

1978

Hit the target: language activities designed to develop simple grammatical structures

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HIT THE TARGET
Language Activities Designed to Develop
Simple Grammatical Structures

For Reference

Not to be taken from this room

Speech & Hearing 570
Mary Ellen Nevins
April 24, 1978

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CONTENTS

Introduction	1
I. Sentence Construction	
Noun plus Verb	4
Verb plus Noun	10
Noun plus Verb plus Noun	15
II. Prepositional Phrases	21
III. Noun-Modifiers	26
Simple Adjective	28
Possessives	32
Demonstratives	37
Quantifiers	39
IV. articles and Conjunctions	43
V. Negatives	45
VI. Interrogative Reversals	47
VII. "Wh" Questions	49
VIII. Pronouns	57
Bibliography	64

Introduction

Many language activity books available today for teaching language fall into one of two categories; those suggesting activities for a highly structured or programmed approach and those which provide ideas for general language stimulation. Neither approach seems to be effective in meeting the special language needs of the young hearing impaired child.

The language taught must be used and practiced again and again in as many ways as possible. Only so will it really be apprehended and returned by the child.

As suggested by Agnes Lack, children must have a variety of opportunities to practice specific language units.

The concept of teaching toward specific language units, or target structures is not a new one. It has been suggested by Celia S. Lavatelli in her description of the Tuscon Method, a language program for compensatory education in the Tuscon public schools.

Of paramount importance in accelerating children's acquisition of language is the teacher's consciousness of her role as a modeler of language and her awareness of the syntactic structure of language.

In fusing these two ideas, the design of a language activity catalogue which provides a number of opportunities to practice specific target language structures is the focus of this project. Unlike activities which provide only general stimulation, target structure activities are indexed according to language structure rather than vocabulary or concept units. Unlike the programmed language exercises, target structure activities are carried out in game-like or conversational type

situations rather than the highly structured, non-communicative settings often associated with programmed instruction.

The decision to index activities according to grammatical categories to be taught was prompted by the new CID language test, entitled The Grammatical Analysis of Elicited Language (GAEL), developed by Jean S. Moog and Ann E. Geers. This test evaluates structures included in the scoring sections of the Developmental Sentence Analysis (Lee, 1974) and Language Sampling and Analysis (Gottsleben and Tyack, 1974). The language targets in this catalogue contain most of the items from the earliest developing levels of each grammatical category in the aforementioned tests.

The objective of language instruction is for the child to develop as many items as possible in each of these categories. Activities designed to practice these grammatical structures should help the child to acquire language more quickly. This collection of activities is designed to facilitate the teacher's planning in providing effective practice of specific structures.

A discussion of each of the structures to be found in this catalogue will precede the listing of the activities themselves. A rationale for teaching and instructions for initial teaching strategies will be included in these sections.

Each of the activities outlined in this catalogue will meet the following criteria:

- 1) The language will be meaningful in its specific context and structures will be functional for the children in other situations.
- 2) Activities will be contrived only in the sense that they are teacher directed.
- 3) Activities will necessitate the use of the target structure and provide ample opportunity for its practice.

Step-by step procedures for each of the activities proposed for the various language structures will be outlined. The commercially available materials listed under some of the activities will be specifically identified; a simple description of teacher-made materials will also be given when appropriate.

Although this catalogue describes only expressive language activities, it should be noted that understanding a structure precedes the meaningful use of that structure. In many instances, the activities could be modified to provide receptive practice, for example, by having the teacher do the talking and the child respond by doing the action.

In addition, it should be noted that vocabulary should be taught in the context of thoroughly practiced or previously learned structures. It is assumed that all vocabulary used in these activities would have been previously learned by the child prior to its being used to practice a developing structure.

NOUN plus VERB

Rationale

Once a child has a sizeable number of nouns and verbs in his vocabulary, it is desirable to begin combining these words to form the Noun plus Verb (N+V) or Subject plus Verb (S+V) construction. This is one of the simplest two-word constructions and gets the child started on the most basic sentence type. In establishing a firm foundation for subsequent language learning, it is this construction which provides the child with an opportunity to make an acceptable, grammatically correct and complete utterance. This construction too, approximates the early combinations of normally hearing children.

Initial Teaching

A step-by-step progression is needed for some children to learn this construction. Because the child must concentrate on including two elements in his utterance, one way the task can be simplified is to keep one element constant in the initial teaching period. In this way the child has only to attend to one changing element and combine that with the constant; thus, he learns to use the construction at a level at which he can achieve success.

For example, an initial step might include a constant subject (Johnny) with a closed set of verbs (fell down, jumped, hopped) from which the child constructs the utterance "Johnny (verb)". A second step might include a closed set of subjects (Johnny, Susie, Mike) and a constant verb (jumped) from which the child constructs the utterance "(subject) jumped". Finally, the child is asked to construct an utterance choosing an element from each of the sets listed above. This

utterance would take the form " (subject) (verb) ". It is upon reaching this final stage that the child can be said to have acquired the S+V construction.

Activities described within this catalogue provide practice at various levels of S+V work. After the initial teaching of the S+V combination, a number of reinforcing activities are necessary in order for the child to practice the construction in a variety of different contexts.

Target Structure: Noun+Verb

Description of activity: Child performs simple action and describes that action

Stimulus for Eliciting the Target Structure: "What happened?"

Materials: (optional) "Look 'n Do" Following Directions
Activity cards
Trend Enterprises St. Paul, MN

Procedure:

- 1) T. reviews verbs to be used in the activity (march, jump, turn around).
- 2) Ch. selects "Look 'n Do" card or T. gives the child a verbal command.
- 3) Ch. performs action.
- 4) T. asks the stimulus question, "What happened?"
- 5) Another ch. describes the action using the appropriate N+V combination.
- 6) Ch. take turns performing actions; others take turns describing the action.

Target Structure: Noun+Verb

Description of Activity: Teacher manipulates toy objects;
child describes the action

Stimulus for eliciting the Target Structure: "What happened?"

Materials: Fisher-Price toys (mama, the boy, the girl)

Procedure:

- 1) Ch. names objects to be manipulated and identifies the verbs to be used in the activity (jumped, ran, etc.).
- 2) T. selects a toy and manipulates it through an action (i.e. jumped).
- 3) T. asks the stimulus question, "What happened?"
- 4) Ch. responds, " _____ jumped."
- 5) T. continues to manipulate objects; ch. describe actions in turn.

Variations:

At earlier stages of teaching, T. can use one toy with a variety of verbs or a number of toys with one verb.

Target Structure: Noun+Verb

Description of Activity: Children dress up in costumes
and perform appropriate actions.
Children describe these actions.

Stimulus for Eliciting the Target Structure: "What happened?"

Materials: Dress-up clothes (clown, lion, acrobat)

Procedure:

- 1) T. reviews vocabulary to be used in the activity.
- 2) Ch. dress up in costumes.
- 3) T. instructs each child to perform the appropriate action--
 lion roared clown laughed
 sat down fell down
 acrobat rolled
 walked (a pretend rope)
- 4) After each child performs the instructed action, T. asks the stimulus question, "What happened?"
- 5) Ch. responds with the appropriate N+V construction.

Variations:

- a) At the N+V+N level, children can put on a number of different hats--policeman's, fireman's, nurse's etc.
Stimulus question: "What did _____ put on?" or
 "Who put on the _____'s hat?"
Child's response: " _____ put on the _____'s hat."
- B) This variation would also be useful for teaching the possessive.

VERB plus NOUN

Rationale

Another two-word combination which deserves attention is the Verb plus Noun (V+N) or the Verb plus Object (V+O) construction. Commands, or imperatives, often take this form, and it is important to expose the child to, and provide practice for, the use of this combination. The child needs practice in producing both the N+V and V+N combinations before he can be expected to produce the N+V+N construction.

Initial Teaching

Once again, step-by-step progression may be required by some children in order to learn the combination. The constant plus changing elements paradigm suggested earlier, may also be applied here. A constant command verb with a changing object may be the first step. (i.e. Push the (object)). The teacher selects an object from a closed set of three; car, truck, boat) This may be followed by a variation of the activity, including a number of command verbs and a single object. (i.e. (verb) the boat. The teacher selects the verb from a set of three; push, carry, drop) The final step is true V+N combination--constructing an utterance from two sets of elements. ((verb) (object).)

Target Structure: Verb plus Noun

Description of Activity: Children dig for toys buried in sand in a plastic basin (shredded paper may be substituted for sand)

Stimulus for Eliciting the Target Structure: Picture card

Materials: Plastic basin, sand, small objects (penny, peanut, toy car, etc.) picture cards of same

Procedure:

- 1) Ch. name objects to be used in the activity.
- 2) Ch. close their eyes and T. hides small objects in the sand.
- 3) T. selects a picture card and models the target structure as it will be used in this activity, "Find the (object)."
- 4) T. selects one child to find that object in the sand.
- 5) One Ch. is then given the set of cards and follows the procedure demonstrated by the teacher.
- 6) Once all the hidden objects have been found, T. again hides the items and another Ch. is given the opportunity to give the instructions.

Variations:

At the N+V+N level, T. can eliminate the picture cards and have the children take turns digging for an unknown treasure. Once the item has been discovered, T. can ask the stimulus question, "What did find?" Ch. respond, "(subject) found a (object)."

Target Structure: Verb plus Noun

Description of activity: Children manipulate small toys at another child's command

Stimulus for Eliciting the Target Structure: "What should _____ do?"

Materials: Miniature toys--milk carton, coffee pot, (orange) juice, appropriate cups, toy spoon

Procedure:

- 1) Ch. name items to be used in the activity; T. demonstrates verbs to be used (drink, stir, pour).
- 2) T. gives a command to model construction the children will be expected to generate.
- 3) Ch. performs the appropriate action.
- 4) One ch. is selected to be the teacher; T. asks the stimulus question, "What should _____ do?"
- 5) Ch. generates a V+N command.
- 6) The second ch. performs the action (T. can ask that child to describe the action he has just completed).
- 7) Each child is given the chance to instruct the others to perform actions.

Target Structure: Verb plus Noun

Description of Activity: Children "wash, dry, iron, and fold" clothes in a classroom experience

Stimulus for Eliciting the Target Structure: "What will you do?"

Materials: Clothes, empty detergent box, boxes simulating a washer and dryer (teacher can make these more realistic by drawing or cutting boxes), toy iron, picture cards showing sequence of activity

Procedure:

- 1) T. shows children the sequence cards; labels the steps in the activity and all the items to be used in the experience.
- 2) Ch. selects the first sequence card; T. asks the stimulus question, "What will you do?"
- 3) Ch. describes the picture using a V+N construction; he performs the illustrated action.
- 4) Procedure continues in this manner--suggested language is as follows:
 - Put in the clothes.
 - Pour in the soap.
 - Close the door.
 - Push the button.
 - Take out the clothes.

 - Put in the clothes.
 - Close the door.
 - Push the button.
 - Take out the clothes.

 - Plug in the iron.
 - Iron the _____.
 - Hang up the _____.
 - Fold the _____.

NOUN plus VERB plus NOUN

Rationale

The Noun plus Verb plus Noun (N+V+N) or Subject plus Verb plus Object (S+V+O) is generally the first three-word combination that is taught. In considering an outline of language development, this sentence construction would naturally follow the two-word combinations previously discussed. The S+V+O construction suggests a relationship between people and people, people and objects, objects and people, and so on. Word order is an important feature of this construction; disrupted word order can change the meaning of an utterance. The S+V+O construction provides an opportunity for this word order practice.

Initial Teaching

Because of the increase of elements in this combination over the S+V and V+O constructions, it becomes necessary to modify the constant plus changing elements paradigm.

keeping in mind that although the child has already acquired the S+V and V+O combinations, he has not, as yet, had practice in constructing a three-word combination. The activities designed for this purpose must first provide an opportunity for practicing a three word combination without making the task too difficult. One way to simplify the task would be to hold two elements constant with only one changing element and then vary the position of the changing element from subject to verb to object.

The following constructions illustrate this first stage:

- A) Mama
 Daddy } carried the chair.
 The girl

- B) Mama } pushed
 } carried the chair
 } dropped

C)	Daddy	carried	{ the table the chair the cup
----	-------	---------	--

The next step would be to hold only one element constant while varying the other two.

A)	Mama Daddy The girl	} carried	{ the chair the table the cup
----	---------------------------	--------------	--

B)	Mama	} carried dropped pushed	{ the chair the table the cup
----	------	-----------------------------------	--

C)	Mama Daddy The girl	} carried dropped pushed	{ the chair
----	---------------------------	-----------------------------------	----------------

Before going to the final step, all combinations of constant and changing elements should be practiced. As in the previous procedures outlined, the final step requires the construction of a combination from a number of closed sets.

Mama	carried	the table
Daddy	pushed	the chair
The girl	dropped	the cup

<u>(subject)</u>	<u>(verb)</u>	<u>(object)</u>
------------------	---------------	-----------------

The child's learning in these initial teaching activities must be reinforced with a variety of activities which require the use of the construction. Some of the activities described within are appropriate at a specific level (i.e. N+V+N; verb constant--subject and object changing) The teacher may adapt any of these ideas and modify its target and stimulus to match specific teaching objectives.

Target Structure: N+V+N

Description of activity: Children move player pieces around a game board, select cards, and respond to the teacher's question

Stimulus for Eliciting the Target Structure: "What did you buy?"

Materials: Game board (three different colored squares should be used in the design), picture cards of matching colors (with food items pictured), player pieces, a die (or spinner), play coins

Procedure:

- 1) T. reviews vocabulary of grocery items; places cards face down; T. distributes play coins.
- 2) Ch. rolls die (or spins spinner) and moves the appropriate number of spaces.
- 3) Ch. picks picture card that matches the color square he has landed on, and gives T. a play coin.
- 4) T. asks the stimulus question, "What did you buy?"
- 5) Ch. responds using the N+V+N construction.
- 6) Play continues until one child has reached the end of the board.

Target Structure: N+V+N

Description of Activity: Children play toy instruments in a parade; the teacher develops a chart story to practice the N+V+N construction

Stimulus for Eliciting the Target Structure: "Who played the _____?"

Materials: Toy instruments; drum, trumpet, cymbols

Procedure:

- 1) T. identifies the instruments to be used in the experience.
- 2) Ch. choose an instrument.
- 3) Ch. play instruments and march around the room.
- 4) T. develops chart story:

Our class had a parade.
_____ played the trumpet.
_____ played the drum.
_____ played the cymbols.
Everyone marched.

Variations:

T. can use more complex verbs; blew the trumpet
beat the drum
clashed the cymbols

Target Structure: N+V+N

Description of Activity: Children roll, bounce, kick, or throw ball and describe that action

Stimulus for Eliciting the Target Structure: "What happened?"

Materials: Large rubber ball

Procedures:

- 1) T. reviews verbs to be used in the activity (roll, bounce, throw, kick).
- 2) T. throws the ball to one of the children and asks the stimulus question, "What happened?"
- 3) Ch. replies with the appropriate N+V+N response.
- 4) That child is then asked to return the ball using one of the four methods (T. may prompt if necessary).
- 5) T. again asks the stimulus question; procedure continues in a similar manner.

Rationale

Before beginning target structure activities for prepositional phrases, it is necessary to teach the prepositions themselves. It has been our experience that the initial teaching of prepositions is most successful when it focuses upon prepositions of place (in, on, under, around, between, over, etc.). These "place" prepositions are concrete and can be physically displayed; an object or person and its physical relation to another object or person can be described by the prepositional phrase. The more abstract prepositions (with, to, etc.) deal with relationships that are not visible, and should therefore be taught at a later time.

The structure we concern ourselves with here is the phrase which includes the preposition and its object. The item which is described by the prepositional phrase remains constant in initial teaching stages. Once the child has acquired the prepositional phrase, the item, or the subject of the phrase, can be included in sentence construction work.

Initial Teaching

One way to teach prepositional phrases is to contrast one phrase to another. In keeping with the constant plus changing elements paradigm, the preposition varies while the object remains the same so that the child need only generate one element of the response and complete the phrase by simply adding the constant object.

In the initial teaching stages, the subject of discussion might be a doll and the prepositions "on" and "under" can be taught by contrasting the description of the doll's position alternately "on" or "under" the table. The procedure can then be reversed so that the preposition

remains constant with varying objects (under the table, under the chair, etc.). In this way the child will receive additional practice in the phrase's formulation.

When the child is held responsible for generating both aspects of the phrase, preposition and object, he will then be considered to have acquired the target structure. Once the structure has been acquired, it should be imbedded in sentence constructions like the following:

Subject+Copula+PP

Subject+Verb+PP

Subject+Verb+Object+PP

As in all the previous instances, the teacher must guide the child to each of these levels of expression, implementing the constant plus changing elements paradigm and all its variations.

The activities included within this section focus primarily on the phrase. The teacher may adapt these or previously outlined activities so that the phrase can be practiced within a variety of sentence patterns.

Target Structure: Prepositional Phrase

Description of Activity: Teacher manipulates toys; child describes the action

Stimulus for Eliciting the Target Structure: "Where is _____?"
"Where did _____
run/jump?"

Materials: Fisher-Price toys; Big Bird, (Cookie Monster, Ernie for variation), chair, table, bed

Procedure:

- 1) T. reviews vocabulary of the activity.
- 2) T. manipulates toy so that its action or position can be described by a prepositional phrase (T. puts Big Bird under the bed or simulates the toy running around the table).
- 3) T. asks appropriate stimulus question, "Where is Big Bird?" or "Where did Big Bird run?"
- 4) Ch. responds with prepositional phrase.
- 5) T. continues the manipulation to provide numerous opportunities for practice.

Variations:

- A) at earlier stages, T. can keep the preposition constant and vary the object.
- B) T. can vary the preposition and keep the object constant.
- C) At the S+Copula+PP or S+V+PP levels, T. can vary subjects, verbs, prepositions and objects.

Target Structure: Prepositional Phrase

Description of Activity: Small object is hidden and children have to find it and use a prepositional phrase to describe its location

Stimulus for Eliciting the Target Structure: "Where is the _____?"

Materials: Peanut or other small object

Procedure:

- 1) T. shows children the object to be hidden.
- 2) T. selects one child to hide the object; the others close their eyes.
- 3) T. tells ch. where to hide the object (under the chair, on the shelf, etc.).
- 4) Ch. hides the object.
- 5) Other children open their eyes and search for the hidden object.
- 6) When the object is found, T. asks the stimulus question, "Where is the _____?"
- 7) Ch. responds with the appropriate prepositional phrase.
- 8) Each child repeats the phrase.
- 9) Procedure continues so that each child has at least one opportunity to hide the object.

Variations:

- A) T. can adapt the activity for use at the S+Copula+PP level by changing the child's response, "The _____ is on the desk."
- B) T. can hide a variety of small items and have the children track down specific hidden objects as suggested by a picture card,

Target Structure: Prepositional Phrase

Description of Activity: Obstacle Course experience; children perform a series of actions and teacher prepares a chart story for expressive practice

Stimulus for Eliciting the Target Structure: "Where did you _____"

Materials: Table, chair, lunchbox, block, box (a playroom setting may be best for this experience)

Procedure:

- 1) T. describes or demonstrates the actions the children will be required to do:
 - Run around the chair.
 - Jump over the lunchbox.
 - Crawl under the table.
 - Put a block in the box.
 - Sit on the floor.
- 2) Ch. will help label the actions to be performed.
- 3) Each child gets a chance to go through the obstacle course.
- 4) T. prepares a chart story or sentence strips for further practice of the structure.

Rationale

The Noun-Modifier is a word which provides additional information concerning a particular item. This information can take several different forms; it can describe, quantify, designate, or identify an owner. We must provide the child with an opportunity to practice giving additional information in its various forms for it can serve to add color to his language and give him the tools with which he can specify an item through description.

Noun-Modifiers

For the purpose of this catalogue, "noun-modifiers" will be broken into four categories based on the distinctions made by Lee (Developmental Sentence Types): simple adjectives, quantifiers, demonstratives, and possessives. Each of these is used to modify nouns, and this word combination, modifier and noun, is the phrase for which we must provide opportunity for practice.

Simple Adjectives

"Simple adjectives" may be described as those modifiers which indicate size (big), color (red), or other attributes (pretty, dirty) of a noun.

Quantifiers

"Quantifiers" are words used to indicate number or amount. They may be indefinite (some, another) or a cardinal number word (two, four).

Demonstratives

"Demonstratives" are those words which precede a noun and are usually used to make a specific indication to one item or group of items over another item or group. "This", "that", "these", and "those" are the words labelled "demonstratives" within the category of noun modifier.

Possessives

"Possessives" are those words which precede the noun used to indicate possession or ownership. A possessive can generally be identified through its accompanying marker /'s/.

Initial Teaching

Modifiers should be introduced in relation to familiar nouns. Like the prepositions, making contrasts is usually a good teaching strategy. This can be done with adjective opposites such as big and little (car) and long and short (sleeves). The teacher could also use this strategy with colors and cardinal number modifiers. The noun could remain constant with a changing modifier (a yellow car, a green car, etc.; two cars, four cars, etc.). In the next stage the modifier would be held constant and used with a variety of nouns (a red car, a red airplane, a red cup, etc.; three boats, three apples, etc.). In the final stages of teaching the child should be able to generate both elements of the noun-modifier phrase.

The use of the demonstrative dictates a procedure that calls for a contrast. The modifier would have no meaning if it were not to point out one item over another. (This chair is broken. This chair is not broken.)

The quantifier "another" can best be taught by providing exposure to it in a natural situation. At snack time, for example, the teacher can ask, "Do you want another cookie?" and the child can respond either in the affirmative or the negative and use the quantifier appropriately.

SIMPLE ADJECTIVE

Target Structure: Simple Adjective

Description of Activity: Children catch a variety of colored fish and describe the fish caught

Stimulus for Eliciting the Target Structure: "What did you catch?"

Materials: Teacher-made fishing pole (small stick with string and magnet attached) different colored fish (paper clips should be attached to the fish so that the magnet will attract them)

Procedure:

- 1) T. spreads the fish out on the floor.
- 2) T. demonstrates the procedure of catching a fish.
- 3) Ch. takes pole and catches one fish.
- 4) Once the child has caught the fish, T. takes the pole and asks the stimulus question, "What did you catch?"
- 5) Ch. replies, "(1 caught) a (color) fish."
- 6) Procedure continues until all fish have been caught.

Variations:

- A) T. may use fish of all one color and vary the size, big and little.
- B) For practice of cardinal number quantifiers, T. may ask at the end of the activity, "How many fish do you have?" Ch. can reply "(number) fish".

Target Structure: Simple adjective

Description of activity: The teacher hides a peanut under one of four colored cups; child responds with a modifier-noun phrase in guessing which cup the peanut is under

Stimulus for Eliciting the Target Structure: "Where is the peanut

Materials: Peanut, four cups of different colors

Procedure:

- 1) Ch. close their eyes.
- 2) T. places peanut under one of the four cups.
- 3) Ch. open their eyes; T. asks the stimulus question, "Where is the peanut?"
- 4) Ch. responds, "(under) the (color) cup".

Variations:

- A) T. uses two cups of different sizes; big cup, little cup.
- B) T. can combine color and sizes to expand to a modifier-modifier-noun phrase; big yellow cup, little yellow cup.
- C) This activity could be used for the practice of the interrogative reversal. The target structure would then be, "Is the peanut under the _____ cup?" The stimulus for eliciting the target structure would be to instruct the child to, "ask a question."

Target Structure: Simple Adjective

Description of Activity: Children dress up in old clothes
and describe these clothes

Stimulus for Eliciting the Target Structure: "What do you want?"

Materials: Hats, shoes, dresses, ties, jacket, shirts

Procedure:

- 1) T. labels items using an appropriate modifier-noun phrase:
a big hat, a striped tie, an old dress, etc.
- 2) T. asks the stimulus question, "What do you want?"
- 3) Ch. responds, "the (adjective) (noun)".
- 4) T. gives child the item and he puts it on.

POSSESSIVES

Target Structure: Possessives

Description of Activity: Children identify body parts in a flannel board activity

Stimulus for Eliciting the Target Structure: "Whose _____ is this
are thes

Materials: Flannel board, "Body Parts Kit", Milton Bradley

Procedure:

- 1) T. assembles the two figures to be used in the activity; she places the boy's face and the girl's face on the board; T. adds the rest of the figure labelling each item as she adds it to the board.
- 2) T. dismantles figures, leaving only the faces and lines the remaining pieces at the bottom of the flannel board.
- 3) T. selects an item and asks the stimulus question, "Whose (shirt) is this?"
- 4) Ch. responds, "the _____'s (shirt) " and places it on the flannel board in the appropriate position.
- 5) Procedure continues until both figures have been reassembled.

Target Structure: Possessives

Description of activity: Children categorize items associated with various community helpers

Stimulus for Eliciting the Target Structure: "Whose _____ is that?"

Materials: Teacher-prepared pictures portraying community helpers such as a policeman, a fireman, a nurse, farmer, a teacher, etc.; picture cards illustrating the accessories of each profession (policeman's car, nurse's cap, farmer's tractor, teacher's book, etc.)

Procedure:

- 1) T. displays the accessory cards and has the children label each object.
- 2) T. places cards of community helpers on the table and has the children identify them.
- 3) T. shuffles accessory cards, picks one, and labels it appropriately, "I have the teacher's book."
- 4) The first child picks a card, names the item pictured on the card, and the teacher asks the stimulus question, "Whose (whistle) is that?"
- 5) Ch. responds, "the (policeman's) (whistle)" and places the picture under the picture of the policeman.
- 6) The procedure continues until all the accessory cards have been categorized.

Target Structure: Possessives

Description of Activity: Classroom experience for development of chart story; children blow up balloons with teacher-prepared drawings on them.

Stimulus for Eliciting the Target Structure: "Whose balloon had a _____ on it?"

Materials: Teacher prepares drawings on inflated balloons and then deflates them

Procedure:

- 1) T. presents children with a choice of several balloons.
- 2) Ch. chooses a balloon and blows it up with T.'s help if necessary.
- 3) T. points out the surprise pictures on each of the balloons.
- 4) T. can model the appropriate sentence "_____'s balloon has a _____ on it."
- 5) Ch. imitate the sentences.
- 6) In developing the chart story, T. asks the stimulus question, "Whose balloon had a _____ on it?"
- 7) Ch. respond using the possessive.

Variations:

T. can use the activity to practice possessive pronouns by changing the stimulus question, "What did _____ have on his/her balloon?"

DEMONSTRATIVES

Target Structure: Demonstratives

Description of Activity: Children cut and taste fruits; identify the different seeds

Stimulus for Eliciting the Target Structure: "What kind of seeds are these?"

Materials: Apple, pear, orange, grapefruit, knife, plastic wrap

Procedure:

- 1) T. presents children with fruit; ch. name each fruit.
- 2) T. cuts open fruit and removes the seeds; T. models, "These seeds are _____ seeds."
- 3) Ch. imitate; t. distributes a piece of fruit to each child.
- 4) T. cuts the other fruit; models an appropriate sentence; ch. sample fruit.
- 5) T. wraps each type of seed in a piece of plastic wrap and asks the stimulus question, "What kind of seeds are these?"
- 6) T. prepares a small chart displaying each type of seed and identifying the fruit in which it is found.

Target Structure: Demonstratives

Description of Activity: Children mix small amounts of poster paints together to form a different color paint

Stimulus for Eliciting the Target Structure: "What color did these colors make?"

Materials: Small medicine cups, washable poster paints (red, yellow, blue, black, white)

Procedure:

- 1) Ch. identify the colors displayed in the medicine cups.
- 2) T. indicates that there is no green paint and demonstrates that mixing blue and yellow will make green.
- 3) T. can select two more colors for combination and ask, "What color do you think these colors will make?"
- 4) Ch. can guess using an appropriate language form (These colors will make _____.)
- 5) T. mixes various colors to form grey, pink, and orange.
- 6) T. recaps the activity by asking, "What color did these colors make?" indicating a combination.
- 7) Ch. replies, "These colors made _____."
- 8) T. can record the experience on a classroom chart.

QUANTIFIERS

Target Structure: Quantifiers

Description of Activity: Teacher piles a number of boxes in child's outstretched arms; child who holds the greatest number before dropping them is the winner

Stimulus for Eliciting the Target Structure: "Do you want another box?"

Materials: Different sized gift boxes--small to large

Procedure:

- 1) T. introduces activity and tells the children the object of the game.
- 2) T. selects a child to be first and instructs him to hold out his arms.
- 3) T. places a box in his arms and then asks the stimulus question, "Do you want another box?"
- 4) Ch. responds, "I (don't) want another box."
- 5) T. places another box on top of the first.
- 6) Procedure continues until the child drops any or all of the boxes; T. counts and records the number of boxes the child held--child who holds the largest number of boxes is the winner.

Target Structure: Quantifiers

Description of Activity: Children answer the teacher's questions concerning stimulus pictures

Stimulus for Eliciting the Target Structure: "What does he need?"

Materials: Teacher-prepared pictures of a boy and girl with items of clothing missing (missing button, shoe, sock, mitten, boot etc.--pictures must show at least one of the items; paired items would be best to be used)

Procedure:

- 1) T. shows children a picture (for example, a picture of a boy with a pair of overalls on with a button obviously missing).
- 2) T. points out, "This boy only has one button. What does he need?"
- 3) Ch. respond using the quantifier "another".
- 4) T. presents other pictures in a similar manner. (This girl has only one _____. What does she need?)
- 5) Ch. respond appropriately; T. can expand the modifier-noun phrase to a complete sentence, "The girl needs another _____."

Variations:

T. can use pictures of animals with missing body parts or inanimate objects with missing parts.

Target Structure: Quantifiers

Description of Activity: Children match one picture card to another from a set of cards lying face-down

Stimulus for Eliciting the Target Structure: Picking up the picture card

Materials: A double set of picture cards with familiar pictures

Procedure:

- 1) Ch. identify each of the pictures to be used in the activity.
- 2) T. shuffles the cards and spreads them out on the table face-down.
- 3) T. selects one card and identifies it, "This is a _____. I need another _____." T. selects a second card. If it matches the first, she may keep the set; if not, she must return each card to the table.
- 4) Ch. take turns trying to match the picture cards.
- 5) The number of matches is tallied at game's end; the child with the greatest number of matches is the winner.

Articles and Conjunctions

The articles "a", "an", and "the" are not formally taught in any target structure activities, but rather should be modelled with the noun (when appropriate) in sentence constructions, prepositional phrases, and in modifier-noun phrases (a big car). Through repeated exposure the child should come to the understanding that there is an element in a sentence or phrase that he must include in order to complete his utterance. An exchange to illustrate this idea may go something like this:

T.: What happened?

Ch.: boy jumped

T.: The boy

Ch.: the boy

T.: The boy jumped.

Ch.: The boy jumped.

The teacher, in this hypothetical exchange, models for the child the missing article, and, in doing so, simplifies the task by omitting the verb. Once the child included the article, the teacher models the entire sentence so that the child is required to use the article in complete context.

Like the articles, the conjunction "and" is not formally taught. Its use is necessitated in compound subject, compound verb, and compound object work and it is through work on these constructions that the conjunction is practiced in a manner similar to the articles.

Any of the activities listed under Sentence Constructions can be adapted as reinforcing activities for the conjunction "and" as it appears in compound subject, verb, or object situations.

S+V

Johnny jumped.

S+S+V

Johnny and Susie jumped.

S+V

Johnny jumped.

S+V+V

Johnny jumped and ran.

V+N

Drink the juice.

V+N+N

Drink the juice and the coffee.

Adjectives can also be used to reinforce the use of "and" in a compound situation.

I caught a blue fish. I caught a blue and yellow fish.

Rationale

The negative form of verbs often confuses the hearing impaired child. The concept of negation may be readily understood, but the proper placement of the negative within a sentence construction is difficult because of the inclusion of the obligatory "do" necessitated by the use of the negative. It may even be omitted entirely; a shake of the head may be substituted for the word "not" in order to convey the negative. Although it is necessary for the structure to be practiced as a separate exercise, negatives need not have activities specific to them. In fact, any of the activities outlined in this catalogue can be adapted in some way so that it provides opportunity for the use of the negative.

Initial Teaching

Initial teaching may focus on the negative form of the copula, a structure not as difficult as the negative form of action verbs. This can be accomplished through any number of activities, for example, with adjectives;

The (noun) is not (adjective). Prepositional phrase may also be used; The (noun) is not (prep. phrase).

Through these activities the child has the opportunity to internalize the concept of negation and practice the inclusion of the word "not" within a sentence construction. In the early stages of negative work, it would be best to model the verb and the negative as separate elements rather than as the contraction. The contraction may be used in conversational or other settings, but in order to teach this particular structure, it is necessary to give the child the entire word (which will probably be easier for the child to lipread and produce than the n't contraction) to convey negation.

Subsequent practice of the negative with action verbs can be achieved through the adaptation of activities at each of the sentence construction levels. The child must be able to form a negative statement at the S+V level before he is required to form a negative statement at the S+V+O+PP level.

In order to illustrate the idea of adapting activities already suggested, one activity has been selected from the N+V+N section and rewritten so that it is now designed to practice a target structure of a negative N+V+N construction--N+nV+N.

Target Structure: N+nV+N

Description of Activity: Children roll, bounce, kick, and throw ball and answer the teacher's questions

Stimulus for Eliciting the Target Structure: "Did (subject)
(verb) the ball?"

Materials: Large rubber ball

Procedure:

- 1) T. reviews the verbs to be used in the activity
- 2) T. gives the ball to one of the children and asks the child to return the ball using one of the methods (T. may prompt if necessary)
- 3) Ch. returns the ball to the teacher
- 4) T. asks the stimulus question, for example, "Did Jimmy bounce the ball?" (This question hypothetically requires a negative response)
- 5) Ch. replies, "Jimmy did not bounce the ball."
- 6) Procedure continues in a similar manner

Rationale

Question-asking is a major way to gather information. Because of the hearing impaired child's handicap, he may often find it necessary to ask questions to fill in missing parts of messages. The interrogative reversal requires practice because of its very construction, its use of the obligatory "do" for action verbs as in the case of the negatives. Again, the hearing impaired child may substitute a questioning look with a positive statement in lieu of formulating a question using the interrogative reversal.

Like the negative, the interrogative reversal should be practiced as a separate activity, but does not require activities specific to it; it can be elicited from a number of adapted activities.

Initial Teaching

Initial teaching may again deal with the copula, a simple guessing game may give the child the opportunity to practice not only the question form, but also adjective concepts: Is it big? Is it green? Is it smooth? The child who is required to answer these questions has the opportunity to practice giving affirmative versus negative responses, and, at the same time, reinforce the idea that a question requires a specific response in answer to it.

Like the negative once again, the interrogative reversal should proceed along levels of difficulty from the simple S+V to the more complex S+V+O+PP. The procedures of an adapted activity at the S+V level are outlined on the following page.

Target Structure: Interrogative Reversal at S+V level

Description of activity: Child leaves room; another child performs simple action; child returns and asks a question

Stimulus for Eliciting the Target Structure: Teacher's instruction, "ask a question"

Materials: "Look 'n Do" Following Directions cards

Procedure:

- 1) One child steps out into the hallway.
- 2) A second child selects a "Look 'n Do" card and performs the appropriate action.
- 3) Ch. returns to the room and T. instructs him, "Ask _____ a question."
- 4) Ch. asks the second child, "Did you (verb)?"
- 5) Ch. responds with the appropriate negative or affirmative response. (Ch. continues to ask questions until he receives an affirmative answer.)
- 6) Procedure continues until all the children have had at least one opportunity to ask questions.

Rationale

The "wh" question words are used to gain specific information and require a different construction than do the interrogative reversals. The ability to ask a "wh" question has, as a prerequisite, the ability to respond to these question words appropriately. Children frequently have the opportunity to respond to questions, but, in general educational settings there is little opportunity for the child to ask questions, for this has traditionally been the teacher's role. Because of this, specific situations which encourage the child to ask a question need to be provided.

Initial Teaching

The most basic level of asking a question is to use only the question word, for example, "Who?" Higher levels within the range of target structures outlined in this catalogue can be built up from a simple S+V level to a S+V+O+PP level as can be evidenced by these two questions:

Who jumped?

Who put the milk on the table?

An even more complex question, although not covered by the scope of this paper, could require the same answer:

Who made the dress that you wore to school yesterday?

The goal of question work is to ask a grammatically complete and correct question but, like sentence construction work, there is a sequence of difficulty to consider. Keeping in mind previous discussion concerning the hierarchical progression of sentence constructions and other target structures, the teacher should be able to plan for specific levels of difficulty in question work.

Target Structure: "Wh" Question (Who)

Description of Activity: Child removes a picture from a set
and asks the others to identify the
missing picture

Stimulus for Eliciting the Target Structure: Teacher's instruction
"Ask a question."

Materials: Teacher-prepared drawings of children in the class

Procedure:

- 1) T. presents the drawings and children identify them.
- 2) Ch. close their eyes and T. removes one of the pictures.
- 3) Ch. open their eyes and T. asks the target question, "Who ran away?"
- 4) Ch. responds, "_____ ran away."
- 5) Ch. each take turns manipulating the cards and asking the target question.

Target Structure: "Wh" Question (Who)

Description of Activity: Children mimic actions demonstrated by another child

Stimulus for Eliciting the Target Structure: Child's action

Materials: none

Procedure:

- 1) Ch. stand in circle; T. demonstrates a simple action (patting her head with her hand) and asks the target question, "Who can do this?"
- 2) Ch. mimic action.
- 3) T. selects another child to think of an action to demonstrate (prompts if necessary).
- 4) Ch. performs action and asks, "Who can do this?"
- 5) Other children follow the action.
- 6) Procedure continues until all children have had a number of opportunities to ask the target question.

Target Structure: "Wh" Question (Where)

Description of activity: One child leaves the room while others hide small items; child returns to the room to find the hidden objects by asking questions

Stimulus for Eliciting the Target Structure: Child is shown a picture card of the hidden item

Materials: A number of small items (peanut, penny, toy car, etc.) and picture cards to match

Procedure:

- 1) Ch. name objects to be used in the activity.
- 2) One child leaves the room; t. distributes a picture card to each of the children.
- 3) Ch. hide object pictured on the card.
- 4) Ch. returns to the room.
- 5) Ch. hold up the picture card and the first child asks, "Where is the _____?"
- 6) Ch. responds to the question; the first child retrieves the object from its hiding place.
- 7) Procedure continues until all children have had the opportunity to leave the room and ask the target question.

Variation:

The level of question used may be raised if appropriate:
"Where did you hide the _____?"

Target Structure: "Wh" question (Where)

Description of Activity: Children describe pictures and ask a question

Stimulus for Eliciting the Target Structure: Picture card

Materials: Teacher-made picture cards, each with a picture of a boy on one side and a place on the other

Procedure:

- 1) T. introduces activity; she presents a picture card and says, for example, "This boy was hungry. Where did he go?" T. turns card over to reveal a picture of McDonald's
- 2) T. continues to present pictures and give children key sentences and to reveal the answers.
This boy was sick. Where did he go? to the doctor
This boy was tired. Where did he go? to bed
This boy was hot. Where did he go? to the beach
- 3) T. selects one child to be the teacher and the child gives key sentences as cued by the picture on the back of the card.
- 4) Ch. asks the target question.
- 5) Ch. respond to the question with complete answer, "He went to the _____."
- 6) Ch. take turns playing teacher and asking the target question.

Note:

key sentences need not always use the copula--

This boy had a toothache.
This boy bought some milk.
This boy wanted a book.

This activity also provides practice for the personal pronoun "he". It may be adapted to practice the feminine form by simply changing the picture cards.

Target Structure: "Wh" Question (What)

Description of activity: Teacher hides items in plastic eggs; children ask each other questions to find out what is in each egg

Stimulus for Eliciting the Target Structure: Teacher's instruction "Ask _____ a question

Materials: Small items (peanut, car, paper clip, etc), plastic eggs

Procedure:

- 1) T. places small objects in the eggs out of the children's view.
- 2) Ch. each select an egg and open them discreetly.
- 3) T. asks a sample question of one child, "What is in your egg?"
- 4) Ch. responds to the question and then is instructed to, "Ask _____ a question."
- 5) Once the contents of each egg has been disclosed, T. collects eggs and repeats the procedure using different items.

Target Structure: "Wh" Question (How many)

Description of Activity: Children ask questions related to card game

Stimulus for Eliciting the Target Structure: Teacher's instruction "Ask about the _____."

Materials: Teacher-made playing cards using gummed stickers of different animals or objects; teacher prepares a number of different sets with varying number of seals per card

Procedure:

- 1) T. deals out cards to each of the children.
- 2) T. asks initial question, "How many _____ do you have?"
- 3) Ch. places card on the table and answers, "I have (number) _____."
- 4) Ch. asks the same question of another child and so on until all the cards with that picture are on the table.
- 5) The child who had the greatest number of stickers on his card wins that set.
- 6) The game continues until all cards have been played.
- 7) The child with the greatest number of sets at game's end is the winner.

Variations:

This same activity can be used for practice of cardinal number modifier; T. asks all the questions and the child need only reply with the modifier-noun phrase, (number) _____.

Target Structure: "Wh" Question (How many)

Description of Activity: Children string beads according to the direction of another child

Stimulus for Eliciting the Target Structure: Teacher's instruction
"Ask about the (color) beads."

Materials: Several lengths of string, large, various colored wooden beads, divider

Procedure:

- 1) Ch. strings a set of beads out of the other children's view.
- 2) Other children try to match the first child's pattern by asking questions as cued by the teacher's instruction, "Ask about the (color) beads."
- 3) Ch. asks, "How many (color) beads did you use?"
- 4) The first child replies with the appropriate number and the other children string their beads accordingly.
- 5) The children continue to ask questions cued by the teacher's instructions until the string is complete.
- 6) T. removes the divider so that the children can see if they have matched the pattern.
- 7) Each child gets a turn to pattern a string of beads behind the divider.

Rationale

In order for a child's language to be more natural, the appropriate use of pronouns must be taught and practiced. According to Lee (Developmental Sentence Scoring), the subjective "I", "you", "he", "she", "it"; the objective "me", "him", "her"; the possessive "my", "your", "his", "her" which develop first in normally hearing children, are those to be developed in early pronoun work.

Initial Teaching

The pronoun is a structure which requires rather high level language as a prerequisite to teaching.

The subjective pronouns "I" and "you" are the exceptions to this rule. These occur so frequently in conversational settings that the use of these pronouns is almost internalized by the child without specific practice. The teacher must be aware, however, of the opportunities as they occur during the day, in which she can require these structures from the child.

In order to necessitate the use of the pronoun, it becomes necessary to clearly identify a referent and to make repeated references to it. This can best be achieved, for the subjective pronouns "he", "she", and "it", through storytelling, picture description, sequence stories, and riddle games.

For the objective pronouns it might be feasible for the children to practice a sentence construction in addition to pronoun work. In the construction S+V+IO+DO, the child has the opportunity to use the objective pronoun in the indirect object position:

What did Johnny do? or What did Johnny give you?
Johnny gave me a cookie.

The practice of the objective pronoun may require some degree of contrivance on the part of the teacher in order

to insert the objective "him" and "her", but the structure unfortunately dictates this.

The activities outlined for the practice of Possessives, listed under the heading of Noun-Modifier, can be adapted with some degree of contrivance for the practice of the possessive pronouns "him" and "her". Like "I" and "you", the possessive pronouns "my" and "your" are given a lot of exposure in conversational settings.

The activities included in this section demonstrate the type needed for practice of the structure.

Target Structure: Pronoun

Description of Activity: Children retell a sequence story using the pronoun

Stimulus for Eliciting the Target Structure: Presentation of picture

Materials: Teacher-made pictures illustrating a boy getting ready for school

Procedure:

- 1) T. tells the story of the boy getting ready for school as illustrated by the sequence pictures. The language used must be simple; the children should be able to repeat it. (Note use of the possessive "his".)

The boy woke up.
He made his bed.
He put on his shirt.
He tied his shoes.
He combed his hair.
He ate breakfast.
He brushed his teeth.
He kissed his mother.
He got on the school bus.

- 2) T. requests that the children help her tell the story; the first sentence must include the subject "the boy", but in all other sentences "he" can and should be substituted.
- 3) Ch. take turns supplying the sentence for each of the sequence pictures.

Variations:

The story may be told with a female subject for practice of the pronoun "she".

Target Structure: Pronoun

Description of Activity: Child describes a picture for the other children to guess

Stimulus for Eliciting the Target Structure: Picture; teacher's prompting questions if necessary

Materials: Pictures of items that are familiar to the child

Procedure:

- 1) T. demonstrates procedure by selecting a picture card and describing the object picture using size and color words and other appropriate modifiers
firetruck--I have a picture of something.
 It is big.
 It is red.
 It has eight wheels.
 It has a ladder.
 It goes fast.
- 2) Ch. raise their hands if they know the answer; they must ask the appropriate interrogative reversal question;
 "Is it a _____?"
- 3) The first child answers either affirmatively or negatively.
- 4) Procedure continues until each child has described an item using the pronoun "it".

Note:

It would probably be easier for the children to describe the item if the clues that they give are those with which they have had practice with earlier.

The teacher may first want to use the activity to practice the interrogative reversal of the copula. If the teacher has given the clues repeatedly in a different context, they may be better able to formulate clues for use in this activity.

Target Structure: Pronoun

Description of Activity: Teacher manipulates toys to form a compound sentence; children describe the second clause using the pronoun

Stimulus for Eliciting the Target Structure: Teacher's manipulation of toy

Materials: Fisher-Price toys, the girl, table, chair, bed

Procedure:

- 1) T. manipulates toy to perform simple action; "The girl ran"-- she describes that action and adds "and then" (make the girl fall down) "she fell down".
- 2) T. manipulates the girl again through the first action, describes it, adds the joining phrase "and then", performs a second action and waits for the child to finish the sentence using the pronoun "she".
- 3) T. can expand the action of the second clause to include an object (she pushed the bed) or a prepositional phrase (she jumped over the chair).
- 4) Once the child is familiar with the activity, T. can require him to describe both actions.

Variations:

T. can substitute "the boy" for practice of the masculine pronoun in this context.

Target Structure: Pronoun

Description of Activity: Children describe the action of the second of a two-picture sequence

Stimulus for Eliciting the Target Structure: "What did _____ do?"

Materials: Teacher-made pictures; one side depicting the first statement, the other depicting the second

Procedure:

- 1) T. presents picture cards and describes them with the children's help.
- 2) She flips the card over and describes the second event using the target structure.
- 3) T. returns to the first picture and again describes it, then asks the stimulus question, "What did _____ do?"
- 4) Ch. completes the sequence; T. may show picture if necessary to stimulate response.

Language sample:

This girl was dirty.	Mama washed her.
This girl was naughty.	Daddy spanked her.
This girl wanted to swing.	Daddy pushed her.
This girl said, "I love you."	Grandma kissed her.
This girl was unhappy.	Daddy tickled her.

Variations:

- The masculine pronoun "him" can be substituted with appropriate pictures.



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