

1992

Activities development for 2 word combinations on pre-sentence level TAGS

Lisa VandenHeuvel

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VandenHeuvel, Lisa, "Activities development for 2 word combinations on pre-sentence level TAGS" (1992). *Independent Studies and Capstones*. Paper 496. Program in Audiology and Communication Sciences, Washington University School of Medicine.
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Independent Study

**"Activities Development for 2 Word
Combinations
on Pre-Sentence Level TAGS"**

Submitted by:
Lisa VandenHeuvel
May 7, 1992

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INTRODUCTION

DESCRIPTION OF MATERIALS

This independent study is designed to aid in the development of 2 word combinations for hearing impaired individuals. It consists of the following:

A. procedures for 5 expressive activities for the 2 word combinations:

1. noun-verb
 - a. sequence story
 - b. flashcards
 - c. lotto board
 - d. toy manipulation
 - e. movement commands
2. verb-noun
 - a. sequence story
 - b. flashcards
 - c. lotto board
 - d. fishing game
 - e. toy manipulation
3. adjective-noun
 - a. fishing game
 - b. spinner game
 - c. colorform picture scene
 - d. lotto board
 - e. flashcards
4. negative-noun
 - a. flashcards
 - b. colorform picture scene
 - c. spinner game
 - d. lotto board
 - e. toy guessing game
5. noun-noun
 - a. spinner game
 - b. colorform picture scene
 - c. flashcards
 - d. lotto board
 - e. toy manipulation

B. procedures for 5 receptive activities for the 2 word combinations:

1. noun-verb
2. verb-noun
3. adjective-noun
4. noun-noun

C. 10 activity materials for the following 2 word combinations:

1. noun-verb
 - a. flashcards
 - b. sequence story
2. verb-noun
 - a. flashcards
 - b. sequence story
3. adjective-noun
 - a. fishing game
 - b. spinner game
4. negative-noun
 - a. flashcards
 - b. colorform picture scene
5. noun-noun
 - a. colorform picture scene (4)
 - b. spinner game

The development and evaluation of the 2 word combination activities are based on the Teacher Assessment of Grammatical Structures (TAGS) developed by Moog and Kozak in 1983. "The TAGS is a series of rating forms which has been developed to evaluate a child's understanding and use of the grammatical structures of English and to suggest a sequence of teaching these structures...Teacher have found the TAGS rating forms useful for

- 1) specifying the child's use of syntactic structures
- 2) planning language instruction
- 3) measuring and recording progress, and
- 4) reporting to parents.

The structures listed on the TAGS rating forms are organized into three levels allowing a child's syntactic development to be evaluated from the first use of single words through the use of complex sentences. The TAGS - P (Pre-sentence Level) is appropriate for use with a child who is using words, phrases, and/or three-word sentences." (Moog & Kozak, 1983)

RATIONALE

These activity procedures, variations, and materials will give to the teachers of hearing impaired students the resources to develop 2 word combinations with more ease and formality for instruction. Currently, there is no set of activity procedures and materials to guide the teachers in teaching two word combinations. When a student reaches the point of learning these, the teachers rely on their own teacher-made materials or borrow from others who have taught the 2 word combinations. Included with the activity procedures are recommended materials, vocabulary, and remedial variations if needed. This provides a foundation and sequence for the appropriate vocabulary to begin with and guidelines for procedure steps the students may have difficulty in achieving. These materials are designed for deaf-education teachers, but may also be beneficial for parents of hearing-impaired students to give them an agenda of the level of activities their child is using and a listing of creative and teacher-approved methods to elicit and reinforce two word combinations. The activities are written for a one-on-one teacher student situation, but can easily be adapted to suit a small group environment. Key factors of eliciting, reinforcing, modeling, and correcting the two word combinations are emphasized in the procedures to maintain a consistent pattern throughout each activity taught.

APPLICATION AND USE

The 2 word combination activities are designed for use with children on both an individual and a group basis. The presentation of the activities and their materials is described in the procedures of each activity. The activities may be useful in providing structured games that have been developed to attract the eye of the children. Colors, vocabulary, and toy figures are all recommended or provided that will be appealing asthetically to the children and set up a fun learning environment. Flashcards were designed with bright colors and chosen for their clarity in the action or object they portray. Toys are recommended that are appropriate for the age level of children 2-5 years of age and those which would be possible to be used at home and found easily.

During the activities, the teacher may observe a student who is experiencing difficulty in accomplishing the intended task. This is addressed partly in the procedures; intervention from least to full

assistance in provided. Those children who consistently have trouble producing the 2 word combination targeted in a specific activity may need to back down to previous activities or master the vocabulary for that activity before being expected to perform a task along with the vocabulary. These activities may provide additional practice with specific 2 word combinations which a student may be lacking in his/her conversational speech. Using the target structures repeatedly may give the child enough practice to establish the correct use of the structures.

EVALUATING RESPONSES

Before rating the child on the activities, the teacher should make certain that the child is able to attend to the pictures and materials, and show a potential or ability to perform the tasks of turn-taking, eye contact, and fine motor skills of picking up flashcards, spinning the arrow on the games, and pointing to small items on picture scenes.

Always provide reinforcement to the student to consistently let him know whether his responses are correct or incorrect, and then allow him to be successful after an incorrect response. Verbal interaction between the teacher and the student is essential during the activities so that the process of conversation and one on one interactions becomes more informal and smooth for him. Giving the student opportunities to correct his errors can be done using WH questions. These may encourage him to complete the task and accomplish the elicited task.

"The levels of competence for the 2 word combinations are evaluated at 4 stages:

- a. Comprehension - The child comprehends the grammatical structure.
- b. Imitated production - The child imitates the grammatical structure.
- c. Prompted production - The child produces the grammatical structure in a prompted situation.
- d. Spontaneous production - The child produces the grammatical structure spontaneously.

Comprehension: The easiest check for comprehension is observing whether or not the child did what he was asked to do in response to an imperative or whether he responded appropriately to a question.

Imitation: ie. 1. the child says something. 2. the teacher expands what the child said, incorporating the desired syntactic structure. 3. the child attempts to imitate the expanded version of the sentence. Imitating the structure after it is said by the teacher also helps some children learn to recognize and understand the structure more easily.

Prompted Production: At the beginning levels of prompting, drill-like activities are recommended in which the child fills in 'slots' of a repetitive sentence pattern. Eventually, the teacher will call the child's attention to opportunities to use the target structure.

Spontaneous Production: When the child uses the structure on his own appropriately without reminders of any kind from the teacher, it can finally be considered a spontaneous production.

To receive an acquired rating on the comprehension of 2 word combinations, the child must demonstrate comprehension of 10 different phrases or sentences requiring specific comprehension of both target words.

To receive an acquired rating on the imitation of 2 word combinations, the child must demonstrate the imitation of 10 different phrases or sentences on each two word combination rated.

To receive an acquired rating on the prompted production of 2 word combinations, the child must produce the targeted 2 word combination without a spoken or written model when the situation or activity prompts him with ten different examples of the particular combination being rated.

To receive an acquired rating on the spontaneous production of 2 word combinations, the child must produce the targeted 2 word combination 10 times without any prompts at all for each 2 word combination being rated." (Moog & Kozak, 1983)

Negative-Noun 2 Word Combinations
Guessing Game
Expressive

Materials:

a small box, plastic toy noun figures (ie. girl, boy, hat, shoe, cookie, dog, baby)

Vocabulary:

girl
boy
hat
shoe
cookie
dog
baby

Procedures:

1. The teacher and student are seated at a table across from each other and the student is told that he will play a game.
2. The teacher places the box and all of the noun toys on the table in front of the student and has the student produce the name of each noun toy as she points to it.
3. The teacher tells the student that she will put one of the toys in the box and that he will guess what is in the box.
"Maybe I will put the girl in the box. Maybe I will put the dog in the box. You will guess."
4. The teacher turns away from the table and puts one of the toys in the box and then places the box in front of the child again. The rest of the noun toys are also hidden from view.
5. The teacher indicates to the student to name one of the toys. Each time the student guesses incorrectly, the teacher responds with a negative-noun combination:
ie.
student - a baby
teacher - "It is not a baby"
student - a cookie
teacher - "It is not a cookie"
6. Once the child has guesses several times and has seen the teacher model the negative-noun combination at least a few times, the teacher shows the child what was in the box.

7. The teacher gives the student the empty box and tells him to put one of the toys in the box and that she will guess.

8. The student turns away from the table, places one of the toys in the box and hides the rest of the noun toys.

9. The teacher guesses what is in the box by naming one noun at a time. Each time the student is expected to respond to an incorrect guess with the correct negative-noun combination:

ie.

teacher - "I think a dog is in the box"

student - "It is not a dog"

teacher - "I think a cat is in the box"

student - "It is not a cat"

etc.

10. When the teacher guesses the noun toy in the box, the student turns to place another noun toy in the box and the steps are repeated.

11. If the student has trouble producing the negative-noun combination after the teacher guesses, the teacher may model the response for the student:

ie.

teacher - "I think a dog is in the box"

student - shakes his head 'no' or gives no response

teacher - "Tell me, 'It is not a dog' "

student - imitates the negative-noun combination "It is not a dog"

teacher - makes another guess; if the child has trouble the teacher may say "Is it a dog?" and point to the box.

student - "No"

teacher - looks in the box and says "It is not a dog" and indicates to the student to imitate the production.

student - "It is not a dog"

teacher - "Good, 'it's not a dog' "

Negative-Noun 2 Word Combinations
Lotto Board
Expressive

Materials:

Lotto board with pictures of 20 negative-noun combinations on it and windows to reveal 4 pictures at a time.
plastic markers or chips

Vocabulary:

ball
cup
spoon
fork
book
shoe
dog
cat
boy
girl
banana
apple
house
car
truck
chair
fish
flower
cookie
shirt

Procedures:

1. The teacher is seated at a table across from and facing the child. The teacher tells the child that he is going to play a game and places the lotto board on the table in front of the child.
2. The teacher reveals one of the pictures under a window and points to the picture. She looks at the student and produces the name of one of the nouns on the board that is not the one revealed; ie. If the 'dog' is revealed, the teacher might say "Look, a cat." She then looks at the student and says "No, It is not a cat; that's a dog." She then reveals another picture under one of the windows and says

an incorrect name for it and looks at the child, indicating to him to produce the negative-noun combination.

3. The child produces the neg.-noun combination that goes with the picture and the teacher reinforces him verbally with "Good job" and repeats the neg.-noun combination to give the child a correct model of the neg.-noun combination for him to imitate.

4. If the child does not respond with a neg.-noun combination after the teacher has incorrectly labeled the picture, the teacher may:

a. point to the picture again and give him clearer directions by saying "You tell me -" and point to the child again.

b. indicate to the child that her production was incorrect by saying 'no' and pointing to the picture again to give him another opportunity to produce the neg.-noun combination.

c. model the correct neg.-noun combination for the child and have him imitate the production.

5. The teacher then points to another picture on the bottom row and labels the noun picture incorrectly. The teacher looks at the child to prompt him to tell her the neg.-noun combination for that picture by asking him "What is that?" or pointing to the child.

6. The child produces the neg.-noun combination that goes with that picture and the teacher reinforces the child for a correct production.

7. The back and forth interaction continues until all of the pictures on that row have been identified and a neg.-noun combination has been produced by the student for each one. The teacher then goes to the next row of pictures and repeats these steps for each row.

Variations:

1. The teacher may only have the student produce a neg.-noun combination for one or two pictures on each row or just those that she feels he needed practice with.

2. The teacher gives the student a chip, marker, or sticker for each picture he identifies with the correct neg.-noun combination.

3. The teacher may ask the child for the correct name of each noun picture after producing the neg.-noun combination for it. ie. "That's right, It is not a cup. What is that?"; "fish"; "Good, that's a fish."

Negative-Noun 2 Word Combinations
Flashcards
Expressive

Materials:

laminated picture cards

Vocabulary:

ball
cup
spoon
fork
book
shoe
dog
cat
boy
girl
banana
apple
house
car
truck
chair
fish
flower
cookie
shirt

Note: These are the nouns depicted on the cards for the activity; the number of them used is dependent on the vocabulary size of the student

Procedures:

1. The teacher tells the student she has some pictures and indicates to him to look at the cards.
2. The teacher shows the student one picture card at a time that depicts a noun.
3. The teacher shows the student the first card and labels the noun incorrectly by producing the name of another noun (ie. The picture depicts a dog and the teacher says "Look, a cat!")

4. The teacher looks at the student and says "No, that is not a cat. That's a dog."
5. The teacher holds up another noun card and incorrectly labels that card while looking at the student (ie. "Look, a girl") The teacher then looks at the student indicating to him to produce a negative-noun combination.
6. The student produces "That is not a girl" and is verbally reinforced.
7. The teacher looks at the student and says "What is that?"
8. The student produces "a boy".
9. The teacher repeats the correct production for that card to model the expected response for the student. "That is not a girl, that's a boy." If the student is only able to produce the neg.-noun combination without a model, that is acceptable.
10. These steps are repeated for all of the picture cards until the student is producing the neg.-noun combination with minimal prompts from the teacher.
11. The teacher may give the cards to the student when he produces the correct neg.-noun combination for each one.

ie.

teacher - "Look, a girl!" (showing the student the 'boy' flashcard)

student - "That is not a girl"

teacher - "What is that?"

student - "a boy"

teacher - "Good" (shows the student the 'fork' flashcard) "Look, a spoon"

student - "That is not a spoon. A fork."

teacher - "That's right. That is not a spoon. That is a fork."

Negative-Noun 2 Word Combinations
Colorform Pictures
Expressive

Materials:

A laminated picture scene including many different noun pictures;
ie. snow scene - picture of children throwing snowballs, dressed in winter clothing, and doing winter outdoor activities..

Vocabulary:

nouns in the picture scene - ie. hat, mitten, shoes, boy, girl, coat, snowball, house, tree, sled, snowman.

Procedures:

1. The teacher is seated across the table from the student and shows him a picture scene.
2. The teacher points to one of the nouns pictured in the scene (a boy) and says "Look, a girl."
3. The teacher looks at the student to see if the student agrees with her label of the picture and shakes her head 'no' saying "No, that is not a girl. That is a boy." The teacher uses a lot of expression when first introducing the neg.-noun combination for the student to let the child know that her production initially was incorrect.
4. The teacher has demonstrated what is expected from the child and now points to another noun on the picture to see if the student can produce the neg.-noun combination.
5. The teacher points to a hat on one of the children and says "Look, a shoe!" while looking at the student to get his approval.
6. The student produces "That is not a shoe" and he is verbally reinforced. The teacher may ask the student what each noun item is after the child produces the neg.-noun combination:

teacher - "What is that?"

student - "a hat"

teacher - "That's right. That is not a shoe. That is a hat."

7. This is repeated with several nouns in the picture until the student produces the neg.-noun combination with each noun the teacher incorrectly labels.

Negative-Noun 2 Word Combinations
Spinner Game
Expressive

Materials:

A laminated wheel with a picture of 8 nouns around the outside and an arrow to spin.

Vocabulary:

8 familiar nouns to the student: ie. girl, boy, cat, dog, house, car, cookie, book.

Procedures:

1. The teacher tells the student that he will look at some pictures and models the expected behavior the first time.
2. The teacher points to each picture on the wheel to check the familiarity of them with the student. If the student is not able to produce the neg.-noun combination for each picture when pointed to, the teacher models the name of them.
3. The teacher spins the arrow and points to the picture the arrow stops on.(ie. a cat)
4. The teacher produces an incorrect label for the noun (ie. "Look, a dog") and looks at the student to see if he agrees with the production.
5. The teacher points to the picture again and says "No, that is not a dog!" and asks the student to produce the correct label for the noun.
teacher - "What is that?"
student - "a cat"
teacher - "That's right, a cat"
6. The teacher repeats the neg.-noun production for the picture for the student to give him another model before giving him a turn.
"That is not a dog. That's a cat."
7. The student then spins the arrow and when the arrow stops the teacher produces an incorrect label for the noun.
8. The student produces a neg.-noun combination and then produces the correct label for the noun.
9. This is repeated each time the arrow is spun.
10. If the student does not respond to the incorrect production of the teacher, the teacher points to the picture again and expressively produces the incorrect label again. The teacher indicates to the

student to look at the picture and then says "No, that is not a _____." while shaking her head 'no'. It may help the child to show him a picture of the incorrect label and compare the two picture. The teacher will point out that the two pictures are not the same and that the picture on the wheel is not a _____.

ie.

teacher - "Look, a dog" (arrow pointing to a cat)

student - no response

teacher - points to the picture again and with a lot of expression says "a dog"

student - no response

teacher - shows the student a picture of a dog on the wheel, "That's a dog"

points to the picture of the cat and says "That is not a dog" and points to the picture of the 'dog'.

The teacher may then label the 'cat' picture to remind the student of each label.

Noun-Noun 2 Word Combinations
Flashcards
Receptive

Materials:

laminated picture cards

Vocabulary:

ball
cup
spoon
fork
book
shoe
dog
cat
boy
girl
banana
apple
house
car
truck
chair
fish
flower
cookie
shirt

Note: These are the nouns depicted on the cards for the activity; the number of them used is dependent on the vocabulary size of the student

Procedures:

1. The teacher tells the student she has some pictures and indicates to him to look at the cards.
2. The teacher shows the student one picture card at a time that depicts a noun and produces the noun label for each card. After all of the cards are labeled by the teacher, the activity may begin.

3. The teacher shows the student a group of 3-5 cards which are face up on the table in front of the student. The teacher points to all of the cards to indicate to the child to look at every card.

4. The teacher produces a noun-noun combination which includes two of the nouns face up on the table and the student points to the correct cards on the table. If the student is unsure, the teacher points to the correct cards to demonstrate what is expected. The teacher then says another n/n combination of two of the remaining cards on the table and indicates to the child to show her the correct cards.

ie:

teacher - lays 4 picture cards on the table and says "Show me the apple and the banana" and indicates to the child to point to the correct cards.

student - points to the picture cards of the 'apple' and 'banana'

teacher - "That's right, the 'apple' and 'banana'
picks up the 'apple' and 'banana' picture cards and replaces them with two more picture cards; says "Show me the girl and the boy" and looks at the child to show her the correct cards.

student - points to the picture cards of the 'girl' and 'boy'

teacher - "Good for you"; picks up the cards and replaces them with two more picture cards.

5. If the student points to an incorrect picture card after the teacher names a n/n combination, the teacher helps the child to point to the correct card and labels the picture card again for the child.

6. When the student shows confidence in receptively comprehending the n/n combinations in groups of 4, the teacher then increases the number of cards placed in front of the student to 5 and check the child's comprehension of other n/n combinations.

7. This back and forth interaction continues until all of the picture cards have been practiced in noun-noun combinations and the child has shown ease with the skill.

Variations:

1. The teacher can have the student hand her the picture cards she has named.

Noun-Noun 2 Word Combinations
Flashcards
Expressive

Materials:

laminated picture cards

Vocabulary:

ball
cup
spoon
fork
book
shoe
dog
cat
boy
girl
banana
apple
house
car
truck
chair
fish
flower
cookie
shirt

Note: These are the nouns depicted on the cards for the activity; the number of them used is dependent on the vocabulary size of the student

Procedures:

1. The teacher places a pile of noun picture cards on the table in front of the student and divides the cards into two piles. She tells the student that he will play a game and that she will go first.
2. The teacher picks one card from each pile and produces the name of the noun on each card while showing the cards to the student. ie. "a dog and a cat".

3. She puts the two cards next to her on the table and indicates to the student to pick up a card from each pile and do the same.
4. The student picks up a card from each pile, shows them to the teacher and produces the name of the noun on each card. If he is correct in his noun-noun combination, he places the two cards in front of him on the table.
5. If the child is incorrect in his noun-noun combination, the teacher may:
 - a. look at the cards and say "What?" with a confused look on her face to let the student correct his own error.
 - b. point to the cards and say "No" indicating to him that his production is wrong and let him try again with another noun-noun combination.
 - c. point to the card the student identified incorrectly and model the correct name of the noun for the child to imitate.
6. The teacher then takes a turn and produces a noun-noun combination of the two cards she picks. This back and forth interaction continues until all of the cards have been identified.
7. The pile may be shuffled and divided again to give the student more practice if needed.
8. The teacher may have the student count the number of cards he has to keep track of progress each time the game is played.

ie.
teacher - (picks up a 'dog' and a 'cat') "I have a dog and a cat".
puts the two cards on the table near her after showing them to the student.

student - (picks up a 'spoon' and a 'fork') "a spoon and a fork". The teacher then models the correct phrase correcting speech and/or language. The student imitates the corrected phrase and puts the two cards on the table by his side on in a box after showing them to the teacher.

This continues until all of the cards have been identified. Cards which are difficult for the student to produce may be placed back in the piles and practiced again or removed from the set until they are more easily produced in isolation.

Noun-Noun 2 Word Combinations
Toy Manipulation
Receptive

Materials:

toy figures to represent each noun the teacher is working on with the child; ie. girl, boy, Mommy, Daddy, dog, baby, book, cookie

Vocabulary:

This will include the nouns and verbs that are in the child's vocabulary and new nouns and verbs the teacher wants to add.

group 1 - girl, boy, Mommy, Daddy, dog, baby, book, cookie

group 2 - car, basket, box, house, chair, swimming pool

Procedures:

1. The teacher checks the comprehension of all items individually by asking the child to "Show me the _____".
2. The teacher places all of the noun toys on the table in front of the student and labels each one for the child.
3. The teacher takes two of the group 1 items and two of the group 2 items (girl, dog - car, box) and keeps them on the table, removing the rest from sight. The teacher tells the student he will play a game.
4. The teacher models the expected behavior for the student the first time; she produces a noun-noun combination (ie. "Put the girl in the car") and then picks up one object and places her in/on another object.
5. The teacher then tells the student that he needs to listen to the following target sentences. "Maybe I will say 'Put the girl/dog in the car/box. We will see'".
6. The teacher produces a noun-noun combination with two of the items on the table ("Put the girl in the box") and looks at the student indicating to the child to manipulate the toys appropriately.
7. The student places the girl in the box and is reinforced for his correct response.
8. This is repeated several times until the student shows receptive comprehension of the 4 possible noun-noun combinations.
9. The teacher then may add one item to group 1 and 2 to make the set bigger. (ie. adds 'baby' and 'basket')
10. The teacher continues to produce noun-noun combination; each time the student shows receptive comprehension by moving the toys correctly.

11. If the student has difficulty knowing how to manipulate the toys the teacher may:

a. repeat the noun-noun combination and let the student try again.
b. look at the student and indicate to the student that his response is incorrect with a confused look and a head shake.

c. break up the noun-noun combination by producing the first noun, letting the child find the toy, and then producing the second noun.
ie. "Put the girl" (child picks up the girl) "in the car" (child puts the girl in the car) The teacher should then repeat the entire sentence again.

12. The teacher may increase the size of the set and repeat the steps for the activity several times until the student shows receptive comprehension with ease.

Noun-Noun 2 Word Combinations
Toy Manipulation
Expressive

Materials:

toy figures to represent each noun the teacher is working on with the child: ie. girl, boy, Mommy, Daddy, dog, baby, girl, book, cookie
ie. car, basket, box, house, chair, swimming pool,

Vocabulary:

This will include the nouns and verbs that are in the child's vocabulary and new nouns and verbs the teacher wants to add.

group 1 girl, boy, Mommy, Daddy, dog, baby, girl, book, cookie.

group 2. car, basket, box, house, chair, swimming pool

Procedures:

1. The teacher places all of the noun toys on the table in front of the student and labels each one for the child.

2. The teacher takes two of the group 1 items and two of the group 2 items (girl, dog- car, box) and keeps them on the table, removing the rest from sight.

The teacher tells the student that he will play a game.

3. The teacher models the expected behavior for the student the first time; she places one of the toys in group 1 in/on one of the toys in group 2 and then produces the noun-noun combination for the action. (ie. "The girl is in the car").

4. The teacher looks at the student and says "Now you tell me". She manipulates one of the toys again with one of the toys in group 2 and looks at the student indicating to him to tell her what happened. (places the dog in the box)

5. The student watches the toy manipulation and attempts to produce "The dog is in the box".

6. The teacher models the sentence for the child to imitate.

7. The student is reinforced for producing the correct noun-noun combination.

8. The teacher then manipulates the girl and places her in the box and looks at the student.

9. The student produces "Girl in the box" or simply "girl, box" and is reinforced for producing the 2 correct nouns.

10. Again, the teacher models the sentence and the child imitates.

11. This is continued until the student shows expressive ease with the noun-noun combinations in a set of 2 and 2. The sets can then be increased to 2 and 3, and then 3 and 3 as the student shows ease with the expressive task for each set.

12. If the student has difficulty producing the noun-noun combination for the toy manipulation the teacher exhibits, the teacher may:

- a. repeat the toy manipulation for the student to watch again
- b. hold up the toy from group 1, have the student produce the name of the toy, and do the same for the group 2 toy.
- c. model the noun-noun combination for the student to model.

Noun-Noun 2 Word Combinations
Colorform Pictures
Receptive

Materials:

A laminated picture scene including many different noun pictures; ie. snow scene - picture of traffic scene with pictures of many nouns.

Vocabulary:

nouns in the picture scene - car, hat, daddy, mommy, boy, girl, window, store, paper, book, shoes.

Procedures:

1. The teacher is seated across the table from the student and shows him a picture scene.
2. The teacher produces a noun-noun combination for two of the nouns on the picture. (ie. "Show me the car and the paper")
3. The teacher points to the 'car' and 'paper' in the picture.
4. The teacher has given the student a model for what is expected from the child and now produces another noun-noun combination on the picture to see if the student can imitate the receptive response.
5. The student points to the pictures depicting the noun-noun combination the teacher produced (ie. 'book and store') and is verbally reinforced.
6. The teacher produces "Show me the girl and the book" and looks at the student to show her the 'girl' and 'book' in the picture.
7. The student points to the 'girl' and 'book' in the picture.
8. This is repeated with noun pairs in the picture until the student shows receptive comprehension of the noun-noun combinations by pointing to the correct nouns in the picture after the teacher produces each noun-noun combination.

Noun-Noun 2 Word Combinations
Colorform Pictures
Expressive

Materials:

A laminated picture scene including many different noun pictures; ie. snow scene - picture of traffic scene with pictures of many nouns.

Vocabulary:

nouns in the picture scene - car, hat, daddy, mommy, boy, girl, window, store, paper, book, shoes.

Procedures:

1. The teacher is seated across the table from the student and shows him a picture scene.
2. The teacher points to two of the nouns pictured in the scene (ie. a boy and a girl).
3. The teacher produces the names of the two nouns ("a boy and a girl") while pointing to the pictures.
4. The teacher has given the student a model for what is expected from the child and now points to two more nouns on the picture to see if the child can produce the noun-noun production. For example, the teacher points to a hat and shoes on one of the children.
5. The student produces "hat and shoes" and he is verbally reinforced.
6. The teacher models the correct phrase for the child to imitate and the child produces the noun-noun combination.
7. This is repeated until the student produces the noun-noun combination for each pair of nouns the teacher points to on the picture.

Noun-Noun 2 Word Combinations
Spinner Game
Receptive

Materials:

A laminated wheel with a picture of 8 nouns around the outside and two arrows to spin.

Vocabulary:

8 familiar nouns to the student:

ie.:

cookies-milk

apple-banana

shoes-shirt

soap-shirt

These are depicted individually on the wheel and expected to be identified in pairs with both arrows pointing to a noun to identify.

Procedures:

1. The teacher tells the student that we will play a game and demonstrates how to play the game.
2. The teacher produces a noun-noun combination and then moves the arrows so that they are pointing to the two nouns produced.
ie. "cookies and milk"; the teacher moves the arrows so that they are pointing to the pictures of 'cookies' and 'milk'.
3. The teacher moves the wheel near the student and says "Now you show me" or "Now it's your turn".
4. The teacher produces a noun-noun combination and indicates to the student to move the arrows so that they point to the pictures of the two nouns she produced.
ie. teacher - "shoes and shirt"
student - moves the arrows so that they points to the pictures of the shoes and shirt.
5. The student is reinforced for showing receptive comprehension of the noun-noun combination.
6. The teacher then produces another noun-noun combination and the student is expected to move the arrows again to show the picture produced by the teacher.
7. If the child has difficulty moving the arrow to the correct picture, the teacher may:

- a. repeat the noun-noun combination
 - b. indicate to the student that his response is incorrect with a "no" or shaking of her head.
 - c. repeat the noun-noun combination and point to the correct pictures for the student and have him move the arrows to those pictures. The teacher then repeats the target phrase again.
8. The teacher continues to produce noun-noun combinations with the student showing receptive comprehension by moving the arrows to the correct pictures on the wheel.

Noun-Noun 2 Word Combinations
Spinner Game
Expressive

Materials:

A laminated wheel with a picture of 8 nouns around the outside and an arrow to spin.

Vocabulary:

8 familiar nouns to the student:

ie.:

cookies-milk

apple-banana

shoes-shirt

soap-shirt

These are depicted individually on the wheel and expected to be identified in pairs with both ends of the arrow pointing to a noun to identify.

Procedures:

1. The teacher tells the student that he will look at some pictures and models the expected behavior the first time.
2. The teacher points to each picture on the wheel to check the familiarity of them with the student. If the student is not able to produce the name of each noun when pointed to, the teacher models the name of them.
3. The teacher spins the arrow and points to the pictures the arrow stops on.(ie. cookies and milk)
4. The teacher produces the correct noun-noun combination
5. The teacher indicates to the student to spin the arrow and to produce a noun-noun combination for the two nouns the arrow stops on.
6. The student spins the arrow and produces the correct noun-noun combination. (ie. arrow points to an apple and banana; student produces "apple and banana")
7. The student is reinforced for his correct production and spins the arrow again.
8. The student waits until the arrow stops and produces the correct noun-noun combination for the pictures the arrow points to.

9. This continues until the student is producing the noun-noun combination with ease.

10. If the student has difficulty producing the correct n/n combination, the teacher may indicate that his production is incorrect and let him correct it himself or model for him the correct n/n combination to imitate.

Noun-Noun 2 Word Combinations
Lotto Board
Receptive

Materials:

Lotto board with pictures of 12 noun-noun combinations on it and windows to reveal 4 pictures at a time.

Vocabulary:

cookies-milk
apple-banana
shoes-shirt
soap-comb
book-ball
boy-girl
mommy-daddy
cat-dog
house-car
cow-rabbit
flower-tree
spoon-fork

Procedures:

1. The teacher is seated at a table across from and facing the child. The teacher tells the child that he is going to play a game and places the lotto board on the table in front of the child.
2. The teacher reveals the bottom row of 4 boxes under the windows and produces a noun-noun combination for one of the pictures.
3. She looks at the student and indicates to him to show her the correct picture for that noun-noun combination by pointing to the pictures revealed and saying "Show me" or looking at the child and then to the pictures.
4. The child points to the correct picture on the board and the teacher reinforces him verbally with "Yes" and repeats the noun-noun combination to give the child another model if needed.
5. If the child points to an incorrect picture the teacher may:
 - a. indicate to the child that his choice is incorrect by shaking her head 'no' or saying 'no' and give him another opportunity to choose the correct picture.
 - b. repeat the noun-noun combination again at a slower rate and with more articulation and have the child choose again.

c. help the child point to the correct picture and produce the noun-noun combination to emphasize the correlation of the production with the picture.

6. The teacher then produces another noun-noun combination pictured on one of the boxes revealed and indicates to the child to point to the correct picture.

7. The child points to the correct picture and the teacher reinforces him verbally or by shaking her head 'yes'.

8. This back and forth interaction continues until all of the boxes on that row have been identified correctly by the student after each production by the teacher. The teacher then reveals the next row of boxes and repeats these steps for each row.

Variations:

1. The teacher may only have the student identify one or two of the boxes on each row or those which she feels the student needs more practice with.

2. The student shows receptive comprehension of each production by the teacher by placing a chip or marker on the pictures each time.

3. The teacher may show the child two rows at a time to give the child a bigger set to choose from to provide more of a challenge.

Noun-Noun 2 Word Combinations
Lotto Board
Expressive

Materials:

Lotto board with pictures of 12 noun-noun combinations on it and windows to reveal 4 pictures at a time.
plastic markers or chips

Vocabulary:

cookies-milk
apple-banana
shoes-shirt
soap-comb
book-ball
boy-girl
mommy-daddy
cat-dog
house-car
cow-rabbit
flower-tree
spoon-fork

Procedures:

1. The teacher is seated at a table across from and facing the child. The teacher tells the child that he is going to play a game and places the lotto board on the table in front of the child.
2. The teacher reveals the bottom row of 4 boxes under the windows and points to one of the boxes. She looks at the student and indicates to him to produce the noun-noun combination that describes the two pictures in the box by saying "What is that?" and pointing to the child.
3. The child produces the noun-noun combination that goes with the picture and the teacher reinforces him verbally with "Good job" and repeats the noun-noun combination to give the child a correct model of the noun-noun combination and help him remember it.
4. If the child produces an incorrect noun-noun combination or does not respond, the teacher may:
 - a. point to the picture again and give him clearer directions by saying "You tell me -" and point to the child again.

b. indicate to the child that his production is incorrect by saying 'no' and pointing to the picture again to give him another opportunity to produce the correct noun-noun combination.

c. model the correct noun-noun combination for the child and indicate to him to imitate the production.

5. The teacher then points to another box on the bottom row and indicates to the child to produce the noun-noun combination for that picture by asking him "What is that?" or pointing to the child.

6. The child produces the noun-noun combination that goes with that picture and the teacher reinforces the child for a correct production.

7. The back and forth interaction continues until all of the pictures on that row have been identified and a noun-noun combination has been produced by the student for each one. The teacher then goes to the next row of boxes and repeats these steps for each row.

Variations:

1. The teacher may only have the student produce the noun-noun combinations for one or two boxes on each row or just those that she feels he needed practice with.

2. The teacher gives the student a chip, marker, or sticker for each picture he identifies with the correct noun-noun combination.

3. The teacher may show the child two rows of boxes when he has mastered many of the noun-noun combinations and needs a bigger set to choose from.

Adjective-Noun 2 Word Combinations
Spinner Game
Receptive

Materials:

A laminated wheel with a picture of 8 nouns around the outside and an arrow to spin.

Vocabulary:

8 familiar nouns and 4 familiar colors:

ie.:

- a red ball
- a red house
- a yellow cat
- a yellow chair
- a green fish
- a green book
- a blue book
- a blue shoe

Procedures:

1. The teacher tells the student that we will play a game and demonstrates the activity.
2. The teacher produces an adj.-noun combination and then moves the arrow so that it is pointing to the correct picture.
ie. "a green fish"; the teacher moves the arrow so that the arrow is pointing to the picture of a green fish.
3. The teacher moves the wheel near the student and says "Now you show me" or "Now it's your turn".
4. The teacher produces an adj.-noun combination and indicates to the student to move the arrow so that it points to the picture of the adj./noun combination she produced.
ie. teacher - "a blue shoe"
student - moves the arrow so that it points to the picture of the blue shoe.
5. The student is reinforced for showing receptive comprehension of the adj./noun combination.
6. The teacher then produces another adj.-noun combination and the student is expected to move the arrow again to show the picture produced by the teacher.

7. If the child has difficulty moving the arrow to the correct picture, the teacher may:

- a. repeat the adj.-noun combination
- b. indicate to the student that his response is incorrect with a "no" or shaking of her head.
- c. repeat the adj.-noun combination and point to the correct picture for the student and have him move the arrow to that picture.

8. The teacher continues to produce adj.-noun combinations with the student showing receptive comprehension by moving the arrow to the correct picture on the wheel.

Adjective-Noun 2 Word Combinations
Spinner Game
Expressive

Materials:

A laminated wheel with a picture of 8 nouns around the outside and an arrow to spin.

Vocabulary:

8 familiar nouns and 4 familiar colors:

ie.:

- a red ball
- a red house
- a yellow cat
- a yellow chair
- a green fish
- a green book
- a blue book
- a blue shoe

Procedures:

1. The teacher tells the student that we will play a game and demonstrates the activity.
2. The teacher points to each picture on the wheel to check the familiarity of them with the student. The student produces the name of each picture.
3. The teacher spins the arrow and points to the picture the arrow stops on. (ie. blue book)
4. The teacher produces the correct adj.-noun combination and indicates it is the child's turn.
5. The student then spins the arrow and produces the correct adj.-noun combination (ie. arrow points to a yellow chair; student produces "yellow chair")
6. The teacher models the correct phrase and the child imitates the production to make speech and/or language corrections.
7. The student is reinforced for his correct production and spins the arrow again.
8. The student waits until the arrow stops and produces the next adj.-noun combination.
9. This activity continues until the student is producing the adj.-noun combination with ease.

10. If the student has difficulty producing the correct adj.-noun combination, the teacher may indicate that his production is incorrect and let him correct it himself or model for him the correct adj.-noun combination to imitate.

Adjective-Noun 2 Word Combinations
Flashcards
Receptive

Materials:

laminated picture cards

Vocabulary:

a red ball
a green ball
a yellow cup
a purple cup
a blue book
a green book
a blue shoe
a yellow shoe
a yellow cat
a blue cat
a red house
a green house
a yellow chair
a purple chair
a purple car
a red car
a green fish
a blue fish
a purple flower
a red flower

Note: These are the nouns and adjectives depicted on the cards for the activity; the number of them used is dependent on the vocabulary size of the student.

Procedures:

1. The teacher tells the student she has some pictures and indicates to him to look at the cards.
2. The teacher shows the student one picture card at a time that depicts an adjective-noun combination and produces the adjective-noun combination for each card. After all of the cards are labeled by the teacher, the activity may begin.

3. The teacher shows the student a group of at least 4 picture cards which are face up on the table in front of the student. This set must include 2 nouns and 2 adjectives; ie. red ball, red shoe, blue ball, blue shoe. The teacher points to all of the cards to indicate to the child to look at every card.

4. The teacher produces an adjective-noun combination which is depicted on one of the cards on the table and the student points to the correct card.. If the student is unsure, the teacher points to the correct cards to demonstrate what is expected. The teacher then says another adj./noun combination and indicates to the child to show her the correct card.

ie:

teacher- lays 4 picture cards on the table and says "Show me the red ball" and indicates to the child to point to the correct cards.

child- points to the picture cards of the 'red ball'

teacher - "That's right, the red ball"

teacher - picks up the 'red ball' picture card and replaces it another picture card; says "Show me the blue shoe" and looks at the child to show her the correct card.

child - points to the picture card of the 'blue shoe'

teacher - "Good for you"; picks up the card and replaces it with another picture card.

5. If the student points to an incorrect picture card after the teacher names an adj./noun combination, the teacher helps the child to point to the correct card and labels the picture card again for the child. This card may then be practiced a few more times in that same set.

6. When the student shows confidence in receptively comprehending the adj.-noun combinations in groups of four, the teacher may increase the number of cards placed in front of the student to check the child's comprehension of more adj./noun combinations at once.

7. This back and forth interaction continues until all of the picture cards have been practiced in a group of four or more and the child has shown ease with the skill.

Variations:

1. The teacher can have the student hand her the picture cards she has named each time instead of having the student point to them.

Adjective-Noun 2 Word Combinations
Flashcards
Expressive

Materials:

laminated picture cards

Vocabulary:

a red ball
a green ball
a yellow cup
a purple cup
a blue book
a green book
a blue shoe
a yellow shoe
a yellow cat
a blue cat
a red house
a green house
a yellow chair
a purple chair
a purple car
a red car
a green fish
a blue fish
a purple flower
a red flower

Note: These are the nouns and adjectives depicted on the cards for the activity; the number of them used is dependent on the vocabulary size of the student

Procedures:

1. The teacher tells the student that he is going to play a game and shows him a pile of noun picture cards she has in her hand.
2. The teacher picks up the top card, shows it to the student, and produces the adjective-noun combination to describe the picture. ie. a red ball.
3. She places the card next to her on the table and points to the card indicating to the student that her production was correct.

4. The teacher holds the pile of cards and shows the student the first card, indicating to him to produce the correct adjective-noun combination.
5. The student looks at the card and produces the correct adjective-noun combination (ie. "a blue book").
6. The teacher models the adj.-noun combination; the child imitates.
7. The teacher verbally reinforces the student for his correct response and places that card face down on the table near the student.
8. The teacher shows the student the next card.
9. The student produces the correct adjective-noun combination. (ie. "a red house") and is reinforced by the teacher.
10. This continues with each flashcard in the set and the student has produced the correct adjective-noun combination for each card.
11. If the student has difficulty producing the correct adjective-noun combination the teacher may:
 - a. Model the correct adjective-noun combination for the student and have him imitate it.
 - b. Shake her head 'no' and indicate to the student that his production was incorrect, letting the student correct his own error.
 - c. Point to the picture and say "What color is the ___?" if the student produced an incorrect adjective, or say "What is that?" if the student produced an incorrect noun, and let the student try again.

Adjective-Noun 2 Word Combinations
Fishing Game
Receptive

Materials:

small 'fishing pole' for each student
laminated fish with a picture on each one (20)
magnet for each fish

Vocabulary:

One adj.-noun combination is picture on each fish

red ball
green ball
yellow cup
purple cup
blue book
green book
blue shoe
yellow shoe
yellow cat
blue cat
red house
green house
yellow chair
purple chair
purple car
red car
green fish
blue fish
purple flower
red flower

Procedures:

1. The teacher has all of the laminated fish on the floor with the pictures face up. Each student is given a fishing pole or share one and sits on the floor near the fish. The teacher tells them that they are going to play a game. She looks at the first student, produces a adj.-noun combination that is pictured on one of the fish on the floor, and indicates to him to find that picture by pointing to the fish and then looking at the child.

Note: the fish used in the activity are only those adj.-noun combinations which the students have had exposure to and can identify by the picture on the fish.

2. The child lowers his fishing pole, and picks up the fish with the picture that shows the adj.-noun combination the teacher produced.

3. The teacher looks at the picture on the fish and if it is the correct picture, verbally reinforces the child and models the adj.-noun combination again for the child.

4. The student then gets to keep the fish and starts a pile next to him which he has correctly chosen.

5. The teacher looks at the second child, produces an adj.-noun combination that is pictured on one of the fish on the floor, and indicates to him to find the correct picture that shows that adj.-noun combination by pointing to all of the fish and then looking at the child.

6. The second child lowers his fishing pole and picks up the picture which shows the adj.-noun combination the teacher produced.

7. The teacher looks at the picture on the fish, and if it is the correct picture, verbally reinforces the child and repeats the adj.-noun combination for the child.

8. The child then places the fish next to him to start his pile of fish which he correctly chose.

9. If the child picks up a fish that does not depict the adj.-noun combination the teacher produced, the teacher may:

a. indicate to the student that he has chosen the wrong fish and let him pick up another fish to correct his own error.

b. repeat the adj.-noun combination in a slower, articulated manner to give the child another model.

c. point to the correct fish on the floor for the child to pick up and repeat the adj.-noun combination again and point to the picture.

10 This turn-taking process continues until all of the fish have been picked up by the students, with the teacher checking the picture on each fish to make sure the child has chosen the correct one each time.

Variations:

1. The students may place the fish back on the floor after they have chosen the correct ones to give the other student the exposure to the adj.-noun combination or to give more practice on each adj.-noun combination.

Adjective-Noun 2 Word Combinations
Fishing Game
Expressive

Materials:

small 'fishing pole' for each student
laminated fish with a picture on each one (20)
magnet for each fish

Vocabulary:

One adjective-noun combination is pictured on each fish

red ball
green ball
yellow cup
purple cup
blue book
green book
blue shoe
yellow shoe
yellow cat
blue cat
red house
green house
yellow chair
purple chair
purple car
red car
green fish
blue fish
purple flower
red flower

Procedures:

1. The teacher has all of the laminated fish on the floor with the pictures face down on the floor. Each student is given a fishing pole or share one and sit on the floor near the fish. The teacher tells them that they are going to play a game. She indicates for the first student to use his fishing pole to 'catch' a fish and pick it up.

Note: the fish used in the activity are only those adj.-noun combinations which the students have had exposure to and can identify by the picture on the fish.

2. The first child lowers his fishing pole, picks up a fish from the floor, looks at the picture on the fish, and produces the adj.-noun combination that describes the picture. ie. "red flower"
3. If the child produces the correct adj.-noun combination, the teacher verbally reinforces the production and repeats the adj.-noun combination as another model for speech and language correction.
4. The child imitates the model.
5. The child takes the fish and keeps it next to him on the floor and starts his pile of fish which he correctly labels.
6. The second child lowers his fishing pole, picks up a fish from the floor, looks at the picture on the fish, and produces the adj.-noun combination that describes the picture. ie. "blue shoe"
5. If the child produces an incorrect adj.-noun combination, the teacher :
 - a. indicates to the student that he has produced the wrong adj.-noun combination by saying 'no' or shaking her head 'no' and lets him try and correct his error by producing another adj.-noun combination
 - b. points to the picture on the fish, says "what is that?" to aid the student in producing the correct phrase.
 - c. looks at the picture on the fish and models the correct adj.-noun combination for the student and indicates to him to imitate the production
6. This turn-taking continues, with the teacher checking the picture on the fish to make sure the child is producing the correct adj.-noun combination. When all of the fish on the floor have been picked up by the students and labeled with the correct adj.-noun combination, the game is over.

Variations:

1. The teacher may have the students return the fish to the pile on the floor after they produce the correct adj.-noun combination so that each one is practiced more than once or that the other student(s) have a chance to practice that adj.-noun combination also.
2. The teacher can use the fishing pole to pick up fish and join in the activity by labeling some of the adj.-noun combinations or holding up the fish she 'catches' and asking one of the students to produce the adj.-noun combination for the picture.

Adjective-Noun 2 Word Combinations
Colorform Pictures
Receptive

Materials:

A laminated picture scene including many different noun pictures;
ie. picture of traffic scene with pictures of many nouns.

Vocabulary:

nouns in the picture scene - ie. a red car, a green hat, a yellow window, a blue store, a yellow paper, a green book, red shoes, a blue truck, a green tree, a brown tree, a brown paper, a blue book, green shoes, a red truck, a yellow car, a brown hat, a red window, a green store

Procedures:

1. The teacher is seated across the table from the student and shows him a picture scene.
2. The teacher produces an adj.-noun combination for one of the nouns on the picture. (ie. "a green hat")
3. The teacher points to the 'green hat' in the picture.
4. The teacher has demonstrated what is expected from the child and now produces another adj.-noun combination on the picture to see if the student can identify the picture.
5. The student points to the pictures depicting the adj.-noun combination the teacher produced (ie. 'red store') and is verbally reinforced.
6. The teacher produces "brown hat" and looks at the student to show her the 'brown hat' in the picture.
7. The student points to the 'brown hat' in the picture.
8. This is repeated with several nouns in the picture until the student shows receptive comprehension of the adj.-noun combinations by pointing to the correct nouns in the picture after the teacher produces each adj.-noun combination.

Adjective-Noun 2 Word Combinations
Colorform Pictures
Expressive

Materials:

A laminated picture scene including many different noun pictures; ie. picture of traffic scene with pictures of many nouns.

Vocabulary:

nouns in the picture scene - ie. a red car, a green hat, a yellow window, a blue store, a yellow paper, a green book, red shoes, a blue truck, a green tree, a brown tree, a brown paper, a blue book, green shoes, a red truck, a yellow car, a brown hat, a red window, a green store

Procedures:

1. The teacher is seated across the table from the student and shows him a picture scene.
2. The teacher points to one of the nouns pictured in the scene (ie. a green store)
3. The teacher produces the adj.-noun combination for that noun while pointing to the picture.
4. The teacher has given the student a model for what is expected from the child and now points to another noun on the picture to see if the student can produce an adj.-noun production.
5. The teacher points to a brown hat on one of the children.
6. The student produces "brown hat" and he is verbally reinforced.
7. The teacher models the adj.-noun phrase and the child imitates the 2 word combination.
8. This is repeated with several nouns in the picture until the student produces the adj.-noun combination for each noun the teacher points to on the picture.

Adjective-Noun 2 Word Combinations
Lotto Board
Receptive

Materials:

Lotto board with pictures of 20 adjective-noun combinations on it and windows to reveal 4 pictures at a time.

Vocabulary:

red ball
green ball
yellow cup
purple cup
blue book
green book
blue shoe
yellow shoe
red house
green house
yellow chair
purple chair
purple car
red car
green fish
blue fish
purple flower
red flower

Procedures:

1. The teacher is seated at a table across from and facing the child. The teacher tells the child that he is going to play a game and places the lotto board on the table in front of the child.
2. The teacher reveals the bottom row of 4 pictures under the windows and produces a adj.-noun combination for one of the pictures.
3. She looks at the student and indicates to him to show her the correct picture for that adj.-noun combination by pointing to the pictures revealed and saying "Show me" or looking at the child and then to the pictures.

4. The child points to the correct picture on the board and the teacher reinforces him verbally with "Yes" and repeats the adj.-noun combination to give the child another model if needed.
5. If the child points to an incorrect picture the teacher may:
 - a. indicate to the child that his choice is incorrect by shaking her head 'no' or saying 'no' and give him another opportunity to choose the correct picture.
 - b. repeat the adj.-noun combination again at a slower rate and with more articulation and have the child choose again.
 - c. help the child point to the correct picture and produce the adj.-noun combination to emphasize the correlation of the production with the picture.
6. The teacher then produces another adj.-noun combination pictured on one of the pictures revealed and indicates to the child to point to the correct picture.
7. The child points to the correct picture and the teacher reinforces him verbally or by shaking her head 'yes'.
8. This back and forth interaction continues until all of the pictures on that row have been identified correctly by the student after each production by the teacher. The teacher then reveals the next row of pictures and repeats these steps for each row.

Variations:

1. The teacher may only have the student identify one or two of the pictures on each row or those which she feels the student needs more practice with.
2. The student shows receptive comprehension of each production by the teacher by placing a chip or marker on the pictures each time.
3. The teacher may show the child two rows at a time to give the child a bigger set to choose from to provide more of a challenge.

Adjective-Noun 2 Word Combinations
Lotto Board
Expressive

Materials:

Lotto board with pictures of 20 adj.-noun combinations on it and windows to reveal 4 pictures at a time.
plastic markers or chips

Vocabulary:

red ball
green ball
yellow cup
purple cup
blue book
green book
blue shoe
yellow shoe
red house
green house
yellow chair
purple chair
purple car
red car
green fish
blue fish
purple flower
red flower

Procedures:

1. The teacher is seated at a table across from and facing the child. The teacher tells the child that he is going to play a game and places the lotto board on the table in front of the child.
2. The teacher reveals the bottom row of 4 pictures under the windows and points to one of the pictures. She looks at the student and indicates to him to produce the adj.-noun combination that describes that picture by saying "What is that?" and pointing to the child.
3. The child produces the adj.-noun combination that goes with the picture and the teacher reinforces him verbally with "Good job" and

repeats the adj.-noun combination to give the child a correct model of the adj.-noun combination and help him remember it.

4. If the child produces an incorrect adj.-noun combination or does not respond, the teacher may:

a. point to the picture again and give him clearer directions by saying "You tell me -" and point to the child again.

b. indicate to the child that his production is incorrect by saying 'no' and pointing to the picture again to give him another opportunity to produce the correct adj.-noun combination.

c. model the correct adj.-noun combination for the child and indicate to him to imitate the production.

5. The teacher then points to another picture on the bottom row and indicates to the child to produce the adj.-noun combination for that picture by asking him "What is that?" or pointing to the child.

6. The child produces the adj.-noun combination that goes with that picture and the teacher reinforces the child for a correct production.

7. The back and forth interaction continues until all of the pictures on that row have been identified and a adj.-noun combination has been produced by the student for each one. The teacher then goes to the next row of pictures and repeats these steps for each row.

Variations:

1. The teacher may only have the student produce the adj.-noun combinations for one or two pictures on each row or just those that she feels he needed practice with.

2. The teacher gives the student a chip, marker, or sticker for each picture he identifies with the correct adj.-noun combination.

3. The teacher may show the child two rows of pictures when he has mastered many of the adj.-noun combinations and needs a bigger set to choose from.

Noun-Verb 2 Word Combinations
Lotto Board
Receptive

Materials:

Lotto board with pictures of 20 noun-verb combinations on it and windows to reveal 4 pictures at a time.

Vocabulary:

the boy drinks
the girl drinks
the boy runs
the dog runs
the girl sits
the dog sits
the girl laughs
the mouse laughs
the bug jumps
the horse jumps
the horse kicks
the boy kicks
the bug flies
the bird flies
the boy cooks
mommy cooks
mommy washes
the girl washes
the girl skates
the mouse skates

Procedures:

1. The teacher is seated at a table across from and facing the child. The teacher tells the child that he is going to play a game and places the lotto board on the table in front of the child.
2. The teacher reveals the bottom row of 4 pictures under the windows and produces a noun-verb combination for one of the pictures.
3. She looks at the student and indicates to him to show her the correct picture for that noun-verb combination by pointing to the pictures revealed and saying "Show me" or looking at the child and then to the pictures.

4. The child points to the correct picture on the board and the teacher reinforces him verbally with "Yes" and repeats the noun-verb combination to give the child another model if needed.
5. If the child points to an incorrect picture the teacher may:
 - a. indicate to the child that his choice is incorrect by shaking her head 'no' or saying 'no' and give him another opportunity to choose the correct picture.
 - b. repeat the noun-verb combination again at a slower rate and with more articulation and have the child choose again.
 - c. help the child point to the correct picture and produce the noun-verb combination to emphasize the correlation of the production with the picture.
6. The teacher then produces another noun-verb combination pictured on one of the pictures revealed and indicates to the child to point to the correct picture.
7. The child points to the correct picture and the teacher reinforces him verbally or by shaking her head 'yes'.
8. This back and forth interaction continues until all of the pictures on that row have been identified correctly by the student after each production by the teacher. The teacher then reveals the next row of pictures and repeats these steps for each row.

Variations:

1. The teacher may only have the student identify one or two of the pictures on each row or those which she feels the student needs more practice with.
2. The student shows receptive comprehension of each production by the teacher by placing a chip or marker on the pictures each time.
3. The teacher may show the child two rows at a time to give the child a bigger set to choose from to provide more of a challenge.

Noun-Verb 2 Word Combinations
Lotto Board
Expressive

Materials:

Lotto board with pictures of 20 noun-verb combinations on it and windows to reveal 4 pictures at a time.
plastic markers or chips

Vocabulary:

the boy drinks
the girl drinks
the boy runs
the dog runs
the girl sits
the dog sits
the girl laughs
the mouse laughs
the bug jumps
the horse jumps
the horse kicks
the boy kicks
the bug flies
the bird flies
the boy cooks
mommy cooks
mommy washes
the girl washes
the girl skates
the mouse skates

Procedures:

1. The teacher is seated at a table across from and facing the child. The teacher tells the child that he is going to play a game and places the lotto board on the table in front of the child.
2. The teacher reveals the bottom row of 4 pictures under the windows and points to one of the pictures. She looks at the student and indicates to him to produce the noun-verb combination that describes that picture by saying "What is that?" and pointing to the child.

3. The child produces the noun-verb combination that goes with the picture and the teacher reinforces him verbally with "Good job" and repeats the noun-verb combination to give the child a correct model of the noun-verb combination and help him remember it.
4. If the child produces an incorrect noun-verb combination or does not respond, the teacher may:
 - a. point to the picture again and give him clearer directions by saying "You tell me -" and point to the child again.
 - b. indicate to the child that his production is incorrect by saying 'no' and pointing to the picture again to give him another opportunity to produce the correct noun-verb combination.
 - c. model the correct noun-verb combination for the child and indicate to him to imitate the production.
5. The teacher then points to another picture on the bottom row and indicates to the child to produce the noun-verb combination for that picture by asking him "What is that?" or pointing to the child.
6. The child produces the noun-verb combination that goes with that picture and the teacher reinforces the child for a correct production.
7. The back and forth interaction continues until all of the pictures on that row have been identified and a noun-verb combination has been produced by the student for each one. The teacher then goes to the next row of pictures and repeats these steps for each row.

Variations:

1. The teacher may only have the student produce the noun-verb combinations for one or two pictures on each row or just those that she feels he needed practice with.
2. The teacher gives the student a chip, marker, or sticker for each picture he identifies with the correct noun-verb combination.
3. The teacher may show the child two rows of pictures when he has mastered many of the noun-verb combinations and needs a bigger set to choose from.

Noun-Verb 2 Word Combinations
Movement Commands
Receptive

Vocabulary:

verbs - fall down, sit, walk, kick, throw, jump, turn around

Procedures

1. The teacher demonstrates one of the verbs, ie. turns around, by doing the action herself for the children to watch. After she turns around, she says "____(her name) turns around."
2. The teacher continues to demonstrate the N-V combination by pointing to a student and saying "____ (his/her name) turns around". She then motions to the child to turn around.
3. This practice is continued by having each child turn around after she inserts his/her name in the phrase "____ turns around".
4. The teacher then randomly inserts a different child's name into the phrase "____ turns around" and motions to that child to turn around if he/she does not respond immediately.
5. Receptive comprehension is shown when the child whose name has been said turns around after the teacher produces the N-V combination "____ turns around".
6. Steps 1-5 are then repeated for each new verb inserted in the N-V combination.
7. When comprehension of a few verbs are shown, the teacher can produce a N-V combination with the students' names and the verbs they are familiar with and produce these randomly. Comprehension is shown when the child named performs the action named in response to the teacher's N-V combination she produces.
8. If the child fails to respond appropriately, the teacher may
 - a. Repeat the command more slowly and/or articulate more carefully.
 - b. Emphasize the key words with slight pauses surrounding words or slight increases in intensity or duration.
 - c. Cue the child by pointing.
 - d. Manipulate the child to perform the action and repeat the command while the child watches and listens.

9. The teacher reinforces the child by repeating the target structure in the context of a sentence. For example, "Good, ____ turned around!"

10. As each N/V combination is mastered by the child, add on a new N/V combinations. Then, intermittently, contrast the new the N/V combination with one that the child has mastered to check on comprehension of it.

Noun-Verb 2 Word Combinations
Movement commands
Expressive

Vocabulary:

verbs - fall down, sit, walk, kick, throw, turn around, jump

Procedures

1. After the child comprehends the N-V combination, the child will be expected to produce these phrases expressively.
2. The teacher instructs one child to 'fall down'.
3. The teacher asks another child 'What happened?'
4. The teacher indicates that the child is expected to attempt to produce a N-V combination (such as 'Greg fell down') in the context of a phrase.
5. The teacher models or expands the child's utterance to provide a correct model; "That's right, 'Greg fell down' ".
6. The child imitates the teacher's model.
7. The children take turns with one child doing the action and another child attempting to produce the phrase.

Variations.

1. The teacher may do the actions herself and ask 'What happened?'
2. The student produces all of the N-V combination using the teacher's name.
3. In a group situation, the teacher may have the children rotate in doing the actions and choose a child from the group to produce the appropriate N-V combination.

Remedial Variations For Children Having Difficulty

1. The child may have difficulty producing the entire N-V phrase at first.
 - a. The child may only be requested to produce the appropriate verb.
 - b. If one child falls down, the other child may say 'falls down' and later add the noun when he can produce the verb on his own without first being given a model.
 - c. The teacher may say 'Who falls down?' and point to the child doing the action to elicit the noun for the N-V combination.
 - d. The child responds with 'Greg falls down'.
 - e. The teacher says "That's right, 'Greg falls down' ".
 - f. More expressive practice is then done with 'Greg' to one noun and a variety of verbs before adding another noun.

Noun-Verb 2 Word Combinations
Sequence Story
Receptive

Story - "Making Noise" (Hop, Skip, and Jump; 4 cards)

1. card 1-
The boy hops.
The girl hops.
Daddy reads the paper.
2. card 2-
The boy skips.
The girl skips.
Daddy looks.
3. card 3-
The boy jumps.
The girl jumps.
4. card 4-
Daddy is angry/Daddy yells.
The boy sits.
The girl sits.

Procedures:

1. The teacher places the cards face up on the table for the student to see and indicates to the student to look at all of the cards and then to look at her. The teacher points to each card one at a time and produces the sentence for the card.
2. The teacher produces the sentence for one of the cards, giving the student an audio-visual model.
3. The student shows receptive comprehension by pointing to the correct card that correlates to the sentence the teacher produces.

ie.

teacher - produces "The boy hops."

child - points to the first card on the table.

teacher - "Yes, that's right."

4. If the student does not point to the correct picture card, the teacher says "No, watch and listen" and repeats the sentence to the child at a slower rate or may place emphasis on the noun or the verb in the n/v combination.

6. The teacher continues to produce a sentence and have the student point to the correct card until the teacher feels the student has mastered this level or worked to his potential for that session.

Variations:

1. The student can show comprehension by placing a block or chip on the correct picture or by turning the card over to limit the choices with each turn.

2. The teacher can have the student produce the sentence for each picture card after he points to the correct card.

Noun-Verb 2 Word Combinations
Sequence Story
Expressive

Story - "Making Noise" (Hop, Skip, and Jump; 4 cards)

1. card 1-
The boy hops.
The girl hops.
Daddy reads the paper.
2. card 2-
The boy skips.
The girl skips.
Daddy looks.
3. card 3-
The boy jumps.
The girl jumps.
4. card 4-
Daddy yells/Daddy is angry.
The boy sits.
The girl sits.

Procedures:

1. The teacher tells the student she has a story and indicates to the child to look at the cards she is holding.
2. The teacher shows the student the first card and says "The boy hops. The girl hops. Daddy reads the paper".
3. The teacher looks at the child and points to him, indicating for him to imitate the sentences "The boy hops. The girl hops. Daddy reads the paper".
4. The child produces "The boy hops. The girl hops. Daddy reads."with assistance from the teacher by pointing to each person in the picture.
5. The teacher reinforces the production of the student with "Yes" and may produce the sentence again to reinforce it.
6. The teacher puts the first card face down on the table so as not to distract the student and shows him the second card. She point to the card and says "The boy skips. The girl skips. Daddy looks."
7. The teacher points to the child indicating to imitate the sentences she has produced and reinforces him when he produces "Boy skips. Girl skips. Daddy looks" with assistance from the

teacher by pointing to each noun in the picture as he produces the n/v combinations.

8. The teacher places the second card face down on the table in front of the student and shows him the third card. She points to the card and says "The boy jumps. The girl jumps."

9. The teacher points to the child, indicating for him to imitate the sentences and reinforces him for saying "Boy jumps. Girl jumps."

10. The teacher points to the picture again, says the n/v combinations, and indicates to the student that the n/v combinations he produced are correct.

11. The teacher places the third card face down on the table in front of the student and shows him the fourth card. She points to the card and says "Daddy is angry. The boy sits. The girl sits."

12. The teacher points to the child, indicating for him to imitate the sentences and reinforces him for saying "Daddy angry. Boy sits. Girl sits."

13. The teacher points to the picture again, says the 2 word combinations, and indicates to the student that the n/v combinations correct.

14. All of the picture cards are reviewed one at a time again giving the student the opportunity to imitate the correct production for each card.

15. The picture cards are then placed face up on the table altogether in a line to show the correlation of the pictures and their meaning to each other in a story. The teacher points to each picture one at a time and indicates to the child to produce the n/v combinations for each card.

Alternate Procedure:

1. The teacher may show each picture to the child and indicate to him to produce the target sentence for each card.

Noun-Verb 2 Word Combinations
Toy Manipulation
Receptive

Materials:

toy figures to represent each noun the teacher is working on with the child; ie. girl, boy, Mommy, Daddy, dog, horse, bird, car, baby, fish, cat.

Vocabulary:

This will include the nouns and verbs that are in the child's vocabulary.

ie. girl, boy, Mommy, Daddy, dog, horse, bird, car, baby, fish, cat
ie. walk, run, fall down, kick, jump, dance, sit, sleep.

Procedures:

1. The teacher shows the child two of the toy figures and asks the child to identify each toy. For example, the teacher says, "Show me Mommy".
- 2.a. The child identifies each of the toy figures.
b. The teacher checks comprehension of the verb actions by having the child manipulate a toy figure; for example, the teacher says "Show me 'jump' ".
3. The teacher checks comprehension of each verb in the set.
4. The teacher demonstrates one noun-verb combination by keeping the noun constant and changing the verb. For example, the teacher will say "Show me 'Mommy walked', 'Mommy ran' ".
5. When the child shows ease with this task, the teacher introduces a second noun toy (Daddy).
6. The teacher produces "Daddy walked", "Daddy ran"; each time the child responds appropriately to the noun-verb combination.
7. The teacher places 'Mommy' and 'Daddy' on the table and manipulates them to walk or run, demonstrating all possible n/v combinations:
ie. "Mommy walked", "Mommy ran", "Daddy walked", "Daddy ran"
8. The teacher places both 'Mommy' and 'Daddy' on the table and produces one of the 4 n/v combinations randomly; each time the child manipulates the toys to demonstrate the comprehension of the n/v combination.
9. When the teacher feels the student can identify the 4 possible noun-verb combinations with ease, more nouns and verbs are added

evenly and the child repeats the toy manipulation with each added noun and verb several times.

ie. add 'baby' to 'walk' and 'run'

add 'jump' to 'Mommy', 'Daddy', and 'baby'

add 'dog' to 'walk', 'run', and 'jump'

add 'dance' to 'Mommy', 'Daddy', 'baby', and 'dog'

etc.

Noun-Verb 2 Word Combinations
Toy Manipulation
Expressive

Materials:

toy figures to represent each noun the teacher is working on with the child: ie. girl, boy, Mommy, Daddy, dog, horse, bird, car, baby, fish, cat.

Vocabulary:

This will include the nouns and verbs that are in the child's vocabulary.

ie. girl, boy, Mommy, Daddy, dog, horse, bird, car, baby, fish, cat.

ie. walk, run, fall down, kick, jump, dance, sit sleep.

Procedures:

1. The teacher has the child produce the names of the toy figures being used. She also manipulates one of the toys and has the child produce the verb. (ie. "walk", "jump")
 - a. The teacher places a toy figure on the table in front of the student, moves the toy and produces the correct n/v combination for that movement. (ie. "Mommy walks")
 - b. The teacher moves the toy again and has the child produce a different n/v combination (ie. "Mommy jumped")
2. The teacher moves the toy again in the same way and looks at the child, indicating for him to tell her the n/v combination by saying "What happened?".
3. The child produces the n/v combination and the teacher reinforces the correct production with "Good, 'Mommy walked' or 'Mommy jumped' " or "Yes" to let the child know he is correct.
4. The teacher then repeats each of the movements with the toy several times; each time the student waits for the teacher to move the toy and then produces one of the n/v combinations.
5. The teacher then adds another figure. She demonstrates the possible n/v combinations (ie. 'Daddy walked' and 'Daddy jumped').
6. The child then produces each n/v combination with the new noun.
7. The teacher then demonstrates each possible n/v combination and labels each action.

ie. 'Mommy walked', 'Mommy jumped', 'Daddy walked', 'Daddy jumped'.

8. The teacher emphasizes the importance of turn-taking with the child by making sure the child waits for her to move the toy and look at the child before he labels the n/v combination expressively.

9. If the child is unsure of what to say or produces the wrong n/v combination, the teacher may:

a. repeat the toy movement and have the child label it again.

b. indicate to the child that his production is wrong and let him correct his error on his own.

c. model the correct n/v combination and then have him imitate it.

10. As the child masters the expressive labeling of many n/v combinations, the teacher then puts several noun toys on the table and mixes up the nouns and verbs to produce many combinations; each time the child produces the correct noun and verb for the toy manipulation the teacher shows.

ie.

teacher - shows the toy manipulation for 'Mommy walked'

child - produces "Mommy walked"

teacher - "Good, Mommy walked"

teacher - shows the toy manipulation for 'Mommy ran'

child - produces "Mommy ran"

teacher - "That's right, Mommy ran"

teacher - shows the toy manipulation for 'Mommy jumped'

child - produces "Mommy jumped"

This is done for other verbs the child is familiar with.

teacher - shows the toy manipulation for 'Daddy walked'

child - produces "Daddy walked"

teacher - shows the toy manipulation for several verbs with 'Daddy' and the child produces 'Daddy' with the correct verb each time.

The teacher then mixes several nouns and verbs to form many n/v combinations for the child to label expressively.

This should be done when the teacher is sure that the child has mastered all of the nouns and verbs that will be used in the activity.

Noun-Verb 2 Word Combinations
Flashcards
Receptive

Materials:

laminated picture cards

Vocabulary:

Nouns	Verbs
girl	laughs
boy	swims
bird	sleeps
horse	walks
clown	runs
baby	kicks
mouse	eats
cat	flies
dog	jumps
fish	cries
airplane	drinks

Note: These are the nouns and verbs depicted on the cards for the activity; the number of them used is dependent on the vocabulary size of the student.

Procedures:

1. The teacher tells the student she has some pictures and indicates to him to look at the cards.
2. The teacher shows the student one picture card at a time that depicts a noun-verb combination and tells him the n/v combination for each card. After all of the cards are looked at and labeled by the teacher (if necessary to review), the activity may begin.
3. The teacher shows the student a group of 2-5 picture cards which are face up on the table in front of the student. The teacher points to all of the cards to indicate to the child to look at every card.
4. The teacher produces one of the n/v combinations on the cards and the student point to the correct card on the table. If the student is unsure, the teacher points to the correct card to give the student a model for what is expected. The teacher then says another n/v combination of one of the remaining cards on the table and indicates to the child to show her the correct card.

ie:

teacher- lays two picture cards on the table and says "the baby cried" and indicates to the child to point to the correct card.

child- points to the picture card of "the baby cried"

teacher - "That's right, the baby cried"

teacher - picks up the "baby cried" picture card and replaces it with another noun/verb picture card; says "the boy ran" and looks at the child to show her the correct card.

child - points to the picture card of "the boy ran".

teacher - "Good, the boy ran"; picks up the card and replaces it with another n/v picture card.

5. If the student points to an incorrect picture card after the teacher names a n/v combination, the teacher helps the child to point to the correct card and labels the picture card again for the child. This picture card is then placed back in the pile and brought up again for more practice in the activity.

6. When the student shows confidence in receptively comprehending the n/v combinations in groups of two, the teacher then increases the number of cards placed in front of the student to three and so on to increase the size of the set and check the child's comprehension of more n/v combinations at once.

7. This back and forth interaction continues until all of the picture cards the child is familiar with have been practiced in a group of three a few times and the child has shown ease with the skill.

8. The teacher then adds a new n/v picture card to the set in front of the student. The teacher shows the student the picture card, labels the n/v combination for it, and lowers the set back to two or three cards to test the comprehension of this n/v combination with several different picture cards. The teacher puts the new card in a group frequently to make sure the child is exposed to it many times during the activity and then rechecks the child on this new n/v combination the next day to check memory of it.

ie:

teacher - places the new picture card "the girl walked" with two familiar cards in front of the student and says "the girl walked".

child - points to "the girl walked" picture card.

teacher - picks up "the girl walked" card and leaves it out of the next 2 or 3 sets; puts "the girl walked" into the next set and contrasts it with 2 other picture cards to see if the child will automatically point to it because it is a new card.

child - points to the correct picture card

teacher - produces "the girl walked"

child - points to "the girl walked" card.

9. This is continued until the teacher feels the child can distinguish the new picture card and its label from many other picture cards.

Variations:

1. The teacher can have the student hand her the picture card she has named each time instead of having the student point to it.
2. The teacher can have the student begin the activity by naming the picture cards one at a time expressively to check his memory of the n/v combinations before doing the receptive work.

Noun-Verb 2 Word Combinations
Flashcards
Expressive

Materials:

laminated picture cards

Vocabulary:

Nouns	Verbs
girl	laughs
boy	swims
bird	sleeps
horse	walks
clown	runs
baby	kicks
mouse	eats
cat	flies
dog	jumps
fish	cries
airplane	drinks

Note: These are the nouns and verbs depicted on the cards for the activity; the number of them used is dependent on the vocabulary size of the student.

Procedures:

1. The teacher tells the student she has some pictures and indicates to him to look at the cards.
2. The teacher shows the student one picture card at a time that depicts a noun-verb combination and tells him the n/v combination for each card. After all of the cards are labeled by the teacher the activity may begin.
3. The teacher shows the student the first card and indicates to him to produce the correct n/v combination.
ie. card is shown to the student with baby crying
student - "the baby cries"
teacher - "Good, the baby cries"
4. Each card is shown to the student, one at a time, until all of the cards have been reviewed. If the student does not produce the correct n/v combination for a picture card or does not respond at all, the teacher may produce the correct n/v combination again for the student to imitate.

ie.

student - no response

teacher - "the baby cries"; giving an audio-visual model

student - imitates "baby cries"

teacher - "yes"; shows the next card

5. The cards which the student has trouble with are put back in the deck and shown again to the student for additional practice one or more times.

Variations:

1. The teacher may place the cards up on the table in sets of 3-6 and have the student produce the n/v combination for the card she points to. When one set is mastered, the teacher can show the student a new 'set'. The teacher can also replace mastered cards with new ones one at a time.

2. The teacher can give the cards to the student when he produces the correct n/v combination for them. The growing pile of cards can be reinforcing and an indicator to the teacher of how well the student is progressing each day.

Verb-Noun Combinations
Lotto Board
Receptive

Materials:

Lotto board with pictures of 20 verb-noun combinations on it and windows to reveal 4 pictures at a time.

Vocabulary:

pull the blanket
pull the wagon
push the wagon
throw the ball
throw the snowball
kick the ball
kick the can
cut the bread
cut the paper
read the paper
read the book
carry the book
carry the wagon
wash the window
wash the dog
watch dog
eat the food
stir the food
eat the hamburger
hit the ball

Procedures:

1. The teacher is seated at a table across from and facing the child. The teacher tells the child that he is going to play a game and places the lotto board on the table in front of the child.
2. The teacher reveals the bottom row of 4 pictures under the windows and produces a verb-noun combination for one of the pictures.
3. She looks at the student and indicates to him to show her the correct picture for that verb-noun combination by pointing to the

pictures revealed and saying "Show me" or looking at the child and then to the pictures.

4. The child points to the correct picture on the board and the teacher reinforces him verbally with "Yes" and repeats the verb-noun combination to give the child another model if needed.

5. If the child points to an incorrect picture the teacher may:

a. indicate to the child that his choice is incorrect by shaking her head 'no' or saying 'no' and give him another opportunity to choose the correct picture.

b. repeat the verb-noun combination again at a slower rate and with more articulation and have the child choose again.

c. help the child point to the correct picture and produce the verb-noun combination to emphasize the correlation of the production with the picture.

6. The teacher then produces another verb-noun combination pictured on one of the pictures revealed and indicates to the child to point to the correct picture.

7. The child points to the correct picture and the teacher reinforces him verbally or by shaking her head 'yes'.

8. This back and forth interaction continues until all of the pictures on that row have been identified correctly by the student after each production by the teacher. The teacher then reveals the next row of pictures and repeats these steps for each row.

Variations:

1. The teacher may only have the student identify one or two of the pictures on each row or those which she feels the student needs more practice with.

2. The student shows receptive comprehension of each production by the teacher by placing a chip or marker on the pictures each time.

3. The teacher may show the child two rows at a time to give the child a bigger set to choose from to provide more of a challenge.

Verb-Noun 2 Word Combinations
Lotto Board
Expressive

Materials:

Lotto board with pictures of 20 verb-noun combinations on it and windows to reveal 4 pictures at a time.
plastic markers or chips

Vocabulary:

pull the blanket
pull the wagon
push the wagon
hit the ball
throw the ball
kick the ball
throw the snowball
kick the can
cut the bread
cut the paper
carry the book
carry the wagon
wash the window
wash the dog
ride the bike
ride the sled
catch the fish
catch the ball

Procedures:

1. The teacher is seated at a table across from and facing the child. The teacher tells the child that he is going to play a game and places the lotto board on the table in front of the child.
2. The teacher reveals the bottom row of 4 pictures under the windows and points to one of the pictures. She looks at the student and indicates to him to produce the verb-noun combination that describes that picture by saying "What is that?" and pointing to the child.
3. The child produces the verb-noun combination that goes with the picture and the teacher reinforces him verbally with "Good job" and

repeats the verb-noun combination to give the child a correct model of the verb-noun combination and help him remember it.

4. If the child produces an incorrect verb-noun combination or does not respond, the teacher may:

a. point to the picture again and give him clearer directions by saying "You tell me -" and point to the child again.

b. indicate to the child that his production is incorrect by saying 'no' and pointing to the picture again to give him another opportunity to produce the correct verb-noun combination.

c. model the correct verb-noun combination for the child and indicate to him to imitate the production.

5. The teacher then points to another picture on the bottom row and indicates to the child to produce the verb-noun combination for that picture by asking him "What is that?" or pointing to the child.

6. The child produces the verb-noun combination that goes with that picture and the teacher reinforces the child for a correct production.

7. The back and forth interaction continues until all of the pictures on that row have been identified and a verb-noun combination has been produced by the student for each one. The teacher then goes to the next row of pictures and repeats these steps for each row.

Variations:

1. The teacher may only have the student produce the verb-noun combinations for one or two pictures on each row or just those that she feels he needed practice with.

2. The teacher gives the student a chip, marker, or sticker for each picture he identifies with the correct verb-noun combination.

3. The teacher may show the child two rows of pictures when he has mastered many of the verb-noun combinations and needs a bigger set to choose from.

Verb-Noun 2 Word Combinations
Flashcards
Receptive

Materials:

laminated picture cards

Vocabulary:

verbs	nouns
kick	ball
eat	can
drink	milk
push	juice
carry	food
wash	hamburger
buy	window
read	dog
cut	wagon
throw	book

Note: These are the nouns and verbs depicted on the cards for the activity; the number of them used is dependent on the vocabulary size of the student.

Procedures:

1. The teacher tells the student she has some pictures and indicates to him to look at the cards.
2. The teacher shows the student one picture card at a time that depicts a verb-noun combination and produces the verb-noun combination for each card. After all of the cards are reviewed and labeled by the teacher (if necessary), the activity may begin.
3. The teacher shows the student a group of 2-6 picture cards which are face up on the table in front of the student. The teacher may point to all of the cards to indicate to the child to look at every card.
4. The teacher produces one of the v/n combinations depicted on one of the cards on the table and the student points to the correct card.. If the student is unsure, the teacher points to the correct card to give the student a model for what is expected. The teacher then produces another verb-noun combination and indicates to the child to show her the correct card.

ie:

teacher- lays 2 picture cards on the table and says "kick the ball" and indicates to the child to point to the correct card.

child- points to the picture card of the 'kick the ball'

teacher - "That's right, kick the ball"

5. If the student points to an incorrect picture card after the teacher names a verb-noun combination, the teacher helps the child to point to the correct card and labels the picture card again for the child.

6. When the student shows confidence in receptively comprehending the verb-noun combinations in groups of two, the teacher then increases the number of cards placed in front of the student to three and so on to increase the size of the set and check the child's comprehension of more verb-noun combinations at once. The set is built to 6-8 verb-noun combinations which the child may identify.

7. If the child has difficulty identifying the cards in the set, the size of the set may be reduced to two or three cards.

8. This is continued until the teacher feels the child can distinguish each picture card and its label from many other picture cards.

Variations:

1. The teacher can have the student hand her the picture card she has named each time instead of having the student point to it.

2. The teacher may place the cards on the table in a rotating set: teacher - places the new picture card 'drink the water' with three familiar cards in front of the student, and says "drink the water"

child - points to the 'drink the water' picture card.

teacher - picks up 'drink the water' card and leaves it out of the next 2 or 3 sets; puts the 'drink the water' card into the next set and contrasts it with 3 other picture cards to see if the child will automatically point to it because it is a new card. Teacher produces the verb-noun combination of one of the other three cards.

child - points to the correct picture card

teacher - produces "drink the water"

child - points to 'drink the water' card

Verb-Noun 2 Word Combinations
Flashcards
Expressive

Materials:

laminated picture cards

Vocabulary:

verbs	nouns
kick	ball
eat	can
drink	water
read	juice
cut	food
ride	hamburger
wash	paper
catch	book
carry	wagon
wash	window
throw	dog
	fish

Note: These are the verbs and nouns depicted on the cards for the activity; the number of them used is dependent on the vocabulary size of the student.

Procedures:

1. The teacher tells the student she has some pictures and indicates to him to look at the cards.
2. The teacher shows the student one picture card at a time that depicts a verb-noun combination and tells him the v/n combination for each card. After all of the cards are labeled by the teacher the activity may begin.
3. The teacher shows the student the first card and indicates to him to produce the correct v/n combination.
ie. card is shown to the student depicting "kick the ball"
student - "kick the ball"
teacher - "Good, kick the ball"
4. Each card is shown to the student, one at a time, until all of the cards have been reviewed. If the student does not produce the

correct v/n combination for a picture card or does not respond at all, the teacher may produce the correct v/n combination again for the student to imitate.

ie.

student - no response

teacher - "kick the ball"; giving an audio-visual model

student - imitates "kick the ball"

teacher - "yes"; shows the next card

5. The cards which the student has trouble with are put back in the deck and shown again to the student for additional practice one or more times.

Variations:

1. The teacher may place the cards up on the table in sets of 3-6 and have the student produce the v/n combination for the card she points to. When one set is mastered, the teacher can show the student a new 'set'. The teacher can also replace mastered cards with new ones one at a time.

2. The teacher can give the cards to the student when he produces the correct v/n combination for them. The growing pile of cards can be reinforcing and an indicator to the teacher of how well the student is progressing each day.

Verb-Noun 2 Word Combinations
Fishing Game
Receptive

Materials:

small 'fishing pole' for each student
laminated fish with a picture on each one (20)
magnet for each fish

Vocabulary:

One verb-noun combination is picture on each fish

pull the blanket
pull the wagon
push the wagon
throw the ball
kick the ball
kick the can
cut the bread
cut the paper
read the paper
read the book
carry the book
carry the wagon
wash the window
wash the dog
watch the dog
ride the bike
ride the sled
eat the food
stir the food
eat the hamburger

Procedures:

1. The teacher has all of the laminated fish on the floor with the pictures face up. Each student is given a fishing pole or share one and sits on the floor near the fish. The teacher tells them that they are going to play a game. She looks at the first student, produces a verb-noun combination that is pictured on one of the fish on the floor, and indicates to him to find that picture by pointing to the fish and then looking at the child.

Note: the fish used in the activity are only those verb-noun combinations which the students have had exposure to and can identify by the picture on the fish.

2. The child lowers his fishing pole, and picks up the fish with the picture that shows the verb-noun combination the teacher produced.
3. The teacher looks at the picture on the fish and if it is the correct picture, verbally reinforces the child and models the verb-noun combination again for the child.
4. The student then gets to keep the fish and starts a pile next to him which he has correctly chosen.
5. The teacher looks at the second child, produces a verb-noun combination that is pictured on one of the fish on the floor, and indicates to him to find the correct picture that shows that verb-noun combination by pointing to all of the fish and then looking at the child.
6. The second child lowers his fishing pole and picks up the picture which shows the verb-noun combination the teacher produced.
7. The teacher looks at the picture on the fish, and if it is the correct picture, verbally reinforces the child and repeats the verb-noun combination for the child.
8. The child then places the fish next to him to start his pile of fish which he correctly chose.
9. If the child picks up a fish that does not depict the verb-noun combination the teacher produced, the teacher may:
 - a. indicate to the student that he has chosen the wrong fish and let him pick up another fish to correct his own error.
 - b. repeat the verb-noun combination in a slower, articulated manner to give the child another model.
 - c. point to the correct fish on the floor for the child to pick up and repeat the verb-noun combination again and point to the picture.
10. This turn-taking process continues until all of the fish have been picked up by the students, with the teacher checking the picture on each fish to make sure the child has chosen the correct one each time.

Variations:

1. The students may place the fish back on the floor after they have chosen the correct ones to give the other student the exposure to the verb-noun combination or to give more practice on each verb-noun combination.

Verb-Noun 2 Word Combinations
Fishing Game
Expressive

Materials:

small 'fishing pole' for each student
laminated fish with a picture on each one (20)
magnet for each fish

Vocabulary:

One verb-noun combination is pictured on each fish

kick the ball
eat the food
drink the water
push the chair
drive the car
cook the food
hit the ball
tie the shoes
read the book
cut the bread
pour the milk
ride the bike
wash the window
catch the fish
carry the wagon
cut the paper
sweep the floor
wash the dog
throw the ball
drink the juice

Procedures:

1. The teacher has all of the laminated fish on the floor with the pictures face down on the floor. Each student is given a fishing pole or share one and sit on the floor near the fish. The teacher tells them that they are going to play a game. She indicates for the first student to use his fishing pole to 'catch' a fish and pick it up.
Note: the fish used in the activity are only those verb-noun combinations which the students have had exposure to and can identify by the picture on the fish.

2. The first child lowers his fishing pole, picks up a fish from the floor, looks at the picture on the fish, and produces the verb-noun combination that describes the picture. ie. "kick the ball"
3. If the child produces the correct verb-noun combination, the teacher verbally reinforces the production and repeats the verb-noun combination as another model for speech and language correction.
4. The child imitates the model.
5. The child takes the fish and keeps it next to him on the floor and starts his pile of fish which he correctly labels.
6. The second child lowers his fishing pole, picks up a fish from the floor, looks at the picture on the fish, and produces the verb-noun combination that describes the picture. ie. "eat the food"
5. If the child produces an incorrect verb-noun combination, the teacher :
 - a. indicates to the student that he has produced the wrong verb-noun combination by saying 'no' or shaking her head 'no' and lets him try and correct his error by producing another verb-noun combination
 - b. points to the picture on the fish, says "what happened?" to aid the student in labeling the action pictured.
 - c. looks at the picture on the fish and models the correct verb-noun combination for the student and indicates to him to imitate the production.
6. This turn-taking continues, with the teacher checking the picture on the fish to make sure the child is producing the correct verb-noun combination. When all of the fish on the floor have been picked up by the students and labeled with the correct verb-noun combination, the game is over.

Variations:

1. The teacher may have the students return the fish to the pile on the floor after they produce the correct verb-noun combination so that each one is practiced more than once or that the other student(s) have a chance to practice that verb-noun combination also.
2. The teacher can use the fishing pole to pick up fish and join in the activity by labeling some of the verb-noun combinations or holding up the fish she 'catches' and asking one of the students to produce the verb-noun combination for the picture.

Verb-Noun 2 Word Combinations
Toy Manipulation
Receptive

Materials:

toy figures to represent each noun the teacher is working on with the child; ie. bathtub, airplane, car, apple, milk, shoe, table, cookie

Vocabulary:

This will include the nouns and verbs that are in the child's vocabulary.

ie. bathtub, airplane, car, apple, milk, shoe, table, cookie

ie. drop, push, eat, drink, kick, carry

Procedures:

1. The teacher shows the child two of the toy figures and asks the child to identify each toy. For example, the teacher says, "Show me the shoe".
- 2.a. The child identifies each of the toy figures.
 - b. The teacher checks comprehension of the verb actions by having the child manipulate a toy figure; for example, the teacher says "Show me 'Drop the shoe' ".
3. The teacher checks comprehension of each verb in the set.
4. The teacher demonstrates one verb-noun combination by keeping the noun constant and changing the verb. For example, the teacher will say "Show me 'Drop the shoe' and 'Push the shoe' ".
5. When the child shows ease with this task, the teacher introduces a second noun toy (table).
6. The teacher produces "Drop the table" "Push the table"; each time the child responds appropriately to the verb-noun combination.
7. The teacher places the 'shoe' and the 'table' on the table and manipulates them by dropping or pushing them, demonstrating all possible v/n combinations:
 - ie. "Drop the shoe", "Push the shoe", "Drop the table", "Push the table"
8. The teacher places both the 'shoe' and the 'table' on the table and produces one of the 4 v/n combinations randomly; each time the child manipulates the toys to demonstrate the comprehension of the v/n combination.
9. When the teacher feels the student can identify the 4 possible v/n combinations with ease, more nouns and verbs are added evenly

and the child repeats the toy manipulation with each added noun and verb several times.

ie. add 'carry' to the verbs 'drop' and 'push'

add 'table' to the nouns 'shoe' and 'table'

add 'kick' to the verbs 'drop', 'push', and 'carry'

etc.

10. The teacher may place a toy person figure on the table to help the child act out the v/n combinations. (ie. for "Carry the table", the student can have the toy figure 'carry' the table)

Verb-Noun 2 Word Combinations
Toy Manipulation
Expressive

Materials:

toy figures to represent each noun the teacher is working on with the child: ie. bathtub, airplane, car, apple, milk, shoe, table, cookie

Vocabulary:

This will include the nouns and verbs that are in the child's vocabulary.

ie. bathtub, airplane, car, apple, milk, shoe, table, cookie

ie. drop, push, eat, drink, kick, carry

Procedures:

1. The teacher has the child produce the names of the toy figures being used. She also manipulates one of the toys and has the child produce the verb. (ie. "drop" or "push")
 - a. The teacher places a toy figure on the table in front of the student, moves the toy and produces the correct v/n combination for that movement. (ie. "Drop the shoe")
 - b. The teacher moves the toy again and has the child produce a different v/n combination (ie. "Push the shoe")
2. The teacher moves the toy again in the same way and looks at the child, indicating for him to tell her the v/n combination by saying "What happened?".
3. The child produces the v/n combination and the teacher reinforces the correct production with "Good, 'Drop the shoe' or 'Push the shoe' " or "Yes" to let the child know he is correct.
4. The teacher then repeats each of the movements with the toy several times; each time the student waits for the teacher to move the toy and then produces one of the v/n combinations.
5. The teacher then adds another figure. She demonstrates the possible v/n combinations (ie. 'Drop the table' and 'Push the table').
6. The child then produces each v/n combination with the new noun.
7. The teacher then demonstrates each possible v/n combination and labels each action.

ie. 'Drop the shoe', 'Push the shoe', 'Drop the table', 'Push the table'.

8. The teacher emphasizes the importance of turn-taking with the child by making sure the child waits for her to move the toy and look at the child before he labels the v/n combination expressively.

9. If the child is unsure of what to say or produces the wrong v/n combination, the teacher may:

a. repeat the toy movement and have the child label it again.

b. indicate to the child that his production is wrong and let him correct his error on his own.

c. model the correct v/n combination and then have him imitate it.

10. As the child masters the expressive labeling of many v/n combination, the teacher then puts several noun toys on the table and mixes up the nouns and verbs to produce many combinations; each time the child produces the correct verb and noun for the toy manipulation the teacher shows.

ie.

teacher - shows the toy manipulation for 'Drop the shoe'

child - produces "Drop the shoe"

teacher - "Good, drop the shoe"

teacher - shows the toy manipulation for 'Push the shoe'

child - produces "Push the shoe"

teacher - "That's right, push the shoe"

teacher - shows the toy manipulation for 'Carry the shoe'

child - produces "Carry the shoe"

This is done for other verbs the child is familiar with.

teacher - shows the toy manipulation for 'Drop the table'

child - produces "Drop the table"

teacher - shows the toy manipulation for several verbs with 'table' and the child produces 'table' with the correct verb each time.

The teacher then mixes several nouns and verbs to form many v/n combinations for the child to label expressively.

This should be done when the teacher is sure that the child has mastered all of the verbs and nouns that will be used in the activity.

Verb -Noun 2 Word Combinations
Sequence Story
Receptive

Story - "Washing Dishes" (Hop, Skip, and Jump; 4 cards)

1. Card 1 -
Pick up the dishes.
2. Card 2 -
Turn on the water.
3. Card 3 -
Pour the soap.
4. Card 4 -
Dry the dishes.

Procedures:

1. After the student has mastered the specific nouns and verbs for this story, the teacher may present the story to him for receptive practice.
2. The teacher places the cards face up on the table for the student to see and indicates to the student to look at all of the cards and then to look at her. The teacher points to each card one at a time and produces the sentence for each card to review the sentences for each card.
3. The teacher produces the sentence for one of the cards, giving the student an audio-visual model. The teacher then indicates to the student to point to the correct card by pointing to all of the cards and looking at the student.
4. The student shows receptive comprehension by pointing to the correct card that correlates to the sentence the teacher produces.

ie.

Teacher - produces "Pick up the dishes"; looks at the student.

Student - points to the correct card showing that verb-noun combination.

Teacher - "Good" and nods her head yes.

5. When the student points to the correct card, the teacher may reinforce the sentence by producing it again and pointing to it to let the student know he was correct and to give the student another model.

6. If the student does not point to the correct picture card, the teacher indicates to the student that he made an error and repeats the sentence at a slower rate or with emphasis on the noun and verb in the sentence. If the student has just been introduced to the story when he makes the error, the teacher may help him point to the correct picture immediately to ensure memory of the correct card. Practice continues and the student is given opportunities to point to the correct card later.

7. The teacher continues to produce a sentence and indicate to the student to point to the correct card until the teacher feels the student has mastered this level or worked to his potential for that session.

Variations:

1. The student can show comprehension of each production by the teacher by placing a block or chip on the correct picture or by turning it over to limit the choices with each turn.

Verb-Noun 2 Word Combinations
Sequence Story
Expressive

Story - "Washing Dishes" (Hop, Skip, and Jump; 4 cards)

1. Card 1 -
Pick up the dishes.
2. Card 2 -
Turn on the water.
3. Card 3 -
Pour the soap.
4. Card 4 -
Dry the dishes.

Procedures:

1. The teacher tells the student she has a story and indicates to the child to look at the cards she is holding.
2. The teacher shows the student the first card and says "Pick up the dishes."
3. The teacher looks at the student and indicates to him to imitate the sentence "Pick up the dishes." The student produces the sentence "Pick up the dishes."
4. The teacher reinforces the production of the student with "Yes" and models the sentence again to reinforce it; this time she points to the picture first and says the sentence while producing the sentence to show the student that there is a correlation between his production and the picture.
5. The teacher puts the first cards face down on the table and shows him the second card. She points to the card and says "Turn on the water."
6. The teacher points to or looks at the child indicating to imitate the sentence she has produced and reinforces him when he produces "Turn on the water".
7. The teacher reinforces the correct production by the student by again pointing to the picture and saying the sentence again. She may shake her head or say "yes" to establish this back and forth pattern with the student.
8. The teacher places the second card face down on the table in front of the student and shows him the third card. She points to the card and says "Pour the soap."

9. The teacher points to the child, indicating for him to imitate the sentence and reinforces him for saying "Pour the soap."
10. The teacher points to the picture again, produces the sentence, and indicates to the student that the sentence is correct.
11. The teacher places the third card face down on the table in front of the student and shows him the fourth card. She points to the card and says "Dry the dishes."
12. The teacher looks at the child, indicating for him to imitate the sentence and reinforces him for producing "Dry the dishes."
13. The teacher points to the picture again, produces the sentence, and indicates to the student that the sentence is correct.
14. All of the pictures are reviewed one at a time again giving the child the opportunity to initiate the sentence for each card.
15. The picture cards are then placed face up on the table in a line to show the correlation of the pictures and their meaning to each other in a story. The teacher points to each picture one at a time and indicates to the student that he produce the verb-noun combination that goes with each card.
16. When the student has mastered the verb-noun combination for each card, the teacher refines the speech for each production.