



If you have any issues, questions or concerns, please email me at Jennifer@SpeechTherapyPlans.com.

* TERMS OF USE *

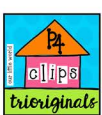
Purchasing the Speech Therapy Plans membership gives ONLY YOU the right to use this product in the classroom or in therapy.

If more than one person is interested in using this product, please refer them to the membership.

Thank you for respecting my hard work.

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Directions & Suggestions

1. TOU
 2. Directions & Suggestions
 3. Box Border
 4. Box Worksheet
 5. Thought Bubble Worksheet
 6. Box & Thought Bubble Worksheet
 7. Text Worksheet
- *All of the below are just suggestions! You can use the No Print set or the cards to initiate conversations, answer questions, etc. without using any worksheets!

No Print Suggestions - Print one of the worksheets to use along with the No Print Valentine's Cards.

Vocabulary, Defining, Describing, Sentences - Use page 7. Have students write a word that describes the pictures in the small boxes. Then have them define, describe or use the word in a sentence in the larger space.

Compare & Contrast - Use page 5. Have students write about 3 sets of 2 different cards. Compare each set of 2 in one of the bubbles and contrast them in the other bubbles.

Feelings, Social Situations, Conversations, etc. - Print page 6. In the boxes, have students write who they would give the card to or what situation it would be appropriate in. Then, have them write their feelings in the thought bubbles.

Nouns, Verbs, Conjunctions, Negations, Grammar - Use page 4. Have students write a sentence about each card using a given part of speech.

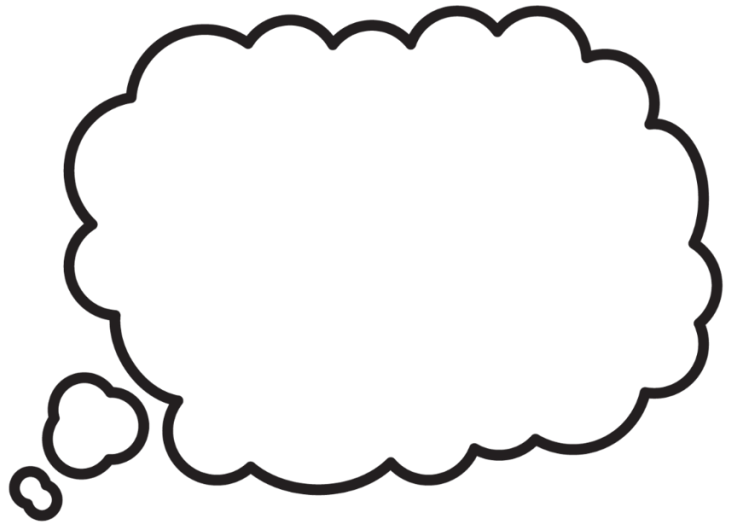
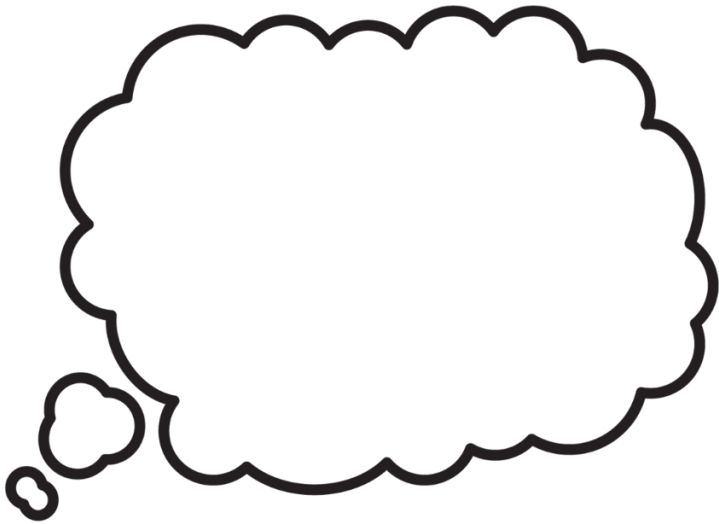
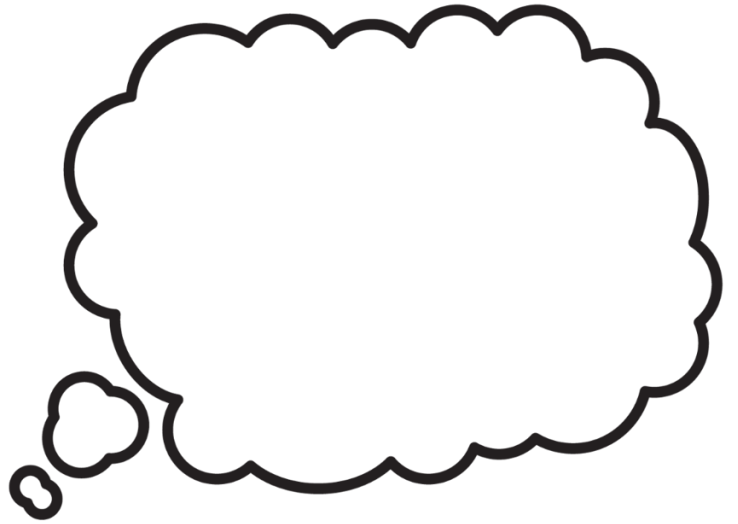
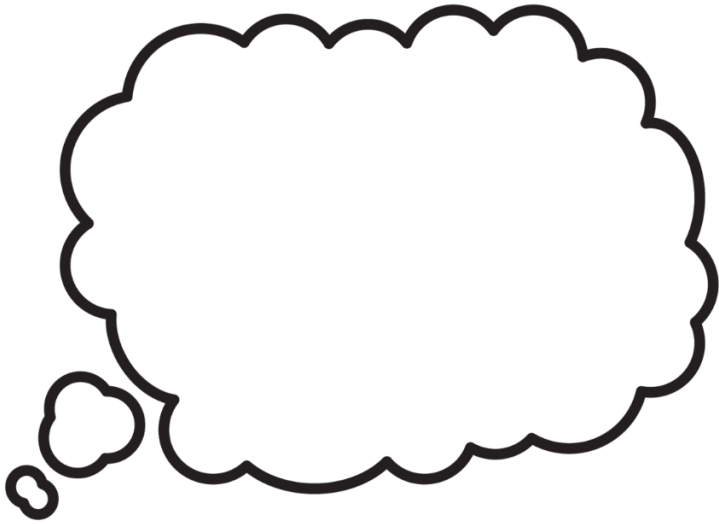
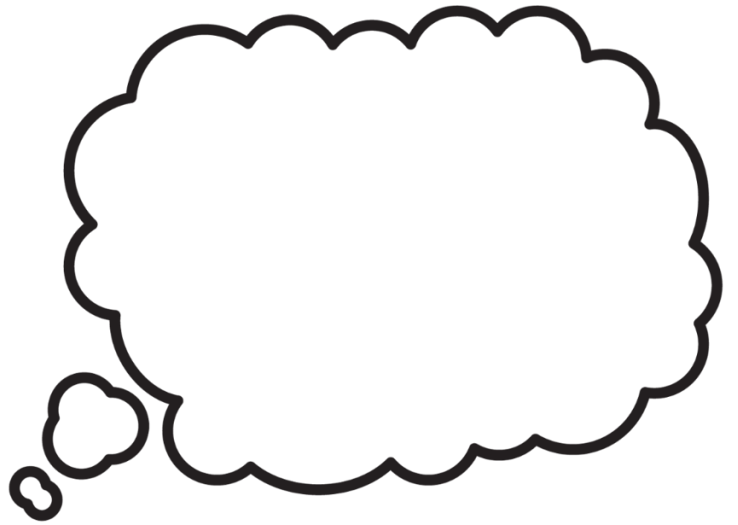
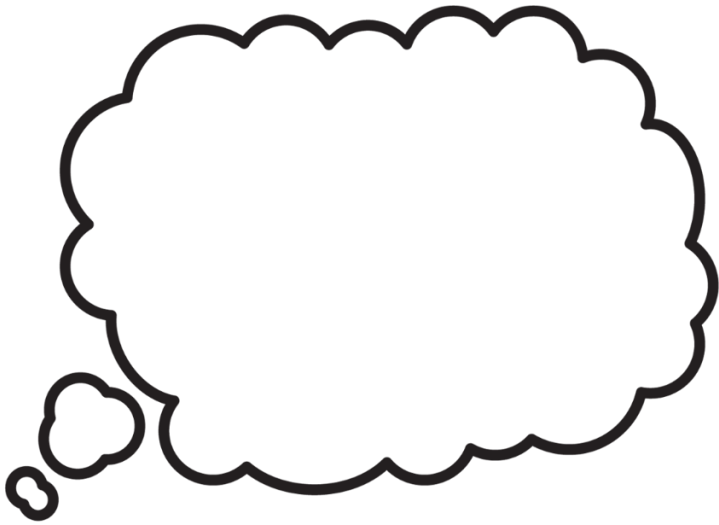
Printable Vintage Cards Suggestions - Print out 2 sets of each card. Use them to play a variety of card games.

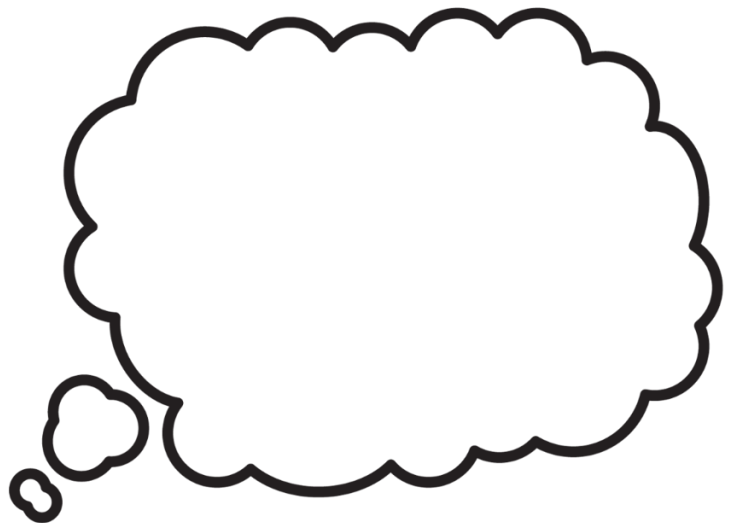
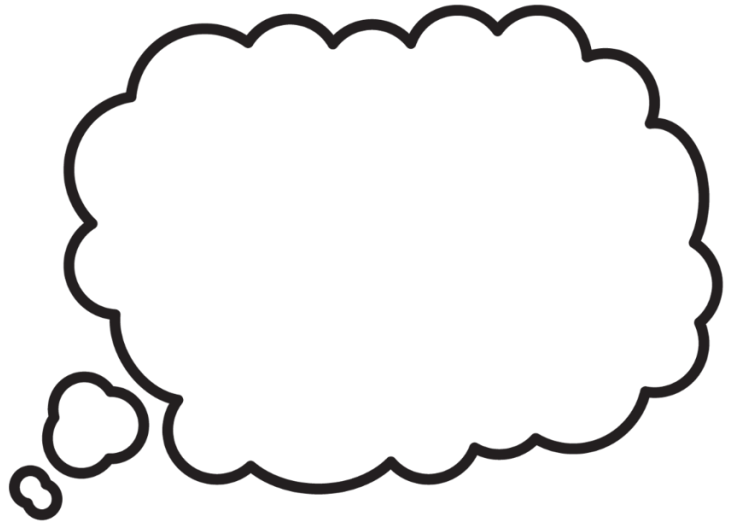
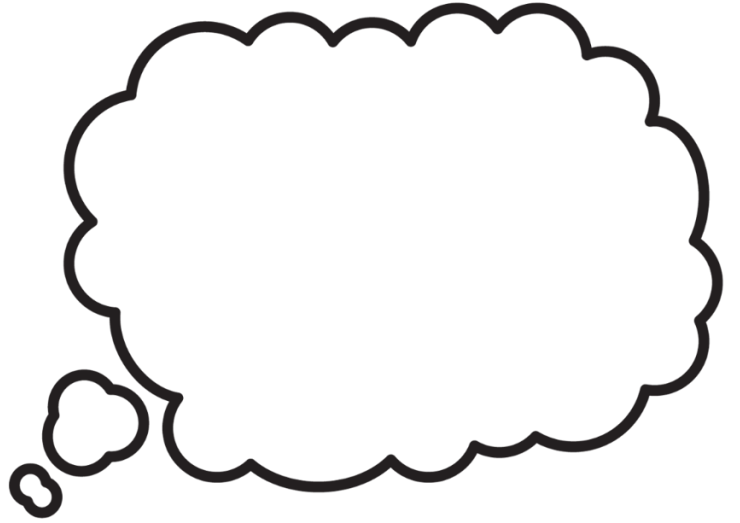
Describing, Defining, Vocabulary, Sentences - Use page 3. Have students place one card in the center of their paper and give a word that describes the picture (emotions, descriptions, etc.). Then, have them write a sentence, define or describe that word in one of the boxes.

Continue until all of the boxes are filled.

WH Questions, Inferencing, Predicting - Use page 4. Have each student pick a card and describe it to their peers. Then, have peers ask questions about the card. Try to have students guess what the picture is showing. When a student correctly guesses a picture, they get to X their box. Whoever X's all of their boxes first, wins.

Feelings, Social Situations, Conversations - Place all of the cards face down in the center of the table. Have students take turns pulling a card and writing how they feel about the card, who they would give the card to, etc. in one of the thought bubbles. Continue to pull cards until all of the bubbles are filled.





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