

Word Classes

Task A: Answering Yes/No Questions About Word Classes

Answer my questions with *yes* or *no*. I'll do the first one for you.

1. Is a shirt something to eat? *no*
2. Is a dog an animal?
3. Is popcorn a snack?
4. Is a bus a family member?
5. Is milk a drink?
6. Is a lion a pet?
7. Is a shoe a body part?
8. Is an orange a fruit?
9. Are pajamas clothes?
10. Is nine a letter?
11. Is a dime money?
12. Is red a color?
13. Are potatoes a meat?
14. Is soccer a game?
15. Is a butterfly a bird?
16. Is a school a place?
17. Is *d* a number?
18. Is a chair a piece of furniture?
19. Is turkey a dessert?
20. Is breakfast a meal?
21. Is a guitar a musical instrument?
22. Is a nose a part of the body?
23. Is an uncle a relative?
24. Is ice cream a cold thing?

I.E.P. Goal: The client will respond to yes/no questions about word classes presented aloud, with 90% or greater accuracy.

Details

Task I: Identifying Listening Cues

Listen to these sentences. Which words tell you to listen for important information? I'll do the first one for you. (Answers are in italics.)

1. It's time for snack. *First*, wash your hands. *First*
2. Let's go. *Don't forget* your bag.
3. *Be sure* to brush your teeth.
4. Sweep the floor *first*. Then, make the deliveries.
5. *Make sure* you check your answers when you're done.
6. Last summer we visited my grandparents. *The best part* was playing in the hayloft.
7. *The best thing to do* is look up the answer in a book.
8. We're going to make volcanoes. *Before you get started*, make sure you take everything off your desk.
9. Don't wander away from the group. *The reason I'm saying this* is that you could easily become lost.
10. We have so many errands to run. *The one thing I'd like you to do* is watch your brother while I'm in the store.
11. Mr. Simms needs help with yard work. He said, "*What I want you to do* is rake the leaves and put them in these bags."
12. *And finally*, put an extra blanket on the bed tonight.
13. The teacher said, "*I'm counting on you* to help Sherry with her work."
14. *To begin*, open your workbooks to page 116.
15. As you hike through the woods, *be on the lookout* for wild animals.
16. When walking home, *it's extremely important that* you stay out of the street.
17. It's cold tonight. *Take care to* bundle up!
18. *Whatever you do*, please don't tell her.
19. *I'm trusting you to* be there on time.
20. *Be sure to* check the oil in your car before you take your trip.
21. *The number one priority* is making sure they all have heat.

I.E.P. Goal: The client will identify listening cues in sentences presented aloud, with 90% or greater accuracy.

Sequencing

Task E: Sequencing by Physical Features

Follow these directions about order. I'll do the first one for you.

Put these things in order from largest to smallest.

- | | |
|--|--|
| 1. elephant
ant
raccoon
<i>elephant, raccoon, ant</i> | 6. pillowcase
tent
washcloth |
| 2. thimble
desk
book | 7. toad
grasshopper
fly |
| 3. ring
tire
doughnut | 8. single bed
double bed
crib |
| 4. peanut
football
lemon | 9. robin
hummingbird
eagle |
| 5. shark
goldfish
whale | 10. rubber band
hula hoop
wedding ring |

Put these things in order from smallest to largest.

- | | |
|---|--|
| 11. olive
pear
watermelon | 16. living room
cupboard
bathroom |
| 12. slice of bread
piece of gum
sheet of construction paper | 17. thumbnail
stop sign
dinner plate |
| 13. movie screen
television screen
watch dial | 18. bulldozer
lawn mower
semi truck |
| 14. slice of cheese
domino
place mat | 19. gallon
cup
quart |
| 15. contact lens
Frisbee
garbage can lid | 20. pound
ounce
ton |

I.E.P. Goal: The client will sequence by physical features common features presented aloud, with 90% or greater accuracy.

Auditory Processing Activities

The following activities support and expand the auditory skills presented in *HELP for Auditory Processing*.

1. Make “word class chains” by playing a game with word class descriptors. Begin with one description. Then, give clues for each successive word.

Example:	Name something sharp.	<i>scissors</i>
	Name something scissors can cut.	<i>paper</i>
	Name something made of paper.	<i>bag</i>
	Name something a bag can hold.	<i>oranges</i>

2. Encourage your clients to listen to pre-recorded radio or television news programs for specific information, like a day’s high and low temperature, a baseball score for a certain game, where the President was today, or important people in the news. Then, ask your clients to repeat the information in “mini-newscasts.”
3. For hands-on practice in determining sources of information, provide your clients with several information sources like a dictionary, telephone book, calendar, and city map. Write information requests on cards or state them aloud. For example, find the address of the police department, tell me how to spell *aqua*, or tell me the name of a bakery. Then, encourage your clients to select the correct information source and find the desired information.
4. Read short newspaper articles aloud. Have your clients make up headlines to fit the articles or ask them to choose a headline from several you have cut from the paper.
5. Provide your clients with information profiles of famous historical or current persons. One client chooses a profile and another client interviews him to elicit specific information. The client being interviewed uses the information profile to find the desired information.
6. For a group activity, give each client a picture or word card. Each group member then takes turns asking questions about the others’ cards. Specify the type of question to ask during each round, like who, what, can, is, or how. At the end of the last round, each client writes down her guess about the other clients’ cards. Clients then reveal their cards and decide who guessed the most correctly.