

Level 1 focuses on comprehension and expression of single words. The following semantic areas are targeted at this level:

- Pictured Nouns
- Nouns
- Singular vs. Plural Nouns
- Possessive Nouns
- Prepositions
- Verbs
- *-ing* Verb Ending
- Adjectives
- Relational Phrases

Change labels to fit each child's phonological needs or goals, such as "bunny" vs. "rabbit" or "cat" vs. "kitty."

► Picture Card Activities

Use the receptive language and expressive language activities with the picture cards on the CD-ROM to help children master the comprehension and/or expression of the words at this level. For a complete list of the Level 1 pictures included on the CD-ROM, see page 55.

Review the pictures with the child to be sure he is able to recognize and/or label each noun.

Receptive Language

1 Intensive Training

Select a noun to target (dog). Show the child two pictures (dog/cat), name the target, and have the child point to it. Then present the child with the target word paired with a different noun (girl/dog). Name the target, and have the child point to it. Continue presenting the target with a different noun picture and naming the target until the child correctly points to the target with 80% accuracy without additional cues.

2 Moderately Intensive Training

Show the child two pictures at a time and have him point to the one you name. Vary the nouns you use for each trial. When the child is able to correctly point to the noun you name 80% of the time, increase the number of pictures you show to three per trial. When the child has mastered that level with 80% accuracy, increase to showing four pictures per trial. Continue until the child is able to point to the named noun from a set of four pictures with 80% accuracy.

3 Non-Intensive Training

Have the child watch you place four or five pictures around the room where he can see them, naming each picture a few times as you place it. Then name one of the pictures you placed and ask the child to go get it. Provide cues as needed, such as "No, not that one. That's the cat" or "Look by the door." Continue until the child has correctly identified each picture.

Level 2 Two-Word Phrases

4 Verb + Noun

Help your child choose a stuffed animal or action figure for each of you to use, and gather some toys for the figures to act upon, such as a ball, car, train, and cup. Make a game of taking turns using verb + noun phrases to tell each other's figures which objects to act upon, such as "kick ball, ride car, push train," and "roll ball." Your child will practice receptive language skills by listening closely to your directions to select the correct object and perform the correct action with it. He will practice expressive language skills when it is his turn to give you directions.

5 Recurrence/Nonexistence (*More + Noun / No more + Noun*)

Gather several toy food and beverage items, such as a cookie, banana, cup of coffee, carton of milk, etc. Make a fun game of pretending to eat the foods or drink the beverages. Ask your child for the foods and drinks using the recurrence two-word phrase, such as requesting "more coffee" while holding out a toy coffee cup. Have your child respond with the nonexistence target phrase, saying "No more coffee." Then reverse roles.

Playing with snap-together blocks, a pegboard, or items that fit into a slotted container are other fun ways to practice these phrases. Help your child use the recurrence target phrase each time he wants another block to stack or another peg for the pegboard, such as requesting "more blocks." When the child has used all of the items, help him say the nonexistence target phrase, such as "No more blocks!"

Level 4 Four-Word Phrases

► Classroom Training Activity

Group language activities, sometimes called “circle time” or “group time” in early education settings, provide excellent opportunities to use parts of speech to develop receptive and expressive language. The example below presents a list of materials and strategies you can use to incorporate a classroom theme or seasonal items into brief and engaging practice.

Classroom Theme

farm animals

Objective

to understand and use adjective + noun + verb + object phrases

Materials

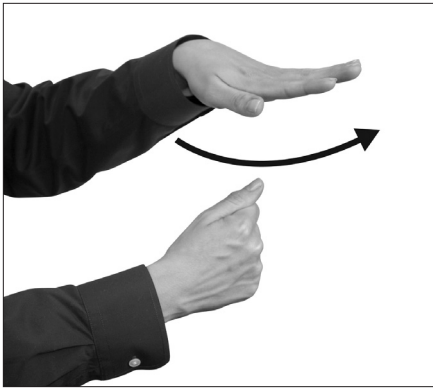
pairs of big/little plastic farm animals, such as adults and babies
toy food, such as corn on the cob and an apple
empty water bottle
empty milk carton

Activity

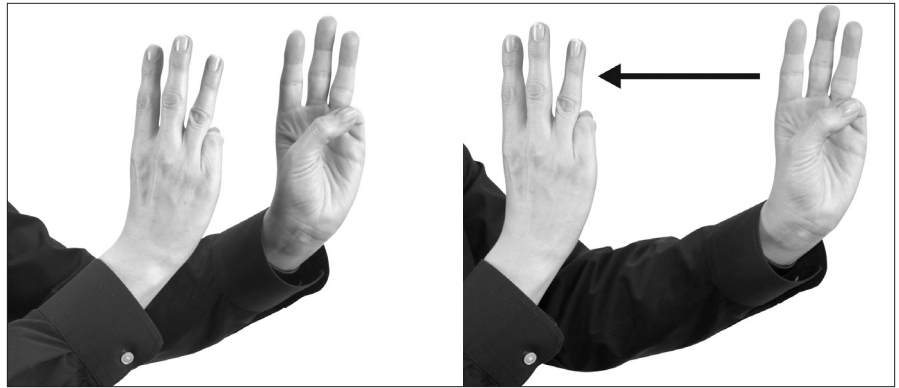
Begin by reviewing the names of the farm animals several times with the class. Next hold up each animal and have the group decide whether it is big or little. Place the animals on the table in two groups according to size. Then demonstrate how some of the animals can “eat” the corn or apple and “drink” the water or milk.

Call on one student at a time to come forward. Then name a big/little animal and an action for the child to perform with it, such as “little horse eat apple, big pig drink milk, big chicken eat corn,” etc. Remember to use more complete language according to the student’s ability to comprehend longer utterances, such as “Make the little horse eat the apple.” When each student has had a turn to follow your direction, let students take turns giving another student a direction to follow using an adjective + noun + verb + object phrase. Continue until each student has had a turn following and giving a direction.

Manual Signs for Vocabulary Words



under Form an "A" with the right hand, place it under the left palm, and slide the right hand forward.



wagon Form a "W" with both hands. Place the right hand closest to the body, and pull the right hand back.



wash Form an "A" with the right hand and place it in the left palm. Scrub the right hand clockwise in a circular pattern against the palm.



wet Hold the right hand near the mouth and the left hand down with the fingertips touching. Lower the right hand and close fingertips. Quickly open and close fingertips two times.