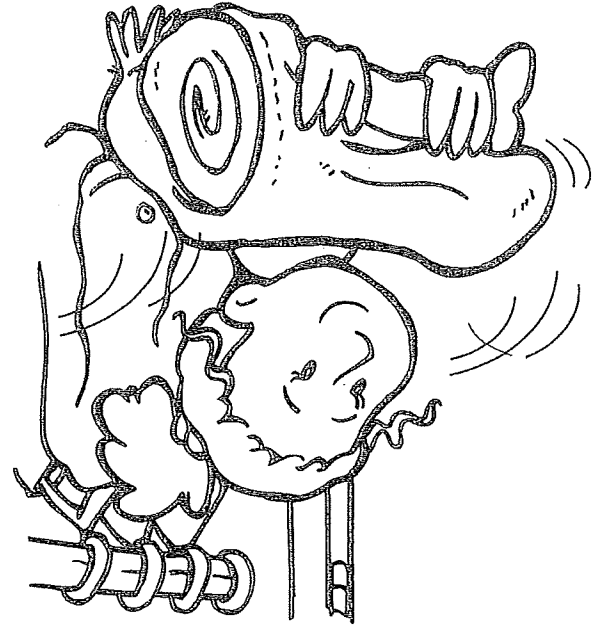


Carmen loved being the short one in her family because she could always hide in the smallest places.

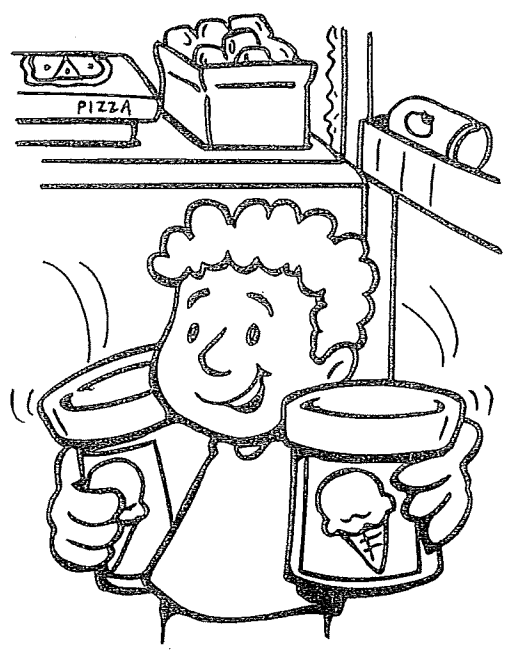
Her Mom asked her to take the sandwiches out of the refrigerator.



Benita then pulled a blanket out of the closet.



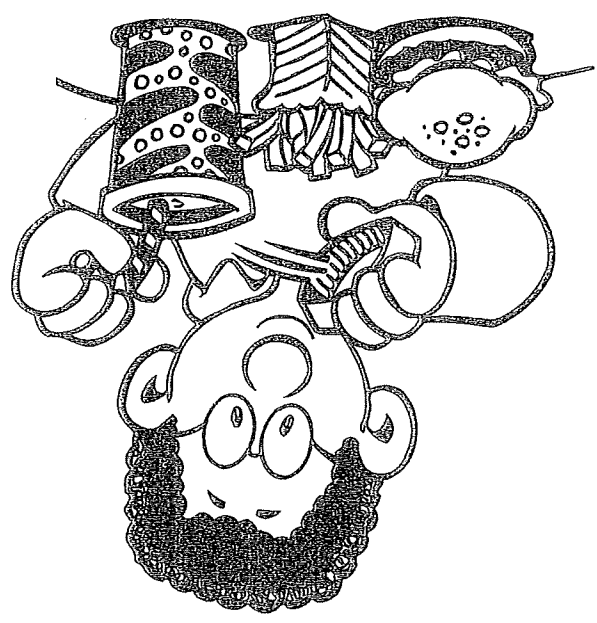
The Family Picnic



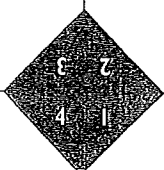
Benita's brother grabbed the ice cream out of the freezer. The family was ready to go!

Benita and her family were going on a picnic. She took the picnic basket out of the cupboard.

He ordered a hamburger, fries, and a milkshake. Kyle took the lid off his milkshake and put in a straw.



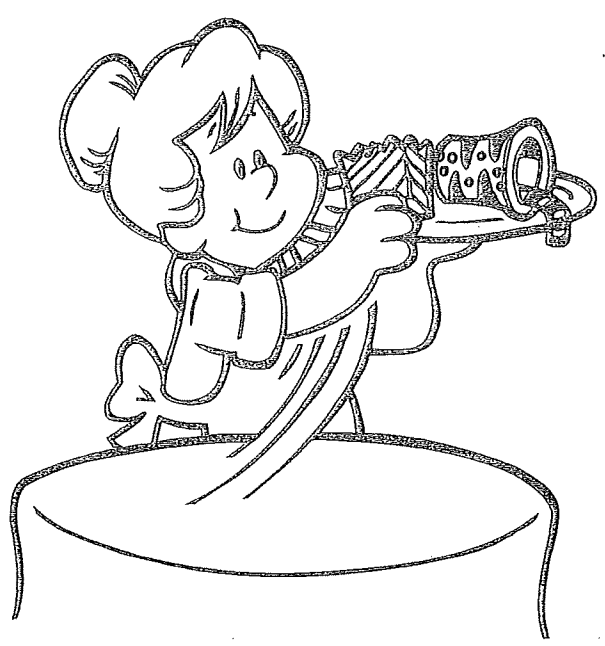
Kyle took the lid off the mustard bottle and poured it on his hamburger.



Going Out to Eat



Kyle went into his favorite restaurant. He took off his raincoat and cap before he sat down.



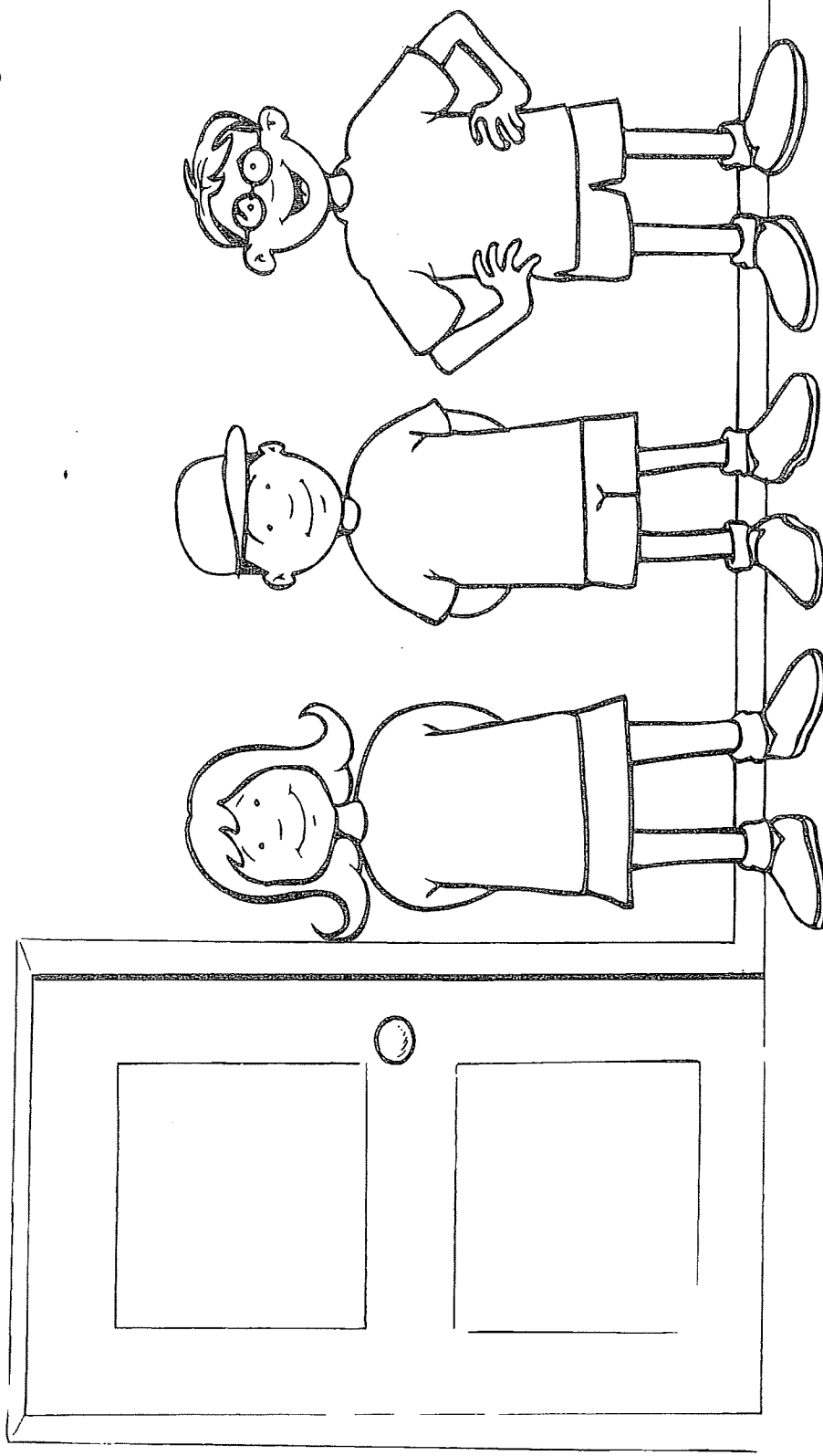
When Kyle was finished, the waitress cleared off the table. Going out to eat was a treat!

Who's Next to You?

Name _____

Target Concept: next to

Using a red crayon, circle the person who is next to the door. With a blue crayon, circle the boy who is next to the girl.



Who is the boy wearing glasses next to?

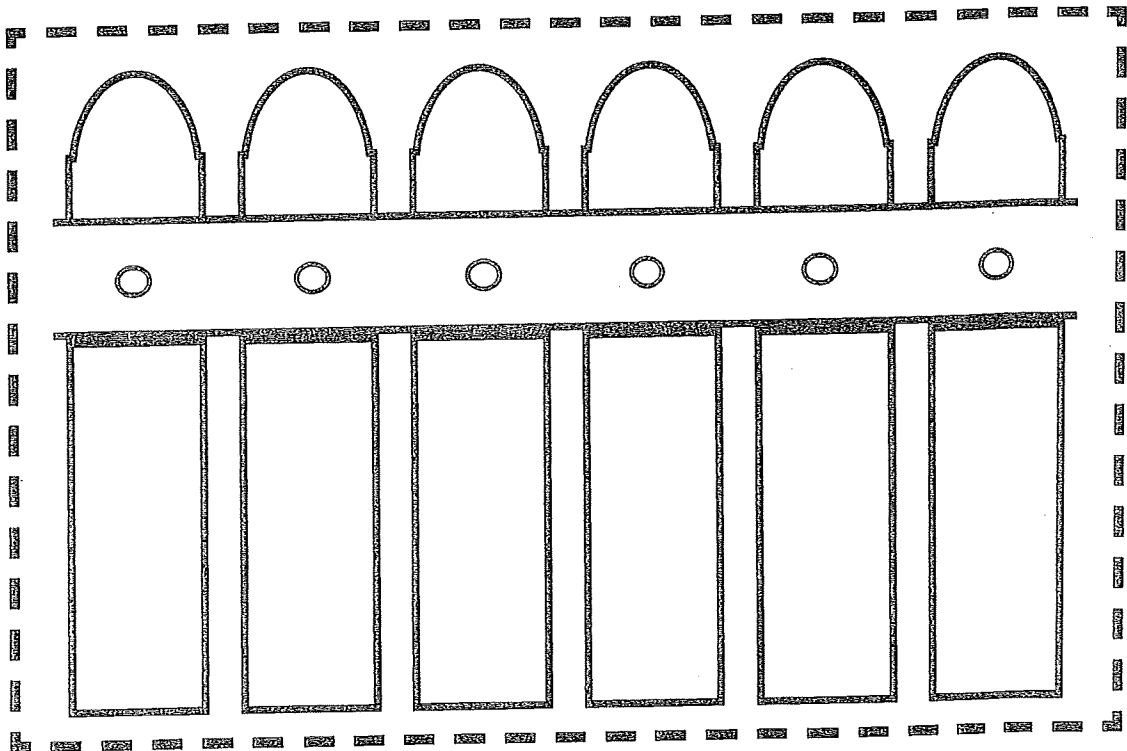
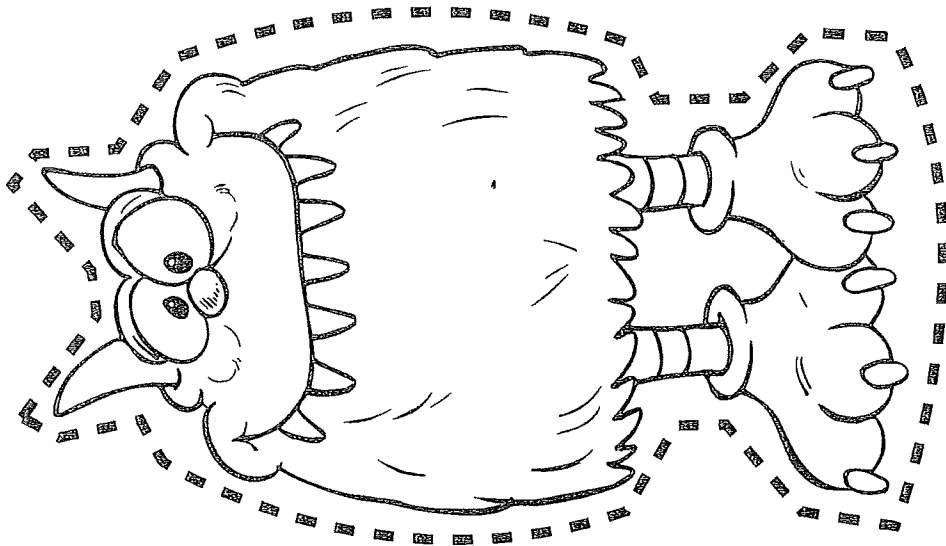
Spatial Concepts
Just for Me! Concepts

Move the Monster

Name _____

Target Concepts: behind, in front of

Cut out the fence and the monster. Put the monster behind the fence. Then put the monster in front of the fence.

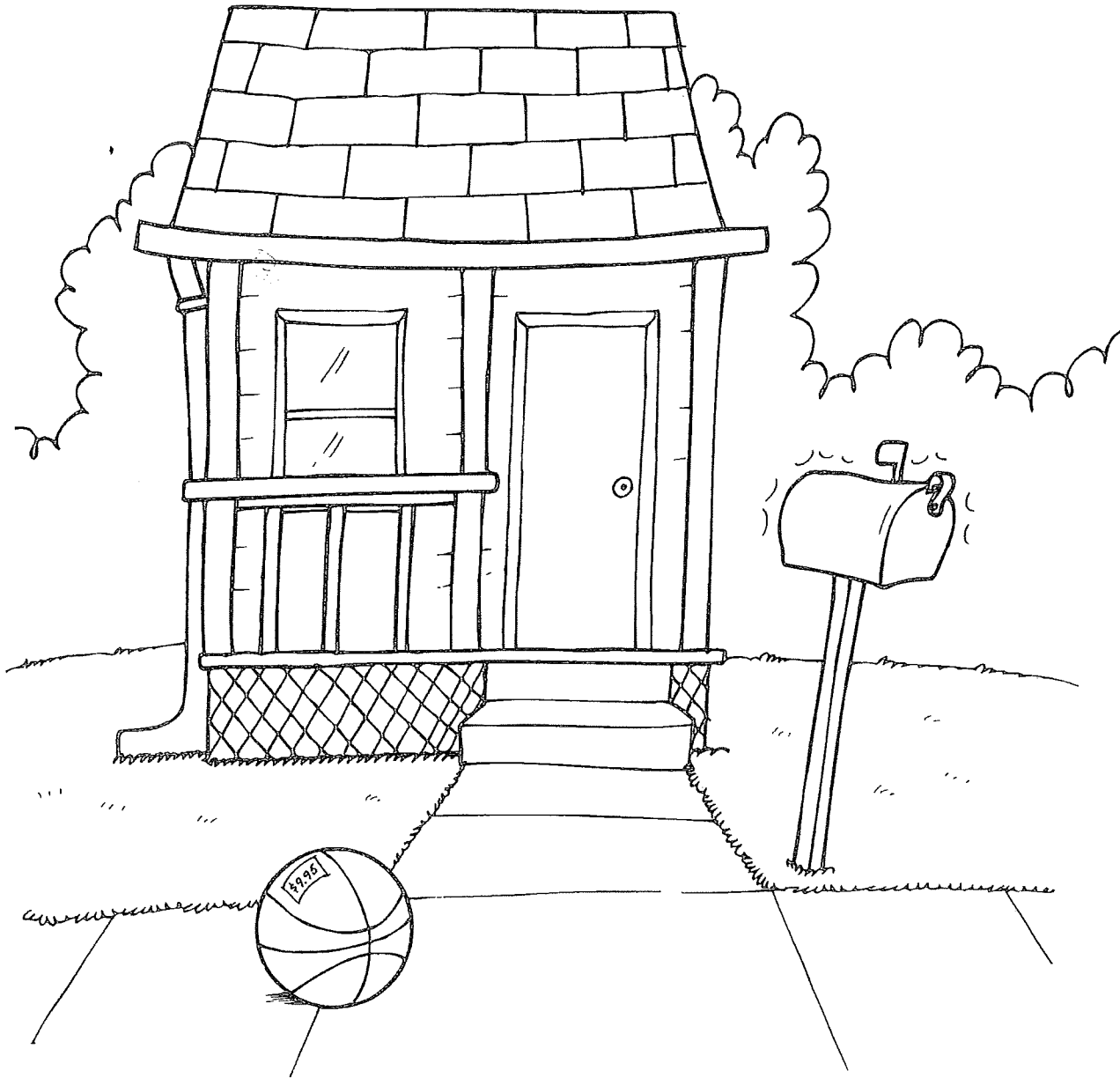


New or Old?

Name _____

Target Concepts: new, old

Look at this page and page 88. Which house is old? Circle the new basketball. Put an X on the old mailbox. Then color the pictures.



How can you tell this house is new?

Fill 'er Up!

Name _____

Target Concepts: empty, full

Using a red crayon, color the glass so it looks full. Leave the pitcher empty.

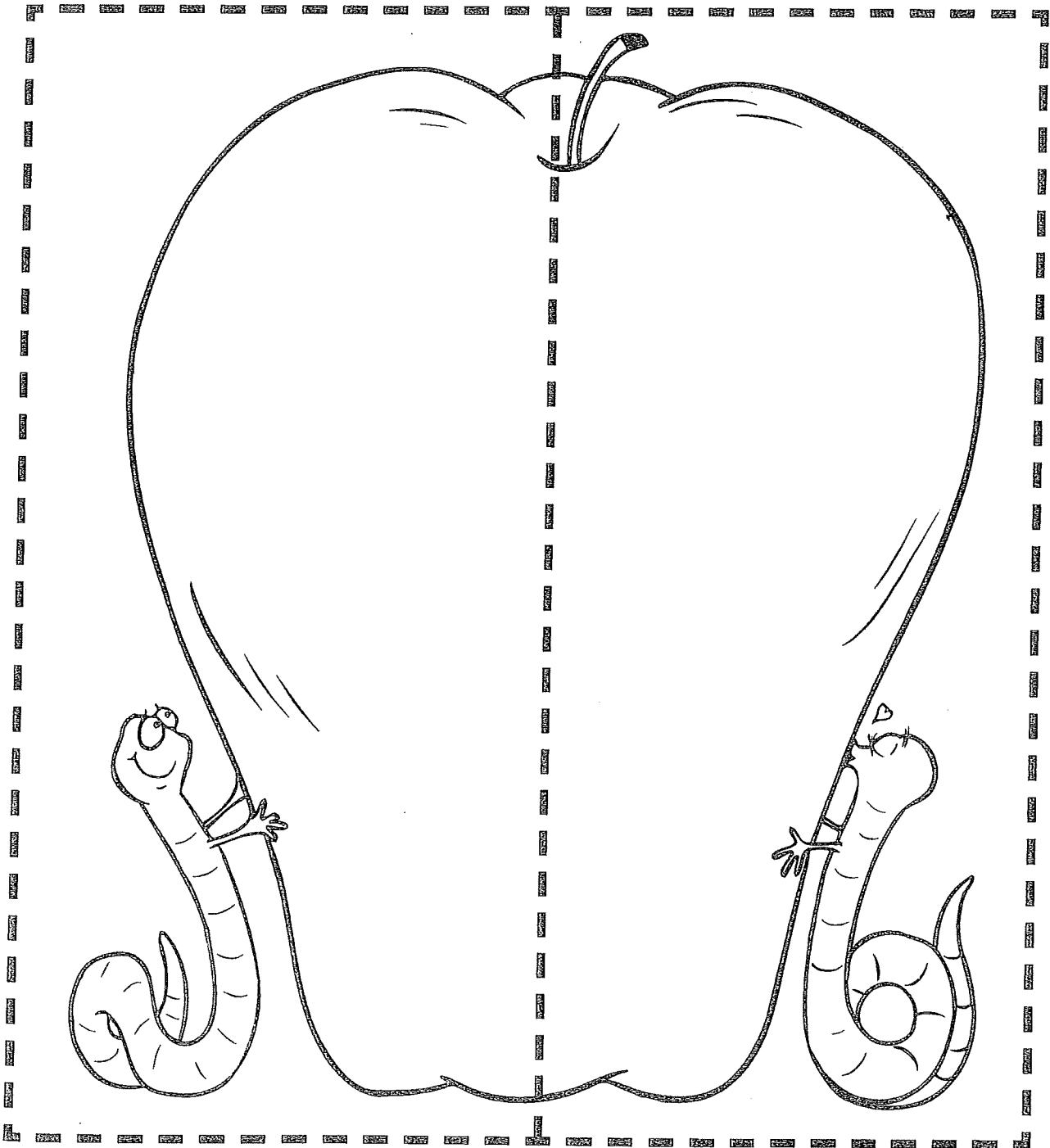


Whole Lotta Apple!

Name _____

Target Concepts: whole, half

Waldo and Wendell Worm love apples! Color this picture of a whole apple. Then help Waldo and Wendell share this apple by cutting it in half.



Day

Name _____

Target Concept: day

To show daytime, color this picture using only yellow, pink, or orange crayons. Compare it to *Night* on page 138.



What are some things you do during the day?

Night

Name _____

Target Concept: night

To show nighttime, lightly color over this entire picture using only black and gray crayons. Compare it to *Day* on page 137.



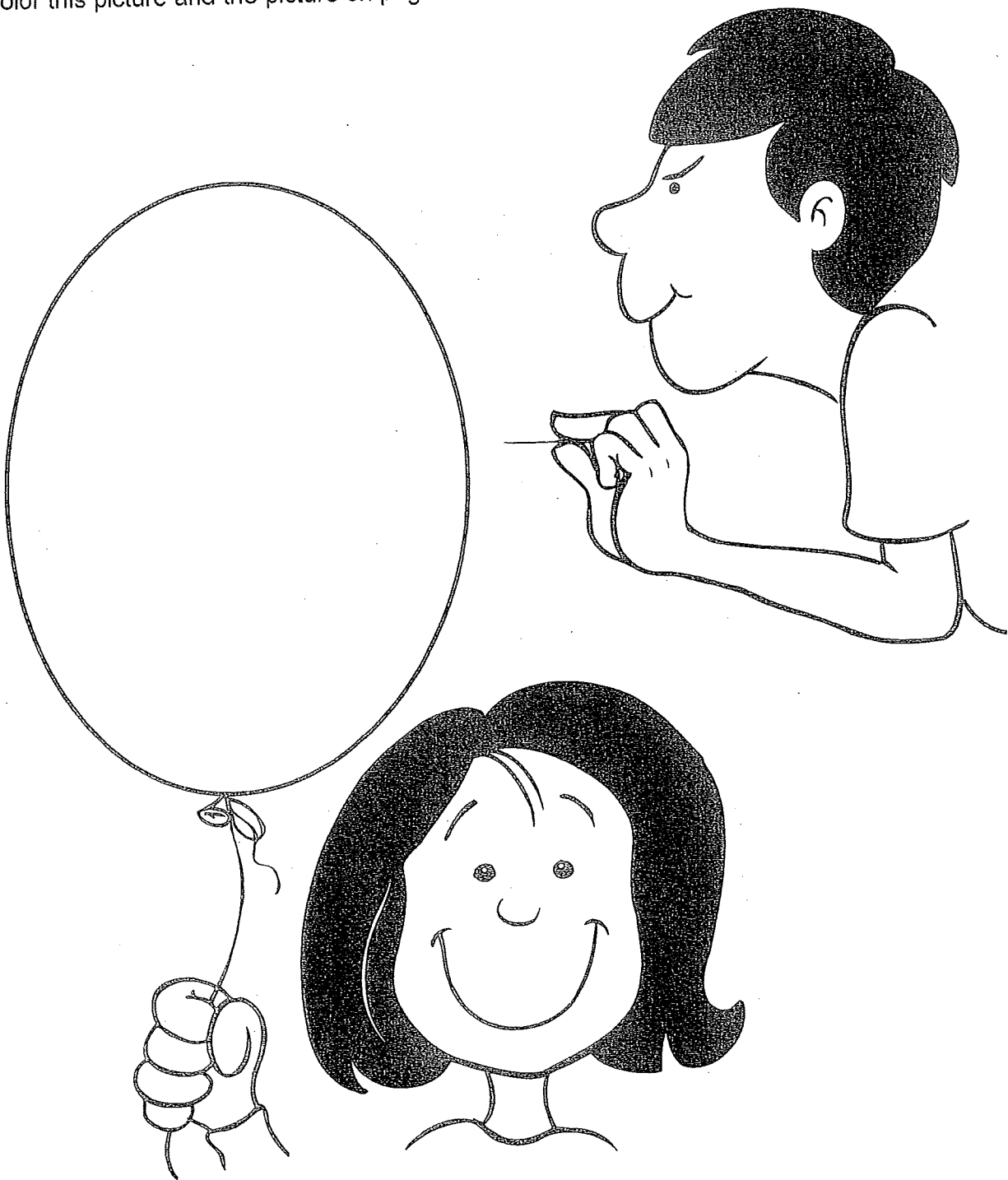
What are some things you do during the night?

POP!

Name _____

Target Concepts: before, after

Color this picture and the picture on page 145.



POPI! continued

Name _____

Target Concepts: before, after

Color this picture and the picture on page 144. Which picture shows the balloon before it was popped? Which picture shows the balloon after it was popped?

