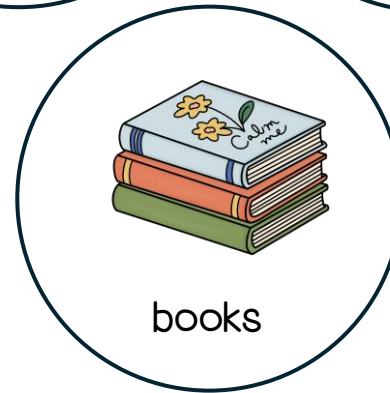
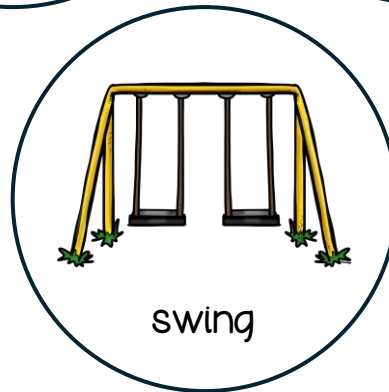
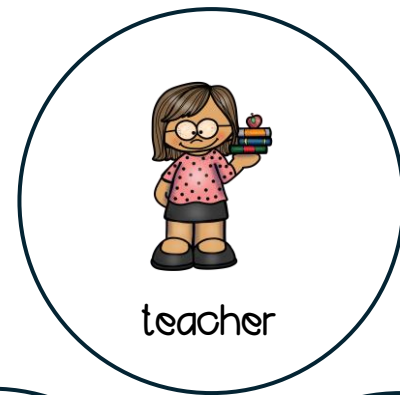
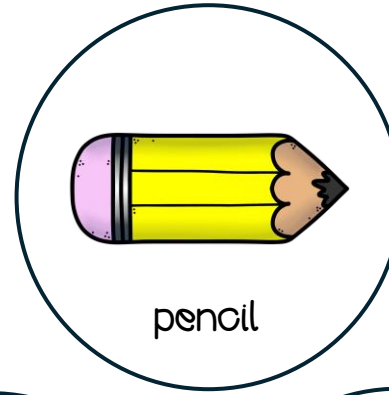
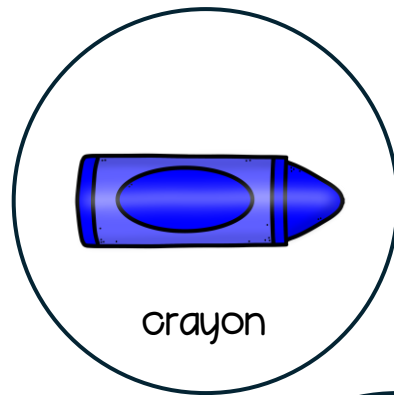
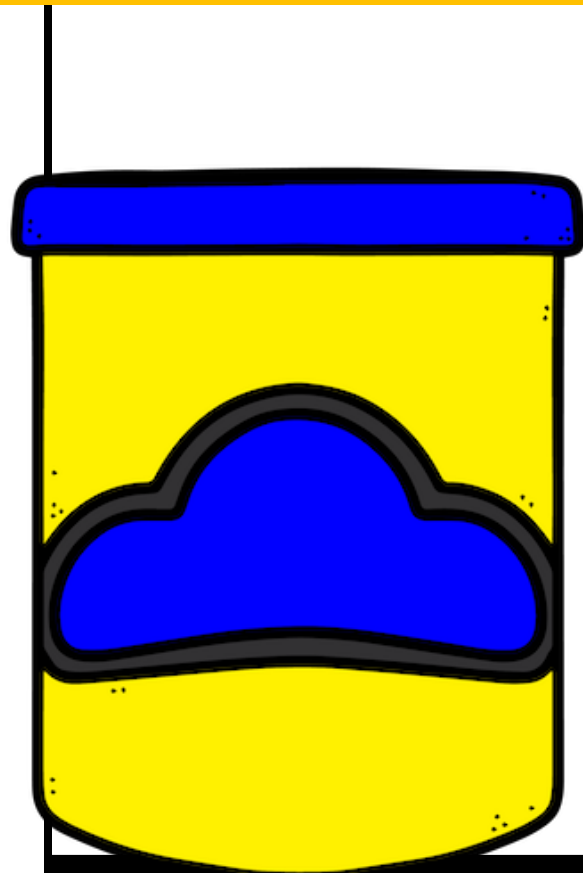


Back to school:

SMash Mats



80 Back-to-School Themed Vocabulary Words

about this product

What's Included

- 10 themed smash mat pages (8 vocabulary items per page)
- Each page includes a sentence strip for building utterances
- 80 back-to-school vocabulary words total

Categories Included

1. School Supplies
2. Classroom
3. Playground
4. Library
5. Art Class
6. Music Class
7. Riding the Bus
8. Gym Class
9. Bathroom
10. Lunchroom

Skills Targeted

- Labeling / Naming
- Categories / Sorting
- Sentence formulation (using the sentence strip)
- Requesting (colors, items)
- Describing / Function ("What do you do with it?")
- Associations ("What group does it belong to?")

How to Use this Product

How to Use These Smash Mats

Prep: Print, laminate, and grab some playdough! That's it.

During the activity, try these prompts while your student smashes:

1. Label it — "What did you smash? Tell me what it is."
2. Categorize it — "What group does that belong to?" / "Is that a school supply or a playground item?"
3. Describe its function — "What do you do with it?" / "Tell me what it's for."
4. Build a sentence — Use the sentence strip at the bottom of each page. Have the student complete the sentence: "In my desk I have a ____." / "In the gym I use a ____."
5. Request — Before smashing, have the student request the playdough color: "I want the ____ playdough" or "Can I have ____?"
6. Compare — "Are scissors and a ruler the same or different? How?"

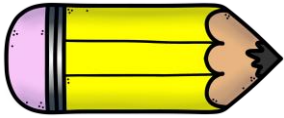
Tips:

- Use one page per session or let students choose their favorite category.
- Great for warm-up activities or reinforcement at the end of a session.
- Works well in mixed groups — each student can work on a different page targeting the same skill (labeling, categories, etc.)
- Pair with the sentence strip for students working on expanding utterances.

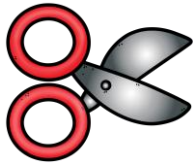
Back to school:

SCHOOL SUPPLIES

"While you smash, target these skills: Label each item as you smash it. Ask your student what group it belongs to. Have them tell you what you do with it. Build a sentence with the sentence strip below OR try the following — 'I see a ____' or 'I want the ____'.
Have them request the playdough color before they smash."



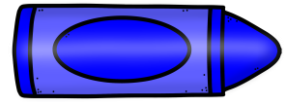
pencil



scissors



glue



crayon



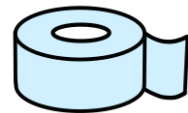
marker



eraser



ruler



tape

A Piece of Speech

In my desk I have a _____.

Back to school:

CLASSROOM

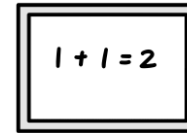
"While you smash, target these skills: Label each item as you smash it. Ask your student what group it belongs to. Have them tell you what you do with it. Build a sentence with the sentence strip below OR try the following — 'I see a ____' or 'I want the ____'.
Have them request the playdough color before they smash."



desk



student



whiteboard



teacher



clock



rug



bookshelf



calm corner

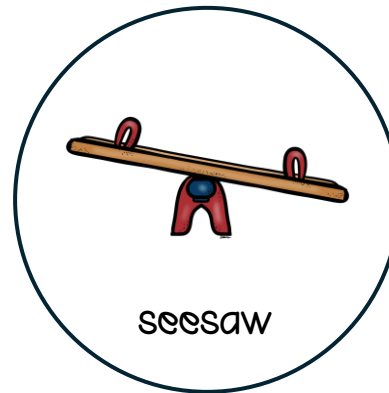
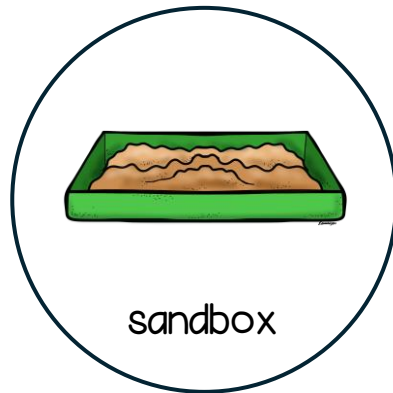
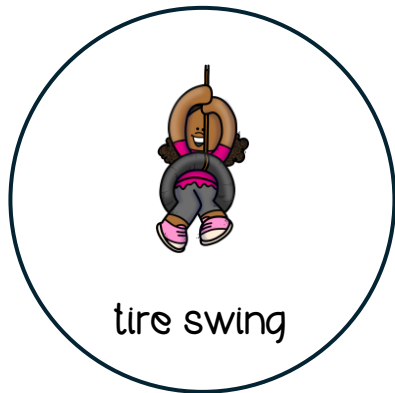
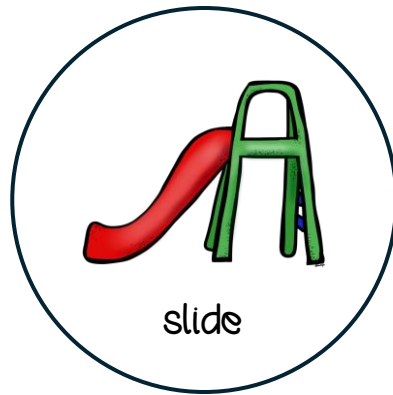
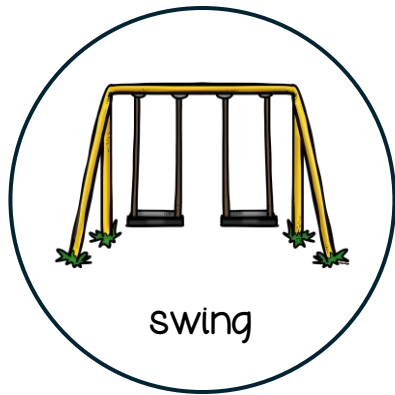
A Piece of Speech

In my classroom I see a _____.

Back to school:

PLAYGROUND

"While you smash, target these skills: Label each item as you smash it. Ask your student what group it belongs to. Have them tell you what you do with it. Build a sentence with the sentence strip below OR try the following — 'I see a ____' or 'I want the ____'.
Have them request the playdough color before they smash."



A Piece of Speech

On the playground I play on/with the _____.

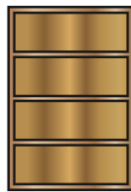
Back to school:

Library

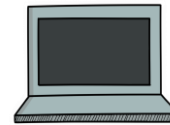
"While you smash, target these skills: Label each item as you smash it. Ask your student what group it belongs to. Have them tell you what you do with it. Build a sentence with the sentence strip below OR try the following — 'I see a ____' or 'I want the ____'. Have them request the playdough color before they smash."



books



shelves



computer



headphones



puppet



globe



librarian



beanbag

A Piece of Speech

In the library I see a _____.

Back to school:

ART CLASS

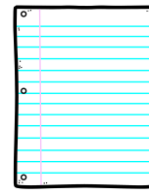
"While you smash, target these skills: Label each item as you smash it. Ask your student what group it belongs to. Have them tell you what you do with it. Build a sentence with the sentence strip below OR try the following — 'I see a ____' or 'I want the ____'. Have them request the playdough color before they smash."



paint



paintbrush



paper



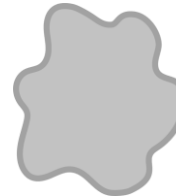
colored
pencils



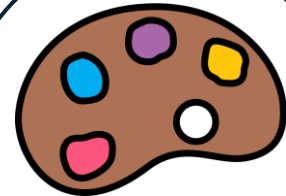
easel



glitter



clay



palette

A Piece of Speech

In art I use (a/an) _____.

Back to school:

MUSIC CLASS

"While you smash, target these skills: Label each item as you smash it. Ask your student what group it belongs to. Have them tell you what you do with it. Build a sentence with the sentence strip below OR try the following — 'I see a ____' or 'I want the ____.'
Have them request the playdough color before they smash."



drum



tambourine



maraca



piano



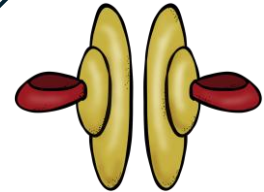
triangle



xylophone



recorder



cymbals

A Piece of Speech

In music I play the _____.

Back to school: Riding the bus

"While you smash, target these skills: Label each item as you smash it. Ask your student what group it belongs to. Have them tell you what you do with it. Build a sentence with the sentence strip below OR try the following — 'I see a ____' or 'I want the ____'.
Have them request the playdough color before they smash."



bus



seat



stop sign



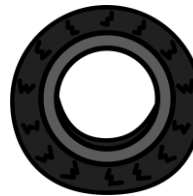
bus stop



backpack



driver



wheels



road

A Piece of Speech

At the bus stop I see a _____.

Back to school:

GYM CLASS

"While you smash, target these skills: Label each item as you smash it. Ask your student what group it belongs to. Have them tell you what you do with it. Build a sentence with the sentence strip below OR try the following — 'I see a ____' or 'I want the ____'. Have them request the playdough color before they smash."



basketball



basketball
hoop



jump rope



cone



bench



sneakers



hula hoop



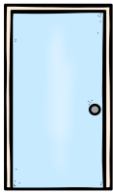
volleyball

A Piece of Speech

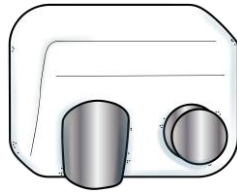
In the gym I use a _____.

Back to school: bathroom

"While you smash, target these skills: Label each item as you smash it. Ask your student what group it belongs to. Have them tell you what you do with it. Build a sentence with the sentence strip below OR try the following — 'I see a ____' or 'I want the ____'.
Have them request the playdough color before they smash."



door



dryer



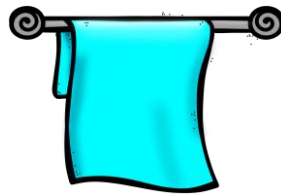
sink



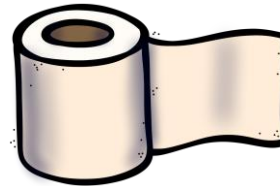
soap



toilet



towel



toilet paper



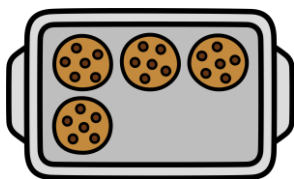
trash can

A Piece of Speech

In the bathroom I see a _____.

Back to school: LUNCHROOM

"While you smash, target these skills: Label each item as you smash it. Ask your student what group it belongs to. Have them tell you what you do with it. Build a sentence with the sentence strip below OR try the following — 'I see a ____' or 'I want the ____'.
Have them request the playdough color before they smash."



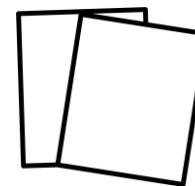
tray



milk



spoon



napkin



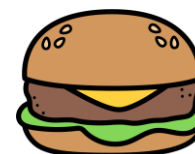
lunchbox



fork



apple



burger

A Piece of Speech

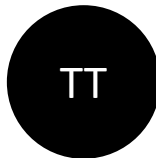
At lunch I have a _____.

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Emilee@apieceofspeech.com

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About the Author:
Emilee Kim is a certified, school-
based Speech-Language
Pathologist in Tennessee with 15+
years of experience. She is a
former graphic designer turned
SLP. Emilee is married to her
husband John, and they have two
beautiful children.

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