

HELP® 4

Handbook of Exercises for Language Processing

by Andrea M. Lazzari and Patricia Myers Peters

Skill	Ages	Grades
■ language	■ 6 through adult	■ 1 and up

Evidence-Based Practice
<ul style="list-style-type: none">■ Effective vocabulary instruction strategies actively engage the student and require higher-level cognitive processing. These strategies include using new words in novel sentences based on connections to prior knowledge, identifying synonyms and antonyms, analyzing word features, and using visual aids (Kester-Phillips, Foote, & Harper, 2008).■ Spoken and written grammatical abilities were found to be quantitatively different in school-aged children with specific language impairment (SLI) in comparison to age- and language-matched children. Poor judgment of syntax persisted into later elementary years despite other language measures improving within the SLI population (Gillam & Johnston, 1992).■ In a survey of educators and speech-language pathologists, respondents agreed that a good understanding of figurative language can benefit students both academically and socially by increasing effective communication and reading comprehension (Moshein, 2006).■ The inability to interpret figurative language leads to a breakdown in text comprehension, which in turn, can frustrate readers and discourage them from continuing reading tasks, and can cause delays in later language development (Palmer & Brooks, 2004).■ Tasks that require students to manipulate spoken units larger than phonemes are simpler for beginners than tasks requiring phoneme manipulation. These activities include rhyming, breaking sentences into words, and breaking words into syllables (NRP, 2000). <p><i>HELP 4</i> incorporates these principles and is also based on expert professional practice that is functionally based.</p> <p>References</p> <p>Gillam, R.B., & Johnston, J. (1992). Spoken and written language relationships in language/learning impaired and normally achieving school-age children. <i>Journal of Speech and Hearing Research</i>, 35, 1303-1315.</p> <p>Kester-Phillips, D.C., Foote, C.J., & Harper, L.J. (2008). Strategies for effective vocabulary instruction. <i>Reading Improvement</i>, 45(2), 62-68.</p> <p>Moshein, J. (2006). Figurative language: A different model of communication. <i>Advance for Speech-Language Pathologists</i>, 16, 6.</p> <p>National Reading Panel (NRP). (2000). <i>Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implication for reading and instruction-Reports of the subgroups</i>. Retrieved January 14, 2010, from www.nichd.nih.gov/publications/nrp/upload/report.pdf</p> <p>Palmer, B.C., & Brooks, M.A. (2004). Reading until the cows come home: Figurative language and reading comprehension. <i>Journal of Adolescent & Adult Literacy</i>, 47, 370-379.</p>



8700 Shoal Creek Boulevard
Austin, Texas 78757-6897
800/897-3202
Fax 800/397-7633
www.proedinc.com

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Printed in the United States of America

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About the Authors

Andrea M. Lazzari, Ed.D., is a speech-language pathologist for Henrico County Public Schools in Richmond, Virginia. She has previously worked in a community clinic and in private practice. She has also taught preschool students with disabilities and was the Supervisor of Early Childhood Special Education Programs for the state of Virginia. She also served as a teacher trainer at the college and university levels. She is the author or co-author of numerous publications with LinguiSystems, including *No-Glamour Question Structure: Wh- Questions*, *No-Glamour Question Structure: Interrogative Reversals*, *Vocabulary To Go*, and the *HELP* series.

Patricia M. Peters, M.Ed., M.P.S., CCC-SLP, is a speech-language pathologist in private practice in Roanoke, Virginia, and is an adjudicator of speech and language disability claims for the Department of Rehabilitative Services for the Commonwealth of Virginia. She has worked in a community speech and hearing clinic; a private, outpatient rehabilitation clinic; and in a Level 1 acute and trauma center and rehabilitation hospital. In these settings she has gained experience working with all ages and communication disorders, with specific interest in traumatic brain injury, post stroke, laryngectomy, and voice, as well as articulation and language disorders of varied etiology. Patti is a Fellow of the Speech-Language-Hearing Association of Virginia and the recipient of the DiCarlo Award for Excellence in Clinical Achievement for the Commonwealth of Virginia. She is the co-author of *HELP 1*, *HELP 2*, *HELP 3*, *HELP 5*, *HELP Elementary*, *HELP for Word Finding*, and *HELP for Auditory Processing*.

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Defining and Describing

Defining and describing are skills we use to identify and classify objects, events, actions and ideas. These two skills help us to perceive and understand our complex world. Consequently, clients with weak descriptive skills, who define terms only in the narrowest sense, are limited in their abilities to use language to control their environments. By providing opportunities to define and describe objects by various criteria, you can help your clients develop useful strategies which will enable them to communicate more effectively.

This unit provides numerous activities in which common concepts, objects, and actions are explored in various defining, describing, discriminating, and identifying tasks. The goal of this unit is to show clients different ways of perceiving and communicating about their environment.

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Defining:	
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Task E: Defining Words by Composition

Tell what each thing is made of. The first one is done for you.

1. A notebook is made of paper_____.
2. Toast is made of _____.
3. A phone number is made up of _____.
4. A window is made of _____.
5. A shirt is made of _____.
6. Oceans are made of _____.
7. A wall is made of _____.
8. A dining room table is made of _____.
9. Keys are made of _____.
10. Mountains are made of _____.
11. Belts are made of _____.
12. Ice is made of _____.
13. An eraser is made of _____.
14. A staple is made of _____.
15. Beaches are made of _____.
16. Forests are made of _____.
17. Books are made of _____.
18. Hamburgers are made of _____.
19. Ketchup is made of _____.
20. Playing cards are made of _____.
21. Tires are made of _____.
22. Rings are made of _____.
23. Nests are made of _____.
24. A word is made up of _____.
25. Gift boxes are made of _____.

I.E.P. Goal: The client will identify the composition of common items, with 90% or greater accuracy.

Defining and Describing

Task K: Matching Words with Definitions

Match the correct definition to each word in the group. The first one is done for you.

- | | |
|-----------------------|--|
| 1. <u> c. </u> door | a. a place to store items |
| <u> d. </u> match | b. a window covering |
| <u> a. </u> box | c. a barrier with a knob and a lock |
| <u> b. </u> curtain | d. something used to start a fire |
| 2. _____ hair | a. something that grows on a head |
| _____ banana | b. jewelry worn on a finger |
| _____ ring | c. a yellow fruit |
| _____ backpack | d. something children carry to school |
| 3. _____ hammer | a. a container used to cook food |
| _____ coat | b. clothing worn in the cold |
| _____ key | c. a tool used to pound things |
| _____ pot | d. a metal thing used to unlock doors |
| 4. _____ crayon | a. a drink made with hot water |
| _____ tea | b. a side of a room |
| _____ wall | c. something used after a bath |
| _____ towel | d. children color with it |
| 5. _____ belt | a. something worn around the waist |
| _____ football | b. something that is kicked or thrown |
| _____ bench | c. a drink |
| _____ soda | d. furniture we sit on |
| 6. _____ car | a. small fastener found on clothing |
| _____ horse | b. an animal people ride |
| _____ button | c. clothing worn for protection |
| _____ hat | d. a machine people ride in |
| 7. _____ plate | a. something used for holding food |
| _____ ball | b. clothing worn on feet |
| _____ paper | c. something used in sports |
| _____ sock | d. something we write on |
| 8. _____ candle | a. a rubber wheel for a car |
| _____ tire | b. something used for writing on paper |
| _____ pen | c. something that tells time |
| _____ watch | d. something that can be lit |

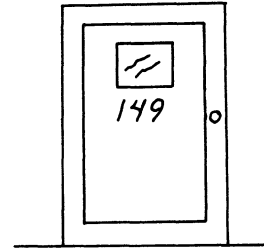
I.E.P. Goal: The client will match definitions with common words, with 90% or greater accuracy.

Written Language

Task A: Completing Sentences with Picture Cues

Finish each sentence by writing the name of the picture in the blank. The first one is done for you.

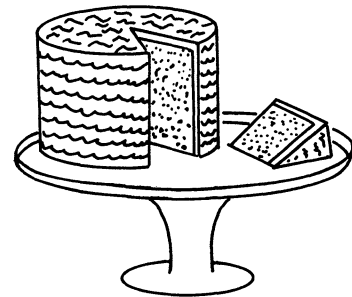
1. Open the door.



2. Here's an _____ for the teacher.



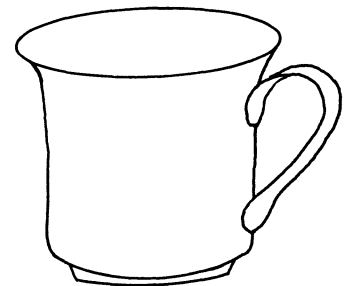
3. Let's cut the _____.



4. The _____ is dirty.



5. Pour a _____ of tea.



6. Take off your _____.



I.E.P. Goal: Given picture cues, the client will complete sentences with the appropriate words, with 90% or greater accuracy.