

# Language Resource Packet



Medford Area Public School District



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# What Is Language?

**Language** refers to the words we use and how we use them to share ideas and get what we want. Language includes:

- What words mean
- How to make new words
- How to put words together
- What we should say at different time

Spoken and written language are composed of receptive (i.e., listening and reading) and expressive (i.e., speaking and writing) components.

- **Phonology**—study of the speech sound (i.e., phoneme) system of a language, including the rules for combining and using phonemes.
- **Morphology**—study of the rules that govern how morphemes, the minimal meaningful units of language, are used in a language.
- **Syntax**—the rules that pertain to the ways in which words can be combined to form sentences in a language.
- **Semantics**—the meaning of words and combinations of words in a language.
- **Pragmatics**—the rules associated with the use of language in conversation and broader social situations.

	Spoken Language		Written Language	
	Listening	Speaking	Reading	Writing
<b>Phonology</b>	ability to identify and distinguish phonemes while listening (i.e., phonological awareness)	appropriate use of phonological patterns while speaking	understanding of letter-sound associations while reading (i.e., phonics)	accurate spelling of words while writing
<b>Morphology</b>	understanding morphemes when listening	using morphemes correctly when speaking	understanding grammar while reading	appropriate use of grammar when writing
<b>Syntax</b>	understanding sentence structure elements when listening	using correct sentence structure elements when speaking	understanding sentence structure while reading	using correct sentence structure when writing
<b>Semantics</b>	listening vocabulary	speaking vocabulary	reading vocabulary	writing vocabulary
<b>Pragmatics (includes discourse)</b>	understanding of the social aspects of spoken language, including conversational exchanges	social use of spoken language, including production of cohesive and relevant messages during conversations	understanding point-of-view, needs of the audience, etc.	conveying point-of-view, intended message, etc.

<https://www.asha.org/public/speech/development/speech-and-language/>

<https://www.asha.org/practice-portal/clinical-topics/spoken-language-disorders/language-in-brief/>

# ASHA Developmental Milestones

<https://www.asha.org/public/speech/development/chart/>

Hearing and Understanding	Talking
<p><b>Birth–3 Months</b></p> <ul style="list-style-type: none"> <li>● Startles at loud sounds.</li> <li>● Quiets or smiles when you talk.</li> <li>● Seems to recognize your voice. Quiets if crying.</li> </ul>	<p><b>Birth–3 Months</b></p> <ul style="list-style-type: none"> <li>● Makes cooing sounds.</li> <li>● Cries change for different needs.</li> <li>● Smiles at people.</li> </ul>
<p><b>4–6 Months</b></p> <ul style="list-style-type: none"> <li>● Moves her eyes in the direction of sounds.</li> <li>● Responds to changes in your tone of voice.</li> <li>● Notices toys that make sounds.</li> <li>● Pays attention to music.</li> </ul>	<p><b>4–6 Months</b></p> <ul style="list-style-type: none"> <li>● Coos and babbles when playing alone or with you.</li> <li>● Makes speech-like babbling sounds, like <i>pa, ba, and me</i>.</li> <li>● Giggles and laughs.</li> <li>● Makes sounds when happy or upset.</li> </ul>
<p><b>7 Months–1 Year</b></p> <ul style="list-style-type: none"> <li>● Turns and looks in the direction of sounds.</li> <li>● Looks when you point.</li> <li>● Turns when you call her name.</li> <li>● Understands words for common items and people—words like <i>cup, truck, juice, and daddy</i>.</li> <li>● Starts to respond to simple words and phrases, like “No,” “Come here,” and “Want more?”</li> <li>● Plays games with you, like peek-a-boo and pat-a-cake.</li> <li>● Listens to songs and stories for a short time.</li> </ul>	<p><b>7 Months–1 Year</b></p> <ul style="list-style-type: none"> <li>● Babbles long strings of sounds, like <i>mimi upup babababa</i>.</li> <li>● Uses sounds and gestures to get and keep attention.</li> <li>● Points to objects and shows them to others.</li> <li>● Uses gestures like waving bye, reaching for “up,” and shaking his head no.</li> <li>● Imitates different speech sounds.</li> <li>● Says 1 or 2 words, like <i>hi, dog, dada, mama, or uh-oh</i>. This will happen around his first birthday, but sounds may not be clear.</li> </ul>
<p><b>One - Two Years</b></p> <ul style="list-style-type: none"> <li>● Points to a few body parts when you ask.</li> <li>● Follows 1-part directions, like “Roll the ball” or “Kiss the baby.”</li> <li>● Responds to simple questions, like “Who’s that?” or “Where’s your shoe?”</li> <li>● Listens to simple stories, songs, and rhymes.</li> <li>● Points to pictures in a book when you name them.</li> </ul>	<p><b>One - Two Years</b></p> <ul style="list-style-type: none"> <li>● Uses a lot of new words.</li> <li>● Uses <i>p, b, m, h, and w</i> in words.</li> <li>● Starts to name pictures in books.</li> <li>● Asks questions, like “What’s that?”, “Who’s that?”, and “Where’s kitty?”</li> <li>● Puts 2 words together, like “more apple,” “no bed,” and “mommy book.”</li> </ul>

**Two - Three Years**

- Understands opposites, like go–stop, big–little, and up–down.
- Follows 2-part directions, like "Get the spoon and put it on the table."
- Understands new words quickly.

**Two - Three Years**

- Has a word for almost everything.
- Talks about things that are not in the room.
- Uses *k, g, f, t, d, and n* in words.
- Uses words like *in, on, and under*.
- Uses two- or three- words to talk about and ask for things.
- People who know your child can understand him.
- Asks "Why?"
- Puts 3 words together to talk about things. May repeat some words and sounds.

**Three - Four Years**

- Responds when you call from another room.
- Understands words for some colors, like *red, blue, and green*.
- Understands words for some shapes, like *circle and square*.
- Understands words for family, like *brother, grandmother, and aunt*.

**Three - Four Years**

- Answers simple who, what, and where questions.
- Says rhyming words, like *hat–cat*.
- Uses pronouns, like *I, you, me, we, and they*.
- Uses some plural words, like *toys, birds, and buses*.
- Most people understand what your child says.
- Asks when and how questions.
- Puts 4 words together. May make some mistakes, like "I goed to school."
- Talks about what happened during the day. Uses about 4 sentences at a time.

**Four - Five Years**

- Understands words for order, like *first, next, and last*.
- Understands words for time, like *yesterday, today, and tomorrow*.
- Follows longer directions, like "Put your pajamas on, brush your teeth, and then pick out a book."
- Follows classroom directions, like "Draw a circle on your paper around something you eat."
- Hears and understands most of what she hears at home and in school.

**Four - Five Years**

- Says all speech sounds in words. May make mistakes on sounds, like *l, s, r, v, z, ch, sh, and th*.
- Responds to "What did you say?"
- Talks without repeating words most of the time.
- Names letters and numbers.
- Uses sentences that have more than 1 action word, like *jump, play, and get*. May make some mistakes, like "Zach gots 2 video games, but I got one."
- Tells a short story and keeps a conversation going.
- Talks differently to different people in different environments.

# Natural Language Opportunities

(created by: Sheryl Balciar, MS, CCC-SLP)

Note: These are general ideas aimed at 3-5 year old children. Some may be too high or too low for your child. Use your judgment!

**READ!** Easy books with limited words are best. That way, you can read slowly and emphasize the correct pronunciations. Have your child make predictions about the stories, respond to yes/no and wh-questions and identify/label the vocabulary.

**GO SHOPPING!** Before going to the grocery store, have your child cut pictures out of the Shopper for you “list”. When you get there, it is your child’s responsibility to tell you what to pick up next. Stress the category names (e.g., fruits, vegetables, meats, dairy, etc.). Emphasize correct productions, final consonants, all syllables, etc.

**GO TO WALMART!** Label items, emphasizing categories and object functions (e.g., We wear clothes, play with toys, ride bikes, etc.). Ask where a certain item might be found and then go look for it.

**GO TO THE PARK!** While on the playground working on gross motor skills, emphasize concepts such as on/off, up/down, high/low, fast/slow, around, under, through, backward/forward, clean/dirty, hot/cold, etc.

**COOK!** Gather the ingredients to follow the recipe. Emphasize action words (measure, pour, boil, stir/mix, beat, sift, melt, bake, etc.) and sequencing concepts (first/next/last). Make predictions about what will happen when you add liquid to powder and when it goes in the hot oven or microwave. Talk about how the ingredients may taste if you ate them alone (sweet, spicy, sour).

**TAKE A WALK!** If you have a bigger family, walk single file and talk about who is first/next/last and in front/in back. Line up from tallest to shortest and walk fast/slow. Label items you see and the sounds you hear on your walk.

**PLAY FOLLOW-THE-LEADER!** This will help your child focus on following visual directives.

**PLAY SIMON SAYS!** This will help your child focus on following auditory directives.

**PLAY HIDE-N-SEEK!** Talk about where you were hiding (in, on, under/above, in back of/in front of, next to, between, etc.).

**SET THE TABLE!** Have your child set the table. Label the items needed. Where do they go? What goes next to the plate? Are the plates/cups full or empty? What else do we need?

# Opportunities for Embedding Speech Skills in Natural Environments

Developed by Dale Bailey, Early Literacy Coordinator

## Listening/Receptive

### General Education Classroom Activities and Routines

<b>Art</b>	Respond to rules/directions provided verbally by adult
<b>Bathroom/Wash Hands</b>	Respond to rules/directions provided verbally by adult
<b>Centers/Free Choice</b>	Respond to attempts by peer(s) to interact Respond to rules/directions provided verbally by adult
<b>Circle Time</b>	Respond to rules/directions provided verbally by adult Ask student questions about what peer just shared (verbally) Respond to questions about number(s) and letters Demonstrate understanding of concept words
<b>Clean Up</b>	Respond to rules/directions provided verbally by adult/put away toys neatly when asked
<b>Computer</b>	Respond to rules/directions provided verbally by adult
<b>General/Play</b>	Respond to questions about self (age, gender, name, etc.)
<b>Line Up</b>	Respond to rules/directions provided verbally by adult Respond to "who" question (i.e. tell name of "friend" in front of student)
<b>Nap/Rest Time</b>	Respond to rules/directions provided verbally by adult
<b>Outside Play</b>	Respond to rules/directions provided verbally by adult
<b>Snack/Meals</b>	Respond to rules/directions provided verbally by adult
<b>Table Activities/Small Group</b>	Follow/understand teacher's language verbal and/or gestural cues Respond to rules/directions provided verbally by adult
<b>Transitions</b>	Respond to rules/directions provided verbally by adult Respond to verbal/gestural cues to transition



# Opportunities for Embedding Speech Skills in Natural Environments

Developed by Dale Bailey, Early Literacy Coordinator

## Listening/Receptive Home Activities and Routines

<b>Bath</b>	Respond to rules/directions provided verbally by adult
<b>Bathroom/Wash Hands</b>	Respond to rules/directions provided verbally by adult
<b>Bedtime/Sleeping/Nap</b>	Respond to rules/directions provided verbally by adult Respond to verbal requests to point, name and tell/explain Respond to questions about number(s) and letters Demonstrate understanding of concept words
<b>Brushing Teeth/Hair</b>	Respond to rules/directions provided verbally by adult
<b>Clean Up</b>	Respond to rules/directions provided verbally by adult/put away toys neatly when asked
<b>Dressing/Undressing</b>	Respond to rules/directions provided verbally by adult Respond to where and why questions while dressing/undressing <ul style="list-style-type: none"> <li>- Why do we need to put on our pajamas?</li> <li>- Where will you go once you have your raincoat on?</li> </ul>
<b>General Play</b>	Respond to questions about self (age, gender, name) Respond to questions about number(s)
<b>Outside Play</b>	Respond to rules/directions provided verbally by adult
<b>Riding in the Car</b>	Respond to rules/directions provided verbally by adult
<b>Shopping</b>	Respond to rules/directions provided verbally by adult Respond to questions related to number(s)
<b>Snacks/Meals</b>	Respond to rules/directions provided verbally by adult
<b>Transitions</b>	Respond to rules/directions provided verbally by adult

# Opportunities for Embedding Speech Skills in Natural Environments

Developed by Dale Bailey, Early Literacy Coordinator

## Speaking/Expressive

### General Education Classroom Activities and Routines

<b>Art</b>	Vocabulary including colors, textures Provide narrative Ask permission (syntax) Ask for help Ask questions of others
<b>Bathroom/Wash Hands</b>	Tell and/or ask permission Ask for help
<b>Centers/Free Choice</b>	Verbally respond to attempts by peer(s) to interact Verbally negotiate/reason with peers Verbally provide a play for play Vocabulary/name toys used Verbalize/tell about play and/or pretend play
<b>Circle Time</b>	Ask student to retell what a peer just shared (verbally) Tell about own feeling for the day - happy, sad, etc. Use concept words to describe
<b>Computer</b>	Ask permission (syntax) Ask for help Ask questions of others
<b>General/Play</b>	Ask permission to do something (syntax) Ask for help Verbally engage others Ask questions of others
<b>Nap/Rest Time</b>	Predict/tell what will happen after/next
<b>Outside Play</b>	Ask permission to go play in a desired area (syntax) Provide narratives/tell about play Ask questions of others/peers Verbally engage others
<b>Snack/Meals</b>	Names foods/items needed Ask permission (syntax) Ask for help
<b>Table Activities/Small Group</b>	Ask permission to use peers' things Provide narrative Ask for help Ask questions of others Verbally engage others
<b>Transitions</b>	Predict/tell what will happen next

# Opportunities for Embedding Speech Skills in Natural Environments

Developed by Dale Bailey, Early Literacy Coordinator

## Speaking/Expressive Home Activities and Routines

<b>Bath</b>	Names items needed/vocabulary Provide narrative Ask permission (syntax)
<b>Bathroom/Wash Hands</b>	Names items needed/vocabulary Provide narrative Ask permission (syntax)
<b>Bedtime/Sleeping/Nap</b>	Provide narrative/recap the day Name items/objects depicted in book, provide sentences/predict and/or retell/narrate story
<b>Brushing Teeth/Hair</b>	Name items Predict/tell what will happen next
<b>Clean Up</b>	Respond to questions when asked (e.g. What are you doing now?)
<b>Dressing/Undressing</b>	Provide narrative/tell what will happen next
<b>Outside Play</b>	Ask permission to go outside (syntax) Verbalize/tell about pretend play
<b>Riding in the Car</b>	Predict/tell what will happen next
<b>Shopping</b>	Provide narrative Name objects seen Tell about events occurring in the environment
<b>Snacks/Meals</b>	Name foods/items needed Ask permission
<b>Transitions</b>	Predict/tell what will happen next

# Sabotage & Bombardment

(created by: Sheryl Balciar, MS, CCC-SLP)

“Sabotage” refers to withholding a favorite item in order to motivate a child to ask for it. Items may be toys, foods, or a necessary item to complete a task (e.g., spoon, crayon, etc.). Sabotage would be used to increase a child’s communication skills by requiring him or her to use words, sign language, or pictures to request the item. This technique is used with children who have limited verbal communication skills.

Play simple games (e.g. tickling) and watch your child anticipate what is to come. Expect him to say what he wants (e.g. put your hands up like you are going to tickle him, but don’t until he says “tickle” or makes some sort of attempt).

“Bombardment” refers to using a particular sound, word, or phrase frequently in order to familiarize the child with it. You can bombard a sound by overemphasizing it throughout your day. For example, if your child is working on the /p/ sound, you can wear pink or purple clothes, eat pancakes for breakfast, pizza for lunch and pasta for supper, and play pat-a-cake. If your child is working on a particular word, such as “big”, you can emphasize this throughout your day by choosing the big ball, big cookie, big plate, etc. If your child is targeting a particular phrase, such as “I want...” you would emphasize it by requesting certain items throughout your day so your child hears this phrase over and over.

*It should be noted that when you are bombarding, your child should not be expected to say the target sound, word, or phrase correctly. Rather, the caregivers are the ones who are doing all the work.*

Label items in your environment. This includes what you see, hear, feel, taste, and smell while you are cooking, playing, walking, shopping, cleaning, bathing, dressing, etc.

Label your child’s body parts when they are taking a bath (e.g. “This is the way we wash our hair...”), getting dressed, changing diapers, etc. Children love the song “There’s a spider on your (part) on your (part).” Have your child find the part on his body before washing it.

While playing, model the sounds cars and trucks make (e.g. vroom vroom, beep beep, honk honk, etc).

While playing, use the action words (e.g. jumping, eating, drinking, driving, flying, etc) as well as the nouns you are playing with.

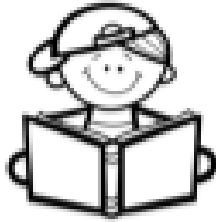
# Comprehending Spoken Language

(created by: Sheryl Balciar, MS, CCC-SLP)

Sometimes it is difficult for a child to understand spoken language. Areas that may be affected include following directions and/or responding to questions. You may think your child is just being naughty, however this behavior could be caused by lack of comprehension. Some reasons may include: directives are too long, too many steps/elements of directions, vocabulary that is unfamiliar to the child, and/or the reader is speaking too quickly, not allowing enough time for the child to process.

Suggestions you can do at home to help your child:

- 1) Keep it simple! Be sure your child can grasp one-step directive before moving on to two or three. Also, directives with multiple “elements” such as an action, location, adjective, etc may be more difficult than a two-step or three-step directive with one element. For example, telling a child to “sit on the blue chair” is a one-step directive with four different elements (sit=action, on=location, blue=adjective, chair=noun). Telling a child to “sit, wave and smile” is a three-step directive with one element in each step.
- 2) If your child struggles with responding to questions, start with asking those that have concrete answers. For example, while reading a simple book, ask questions that have pictures available to assist the child. Steer away from yes/no questions and those that just ask the child to name the picture. Vary the type of questions you ask. Start with, “*Who is it? What is she doing? Where are they? Then lead into more abstract questions such as Who is she going to meet? What do you use that for? Where are they going? Why are they doing that? How did they get there? Why do you think he said that? What should they have done?*” Work through the responses with your child. Carry over these types of questions at the dinner table, cooking, traveling in the car, playing games, and even while watching TV together.
- 3) Teach understanding of words that will keep him safe (no, hot, stop, wait). Don’t be afraid to teach him “no,” as this is a wonderful way for him to communicate wants and needs when he doesn’t have a large enough vocabulary to state the actual words.
- 4) Sing simple songs with repetitive lines and/ or actions such as Twinkle Twinkle Little star and Itsy Bitsy Spider. Fill-in-the blank songs such as Wheels on the Bus and Old McDonald provide opportunities for children to choose what to sing about next.
- 5) When eating colorful foods (rainbow goldfish crackers, fruit snacks, etc), give one at a time and label each color, and/ or have your child identify a color (you say “Get the red fish,” or ask him “What color did you get? Oh, you got the red fish!”).
- 6) Slow down your speaking/reading rate to allow your child more time to process the information.



## Developmental Sequence of Phonological Skills

80-90% of typical students achieve a targeted phonological skill

Age	Skill	Example
5	Recognizing Rhyme Clapping/Counting Syllables	Which two rhyme? bat, bug, hat dog (1 syllable), turtle (2 syllables)
5 1/2	Blends Onset and Rime Produces a Rhyme Isolates Beginning Sound	/b/ /oat/ (boat), /t/ /ree/ (tree) Tell me a word that rhymes with cat. (rat) Say the first sound in 'net'. (/n/)
6	Syllable Deletion Blending of 2- and 3- phoneme words Segments 2- and 3- phoneme words (no blends)	Say "tulip" now say it again, but don't say /tu/ (lip) /s/ /u/ /n/ (sun), /b/ /o/ (bow)  Say the sounds in the word "boat" as you move a bead for each sound
6 1/2	Segments words that have up to 3- or 4- phonemes (including blends) Phoneme substitution to build new words (no blends)	Say the sounds in the word "black" as you move a bead for each sound (/b/ /l/ /a/ /k/).  Change the /c/ in "cat" to /b/ (bat)
7	Phoneme Deletion (initial and final word positions)	Say "seed". Now say it again without the /d/ (see)
8	Phoneme Deletion (initial position including blends)	Say "sled". Now say it again without the /s/ (led)
9	Phoneme Deletion (medial and final blend positions)	Say "snail". Now say it again without the /n/ (sail).

Adams, et al., 1998; Gillon, 2004; Goswami, 2000; Paulson, 2004; Rath, 2001

## Phonological Awareness Activities

### Word Level Activities

**Hopping Words:** Children hop once for each word in a sentence.

**Counting Words:** Using bead strings or tally marks on a page, children count the words in a sentence.

**Silly Sentence Switching:** Teacher says a sentence, first student changes one word in the sentence, second student switches a different word.

**Adding Attributes:** Using a picture or toy as the stimulus, each child adds a one-word attribute to the description.

**Matchsticks:** Each child is provided with a picture card that represents one word of a compound word. Child finds another child to combine words with to form a compound.



### Syllable Level Activities

**Clapping Syllables:** Children clap once for each “word part” in a multi-syllable word.

**Counting Syllables:** Using bead strings or tally marks on a page, children count the syllables in a word.

**Highlighting Syllables:** After reading a book to children, the teacher takes the children back through the book looking for words with a given number of syllables. Each word found is highlighted with highlight tape.

**Syllable Sorts:** Children match picture cards to the number of syllables in the word represented.

**Junk Box Rock:** Child chooses a toy from the “Junk Box” and then rocks hips back and forth while saying the name of the object one syllable at a time.



### Onset-Rime Level Activities

**Word Bird:** Child says a word and tosses a beanbag to a classmate, who must generate a rhyming word.

**CLUMP!:** Each child is provided a picture card. When the teacher says “Clump!” the children walk around the room looking for classmates who have words that rhyme with theirs. They “clump” with these classmates.

**Rime Graphing:** Using the cards from the “Clump!” activity, children place their card in a pocket chart next to the phonogram for their word. The teacher can guide the children in determining which rimes are most important to know based on how many words it appears in.

**Rhyming Pairs:** Using a poem chart, teacher covers the second word in a rhyming pair and asks children to generate possible words to go in the blank.

**Alphabet Sponging:** With wet sponges cut into alphabet shapes, children make lists of words in the same word family on construction paper.

**Rhyming Memory:** Picture cards are placed face down on the table. Children take turns flipping one pair at a time, trying to match the rhyming words.

**Croak:** Children draw cards with words or pictures from a container. They must generate a rhyming word or put the card back in the container.

Mixed in with the other words are some “Croak” cards. When a child draws a “croak” card, he or she must put all cards back in the container.

**Rhyming Bingo:** Children use bingo cards with pictures or words, teacher calls out words, children find words on their cards that rhyme.



## Phoneme Level Activities

**Sound Detective:** Given a target phoneme, children listen for which word in a list contains that sound. Start this activity by providing words that begin with the target sound. Add words that contain the word in the medial or final position.

**Sound Play:** Children practice inserting or deleting individual sounds to words to form new words. (Inserting—“Say cat. Now add a /s/ to the end of cat. Deleting—“Say Mike. Now say Mike without saying /k/.”)

**Counting Sounds:** Children use bead strings to count individual phonemes within a given word.

**Sound Bingo:** Teacher calls out a sound, children find pictures on their cards that represent a word with the same beginning sound.

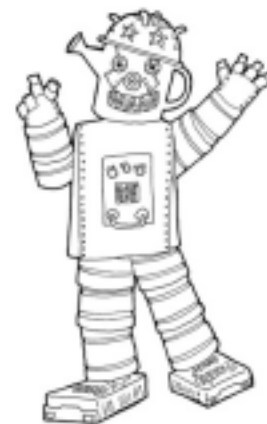
**I Spy!:** Teacher finds an item in the classroom that begins with a target sound and says, “I spy something that begins with \_\_\_\_\_.” Children guess which item the teacher spied.

**Sound Hound:** Played much like “Old Maid” but with picture cards with matching pairs of words that begin with the same sound and a “Sound Hound” card.

**Sound Off!:** Played like “War!”—two players, each with 20 picture cards. Each player turns over a card and counts the phonemes in the word pictured. The player with the most phonemes takes the pair. If the players have a picture with the same number of phonemes, they have a *SOUND OFF*. Each player places two cards face down, and a third face up. The players compare phonemes and the player with the word with the most phonemes takes all the cards. The game ends when one player ends up with all of the cards.

**Sound Board Games:** Child draws a picture card and moves the number of spots indicated by the number of phonemes in the word represented.

**Robbie the Robot:** Children converse with a “robot”—the catch is that the robot can only say words and can only understand words when they are said one sound at a time.





# Language Processing Hierarchy

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Idioms
Analogies
Multiple Meanings
Synonyms
Antonyms
Similarities
Differences
Categorizing
Associations
Functions
Labeling
Identifying

\*Children start at the bottom of the ladder and move up as they develop language skills.

# Language Processing Hierarchy Descriptions

\*Working from the bottom of the hierarchy to the top\*

**Identifying:** Pointing to the correct item when it is named

**Labeling:** Naming nouns, verbs, and adjectives

Describing Vocabulary Words (have child close eyes and visualize the item):

**Functions:** What do you do with...? (a scissors is used to cut)

**Associations:** What goes together? (horse and saddle)

**Categorizing:** What items belong in the same group? (vehicles, food, toys)

Comparing and Contrasting Related Items:

**Differences:** Discuss how items are different (car/truck, apple/orange).

**Similarities:** Discuss how items are the same (car/truck, apple/ orange).

**Antonyms:** Words with opposite meanings (big/little).

**Synonyms:** Words with similar meanings (mad/angry).

**Multiple Meaning Words:** Words that sound the same but have more than one meaning (trunk/trunk, plane/plain, bark/bark, sun/son, see/sea, bare/bear, bat/bat).

Discuss and describe words that have more than one meaning.

Have your child use them in a sentence, demonstrating the understanding of each word.

I put the groceries in the trunk.

The bark is peeling off of the tree trunk.

**Analogies:** An analogy is a comparison between two things that are alike in some way, but are not the same in other ways (car is to steering wheel as bike is to handlebars).

**Idioms:** an expression used by a group of people with a meaning that can only be understood through common usage (it's raining cats and dogs, it's a piece of cake).

# Figurative Language

**Hyperbole:** When a writer exaggerates something - typically in a humorous way (my eyes widened at the sight of the mile-high sundaes that were brought to our table).

**Idioms:** an expression used by a group of people with a meaning that can only be understood through common usage (it's raining cats and dogs, it's a piece of cake).

**Metaphors:** A comparison between two things. They don't necessarily have to be alike, but they should make a link in the reader's mind (laughter is the best medicine, time is money).

**Multiple meaning words (homonyms):** words that have the same spelling and usually sound alike, but have different meanings (bark, drive, spring).

**Onomatopoeia:** The name of the action imitates the sound it makes (the bees buzz angrily when their hive is disturbed).

**Personification:** When something non-human is given human-like qualities (the leaves danced in the wind).

**Similes:** A direct comparison between two things, using "like" or "as" (as brave as a lion, crazy like a fox).

# Games to Support Academic & Language Development

(created by: Sheryl Balciar, MS, CCC-SLP)

Below is a list of games and the language concepts targeted. Children learn best through play, when they do not even realize they are learning!

Game	Language Skills Targeted
Candyland	Colors: matching, identifying, labeling, positional concepts
Lucky Ducks	Colors: matching, identifying, labeling
Uno	Colors: matching, identifying, labeling Numbers: matching, identifying labeling, directional concepts
Hungry Hungry Hippo	Counting, Concepts: More/less
Sorry	Colors: matching, labeling Numbers: labeling Counting: 1:1 correspondence
Chutes and Ladders	Numbers: identifying, labeling Counting: 1:1 correspondence Concepts: up/down
Trouble	Numbers: labeling, Counting: 1:1 correspondence
Dominoes	Counting: 1:1 correspondence
Battleship	Letters: identifying, labeling Numbers: identifying, labeling
Bingo	Letters: identifying, labeling Numbers: identifying, labeling
Boggle Jr.	Letters: matching, identifying, labeling Vocabulary: nouns, verbs
Memory	Vocabulary: identifying and labeling nouns Concepts: same/different, pair
Hullabaloo	Following directions, identifying colors, shapes, and categories
War	Numbers: 1-10 Letters: J, Q, K, A Concepts: big/little, more/less
Connect Four	Colors: red, black, Counting: 1-4
I Spy	Describing vocabulary using adjectives, functions, categories, etc. Labeling vocabulary based on a description
Simon Says	Following directions/listening Articulation: /s/ in carrier phrases
Duck Duck Goose	Articulation: /d, k, g, s/; Phonological Processes: fronting, initial/final consonant deletion)
HeadBanz	Describing vocabulary using adjectives, functions, categories, etc. Labeling vocabulary based on a description

# Games to Support Vocabulary Development

**Headbanz-** The child asks questions to guess what card is in his/her head band. This game promotes and addresses a child's ability to ask yes and no questions. It also helps a child learn how to ask related questions to quickly identify their picture.

**Outburst-** Descriptions are provided to team members in order for them to guess words. This is a fast moving game of definitions and vocabulary words.

**Scattergories Junior-** This game provides the player with simple categories that all have to start with a designated letter. The goal is for the player to generate as many words as possible within the certain categories, but are different from the other players in order to score as many points as possible.

**Name 5-** This game supports a child's ability to generate at least 5 words within given categories. It provides a variety of categories that are concrete and abstract in nature that also lends itself to great conversation starters.

**Charades for Kids-** This allows a child to act out certain words or phrases with a team of people trying to guess what is being acted out.

**Catch Phrase-** This is similar to Outburst, but with a time limit that works like "Hot Potato." The person describing the word has to describe it as quickly as possible in order for his/her team to guess it.

**Tri-Bond-** A group of items are provided to the team that have a common bond. The object is for the team to identify what the three things have in common. This may be a concrete or abstract bond between the three items.

## Helpful Resources/Websites

American Speech-Language-Hearing Association (ASHA)

<https://www.asha.org/>

Medford Area Public School District Speech-Language Website

<https://medfordslps.weebly.com>

Super Duper Handouts

<https://www.handyhandouts.com/search.aspx?searchstr=language>

Created By: Sheryl Balciar, Eliza Decker, Lea Gowey, Ryanne Peter

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