There Was A Cold Lady Who Swallowed Some Snow

Story Companion

For more functional speech and language materials, visit www.speechtherapytalk.com
Vocabulary Learning

Draw or place a picture in the center circle. Fill in the boxes appropriately.

Category

Location

Function

Looks Like

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Categorization

Draw or write a category in the circle. Glue pictures or draw in items that fit into the category.
Story Retell
Retell the story using the guide below

<table>
<thead>
<tr>
<th>Where &amp; When</th>
<th>Who</th>
<th>Problem</th>
<th>Endling</th>
</tr>
</thead>
</table>

Draw a summary of the story.
# Story Retell

Retell the story using the guide below:

<table>
<thead>
<tr>
<th>Who</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td></td>
</tr>
<tr>
<td>Solution</td>
<td></td>
</tr>
<tr>
<td>Ending</td>
<td></td>
</tr>
</tbody>
</table>

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Reading Comprehension

Answers the questions below. Use the visuals on the following pages to help children answer the questions if needed.

1. What did the cold lady eat first? ____________________________ (snow)

2. Why did the cold lady eat a stick? ________________________ (to push down snow)

3. How did the lady get all the things out of her stomach? ______ (hiccup)

4. What did the lady make at the end? ________________________ (snowman)

5. Which body part was being ticked and tingled by the snow? _____ (toes)

6. How was the lady feeling? ________________________________ (cold)

7. Why did the lady swallow a scarf? ________________ (because she was cold)

8. Which season is it? ________________________________ (winter)

9. How many times did she hiccup? ________________________ (twice)

10. How does the cold lady feel at the end? ________________ (happy)
Sequencing

1. First
2. Second
3. Third

Arrange these events in chronological order

Arrange these parts to the snowman in chronological order of when they were eaten

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Sequencing

Directions: Cut out the pictures above and place the pictures on the chart below in chronological order.
What Doing

Who

Use these cue cards to help answer questions, learn vocabulary, complete sentence strips, retell the story, complete language tasks (categorization, antonyms, synonyms), etc...

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Create A Snowman
Create A Snowman

Directions: Cut out the pieces below and glue them on the snowman on the previous page. Some speech/language goals include naming objects, using correct grammar, rewards for completing a task, or requiring a child to state the objects description (color, size, etc), function, and/or location to receive a picture for the snowman.
Feed The Cold Lady

Directions: Cut out the lady and cut out a hole in the mouth. Then, laminate the picture or glue it to cardboard (optional). Feed the lady with the pictures on the following page.

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## Articulation Lists

<table>
<thead>
<tr>
<th>/t/</th>
<th>/d/</th>
<th>/s/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Down</td>
<td>Swallowed</td>
</tr>
<tr>
<td>Tingle</td>
<td>Cold</td>
<td>Snow</td>
</tr>
<tr>
<td>Tickled</td>
<td>Lady</td>
<td>Some</td>
</tr>
<tr>
<td>Ten</td>
<td>Swallowed</td>
<td>Scarf</td>
</tr>
<tr>
<td>Toes</td>
<td></td>
<td>Stick</td>
</tr>
<tr>
<td>Twice</td>
<td></td>
<td>Twice</td>
</tr>
<tr>
<td>Coat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/m/</th>
<th>/p/</th>
<th>/b/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brimmed</td>
<td>Perhaps</td>
<td>Black</td>
</tr>
<tr>
<td>Warm</td>
<td>Push</td>
<td>Brimmed</td>
</tr>
<tr>
<td>Yummy</td>
<td>Pick</td>
<td>Before</td>
</tr>
<tr>
<td>Came</td>
<td>Popped</td>
<td>Barf</td>
</tr>
<tr>
<td></td>
<td>Hiccuped</td>
<td>Branch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gobble</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

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# Articulation Lists

Cut out pictures and sequence story

<table>
<thead>
<tr>
<th></th>
<th>/g/</th>
<th>/r/</th>
<th>/l/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goal</td>
<td>Layers</td>
<td>Long</td>
</tr>
<tr>
<td></td>
<td>Gobble</td>
<td>Warm</td>
<td>Layers</td>
</tr>
<tr>
<td></td>
<td>Glow</td>
<td>From</td>
<td>Glow</td>
</tr>
<tr>
<td></td>
<td>Tingled</td>
<td>Perhaps</td>
<td>Gobble</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Her</td>
<td>Coal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>/k/</th>
<th>/n/</th>
<th>/f/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coal</td>
<td>Now</td>
<td>Froze</td>
</tr>
<tr>
<td></td>
<td>Quite</td>
<td>Not</td>
<td>Before</td>
</tr>
<tr>
<td></td>
<td>Came</td>
<td>Snow</td>
<td>Scarf</td>
</tr>
<tr>
<td></td>
<td>Keep</td>
<td>Snowman</td>
<td>Barf</td>
</tr>
<tr>
<td></td>
<td>Tickled</td>
<td>Down</td>
<td>Enough</td>
</tr>
<tr>
<td></td>
<td>Stick</td>
<td>Brown</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pick</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Articulation Practice

Ideas

Drill Practice:

- Read the words in the lists
- Use words in a phrase or sentence
- Drill the necessary words/sounds before starting a reading tasks or answering questions as a "warm-up"

Word Search:

- Have a child read the book and find words with his/her targeted sound
- Mark the words which have the targeted sound and then repeat them
- Use the marked words in a sentence

Hand's Up

- When a child hears his/her target sound in a word while reading the book, he/she raises a hand and repeats the word.
- If motivation is needed, a physical reward such as a token or check mark can be used when a correct answer occurs.
- For sentence level practice, the child can define the word or use the word in a sentence.
The pipe warmed her 10 toes
The coal made the pipe glow
She ate the hat before she froze
The stick pushed down the snow
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Cut out the sentence strips and "who," "where," and/or "when" cards.

Use the sentence strips above to create sentences that target vocabulary, grammar, increasing sentence length, and social understanding.

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Sentence Strips
Ideas & Uses

Adapted Reading
- Print, laminate, and cut out the picture cards
- Attach velcro to the picture cards
- Attach the sentence strips with velcro on the appropriate pages
- Read the book with students and use the sentence strips to help answer WH questions, express an idea, etc...

Story Retell
- Print, laminate, and cut out the picture cards
- Use the sentence strips or picture cards to help children retell the story to practice narrative structure.

Answering WH Questions
- Print, laminate, and cut out the picture cards
- Ask a child a WH question
- Provide the child with a choice of visuals to help answer the question (if needed)
- Provide the child with the visual and practice answering WH question in a phrase/sentence (if applicable)

Grammar/Expanding MLU
- Print, laminate, and cut out the picture cards
- Have a child "read" the strip to practice targeted grammar skills (i.e., verbs, direct objects, etc..)
- Have a child "read" a strip to expand MLU

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1. Put the snowflake on the hat
2. Put the stick under the woman
3. Put the hat next to the snowflake
4. Put the snowman under the hat
5. Put the scarf on the woman
Vocabulary

- Perhaps
- Cold
- Gulp

- Goal
- Crunch
- Gobbled

- Yummy
- Imagine
- Froze

Use these cue cards to help answer questions, learn vocabulary, complete sentence strips, retell the story, complete language tasks (categorization, antonyms), etc...

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Vocabulary

Layers
Glow
Striped
Barf
Enough
Plan
Hiccup
Twice
Lady

Use these cue cards to help answer questions, learn vocabulary, complete sentence strips, retell the story, complete language tasks (categorization, antonyms), etc...

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Synonyms

Draw or write a word in each blank square that means the same thing as the picture on the left.

- Yummy
- Frozen
- Cold
- Lady
- Gulp
- Gobbled
- Crunch
- Layers
Antonym Match

Draw a line connecting two pictures that are opposites and then write or draw another opposite in the blank square.
There Was A Cold Lady Who...

This book is mainly about...

The characters of the story are...

The story takes place...  The problem is....

At the end...

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