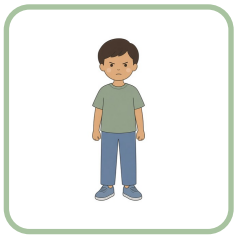
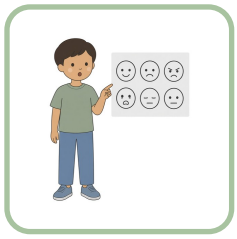
Name: _____

Circle a way to tell.

Look at the pictures. Circle a way to tell.

1

2



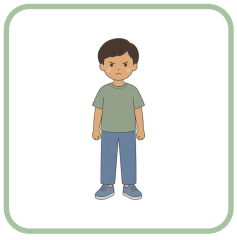


3



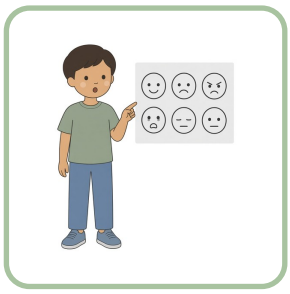


4


Trace the word.

Trace the word tell.



tell

tell

tell

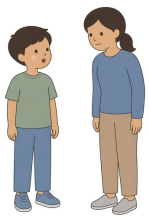
Name: _____

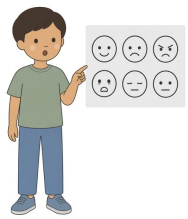
Ways to tell: cut and glue.

Cut out the pictures. Glue them in the box.

Glue here.

✂ Cut on the dashed lines.



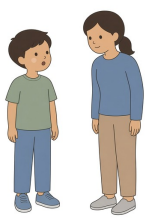


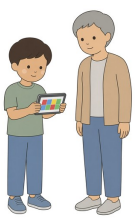


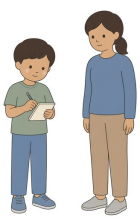


How do you like to tell?

Circle the ways you like.







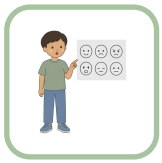


my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











- sign
- talker
- draw
- feeling card
- point

Fill in the word.

Pick a word from the box. Write it in the space.

points · draws · later · listens



1. Sam _____ to a face.



2. Sam _____ the feeling.



3. Sam tells _____.

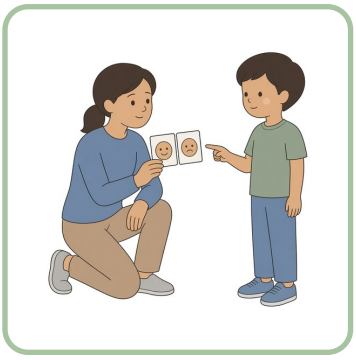


4. Sam _____ to Lee.

Name: _____

First, next, last.

Put the pictures in order. Write 1, 2, 3.



Sam's grown-up shows two faces



Sam's grown-up knows and helps



Sam points to one

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Pointing is real talking.

2. I must tell right now.

3. I can tell later.

4. Only speaking counts.

Name: _____

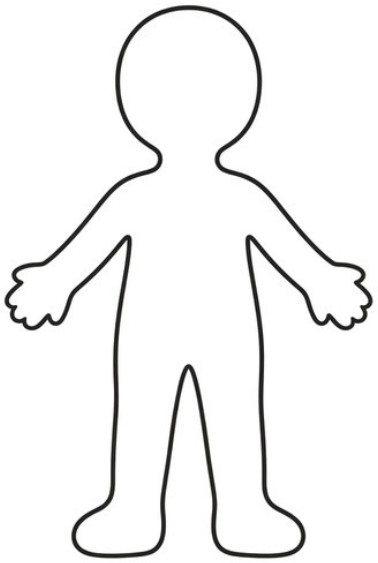
My ways to tell.

Draw or write your ways to tell.

1	2	3

My feeling right now.

Color or circle how you feel.



- ☐ happy
- ☐ sad
- ☐ angry
- ☐ worried
- ☐ tired
- ☐ calm
- ☐ I do not know
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Draw or write what you could do.

1. “I feel sad. Talking is hard.”

2. “I do not want to tell now.”

3. “Lee points to sad.”

Today.

Today I told someone I felt...

How did I tell?

Telling How I Feel · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam point board; row 2: sam tell teacher; row 3: sign-feel; row 4: feel-card
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: sam point board = point; sam tell teacher = talker; sign-feel = sign; draw-feeling = draw; feel-card = feeling card
D2: 1. points; 2. draws; 3. later; 4. listens
D3: 1. Sam's grown-up shows two faces; 2. Sam points to one; 3. Sam's grown-up knows and helps
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Accept and honor every mode of communication. Do not require speech, eye contact or full sentences.
- Keep feelings boards, cards or AAC within reach at all times.
- Offer choices of two faces when open questions are too hard.
- Respect "not now". Pressure to talk about feelings can increase distress.
- Many children share more side by side (car, bedtime, walking) than face to face.
- "I do not know" is a valid answer. Feelings can be hard to name (alexithymia is common).