UNDERSTANDING WORDS GROUP
– 3 key words/prepositions

ULTIMATE GOAL

- For the children to have an age appropriate level of understanding.

TAREGTS

- The children will be able to follow directions with 3 key words.

- The children will be able to differentiate between prepositional words.

This pack contains six session plans and resources to be used with a group of children over a six week period. It is possible for a Speech and Language Therapy Assistant or Teaching Assistant to provide this input.

It is recommended that you ask your Speech and Language Therapist to assess the children’s language skills before beginning the sessions. This is so that they can be grouped with other children at a similar level to them.
If you have any further questions please contact your Speech and Language Therapist at:

name@integratedtreatments.co.uk

Key words

Language is often described in terms of key words (information carrying words). These are the words needed to convey the exact meaning of the sentence:

1 word level e.g. ‘point to the cat’ (choice of cat and dog)

2 word level e.g. ‘point to the cat’s eyes’ (choice of cat and dog, eyes and ears)

3 word level e.g. ‘point to the big cat’s eyes’ (choice of big and little, cat and dog, eyes and ears)

4 word level e.g. ‘point to the big black cat’s eyes’ (choice of big and little, black and white cat and dog, eyes and ears)

In order for an instruction to be at a word level, there must be a choice for each individual word.

The key words written in this programme will be underlined. This programme focuses on the children’s understanding of words but you can also take the opportunity to support their use of language too. For example, after completing an instruction you could ask the child, ‘what did you just do?’ or ‘where is teddy?’.

It may be helpful for you to demonstrate some activities to the children to begin with so they know what is expected of them. Unless the children
are struggling, do not split the instructions into parts as this makes it easier (reducing the number of key words).

You can motivate the children by using reward sticker charts each session or by using the activities alongside games.

Make sure that the room is not too distracting and remind the children to listen carefully – you could talk about remembering to switch on their ‘listening ears’!

At the end of the sessions you could give instructions whilst tidying up e.g. ‘can you tidy away the ball, the ball, the ball?’

SESSION ONE

Activity 1

Equipment: Miniature people, e.g. mummy, daddy, boy, girl, Toy furniture or pictures e.g. chair, table, bed.

Explain to the children that this is a silly family who like to do silly things. Demonstrate actions, e.g. dancing, sleeping, lying on the furniture. Place the toys on the table and let the children take it in turns to follow an instruction.

Instructions:

- Make daddy jump on the bed.
- Make the boy sleep on the table.
- Make mummy sleep on the table.
- Daddy wants to stand on the chair.

Activity 2
Use an upside down open box, a hat, and a bin. Tell the children that you are going to hide a toy under one of the objects saying, “It’s going under the hat” or “under the box” or “under the bin”.

The children are told to close their eyes/look away while you hide the toy. Then ask them, “Where did I hide it? Under the box? Under the hat? or Under the bin?”

You can also let the children hide the toy and then tell you where it is.

SESSION TWO

Activity 1

Shopping game - Lay out 6 pretend food objects and ask the children to find 3 items at a time or put them in a basket e.g. ‘find me a banana, a cake and an orange’.

To make this activity a little more difficult you could get the children to ask each other for certain items (this will help develop their use of language too).
Activity 2

Equipment: 2 doll’s chairs and a bed, Mummy, Daddy, a baby doll and a mouse toy.

Tell the children a story about the places where the characters can be found, e.g. “Mummy is sitting on a chair”. It is important to place the people on the bed or chair rather than under. Introduce the mouse into the story, which can run under the bed, or under the chair. Encourage the children to take it in turns to place the mouse where you tell them.

Asking them where the people and mouse are can encourage the child to use the propositions “under” and “on” when talking.

SESSION THREE

Activity 1

Equipment: animal pictures, house/car/boat pictures (included)
Tell the children that the animals are going to follow some instructions but they need their help. Introduce the pictures to the children. Let each child take a turn to complete an instruction.

Instructions:
- Put the dog on the boat.
- The pig is in under the car.
- The cow is in above the house.
- Put the sheep under the house.
- Put the horse on the car.

You can make more instructions up but make sure that they contain three key words. If the children struggle to complete the instruction you can make it easier for them:

‘can you find the dog? and where is the boat? Where is under? now can you put the dog under the boat?’

Activity 2

Cut the pictures up and arrange in pairs (one on/one under). Presenting one pair at a time, ask the child to identify which is ‘on’ and which is ‘under’. When the child can do this consistently at a single word level, progress to asking ‘where is the cat?’

You could lay all the pictures out and ask, “Where is the cat under the bed?” etc.
SESSION FOUR

Activity 1

Equipment: animal puppets (you can use a picture if you don’t have a puppet), big/little food pictures

Tell the children that it is tea time for the animals and they are going to help feed them. Spread the big/little food pictures out on the table and get the children to take it in turns to feed the animals.

Instructions:
- Feed cat the big apple.
- Give dog the big cake.
- Cat wants to eat the little ice cream.
- Dog wants to eat the little apple.

Activity 2

Equipment: blindfold, puppet, toy furniture, small ball

Using a blindfolded puppet, place a ball ‘on’ or ‘under’ pieces of furniture. Ask the child to give the puppet instructions as to where to find the ball e.g. ‘it is under the chair’. Each turn the children have allow them to have a turn on a motivator game, such as Pop Up Pirate.
SESSION FIVE

Activity 1

Equipment: toy spider, toy cat

Tell the children that you need their help to hide the spider and cat in places around the room. Let them take it in turns to hide the animals once you have given them an instruction. You can also support their use of language by asking, ‘where is the spider now?’.

Instructions:

- Put the spider on the chair
- Put the cat in the box
- Put the cat under the table
- Put the spider on the cupboard

Activity 2

Equipment: 6 pairs of scissors, 6 pencils, 6 counters or other small items, dolly, teddy, 2 boxes.

Tell the children that the dolly and teddy need to tidy up their toys and they need their help. Place dolly next to one box and teddy next to
another. Place all the items in front of the children. Let the children take it in turns to follow an instruction.

Instructions:

Put a pencil in teddy’s box.

Dolly wants two counters.

Put the scissors in dolly’s box.

Put more pencils in teddy’s box.

SESSION SIX

Activity 1

Equipment: ball, large scrunched up piece of paper.

Demonstrate the activities roll, kick and throw with both the ball and paper to the children. Let them take it in turns to follow an instruction.

Instructions:

Kick the ball to Jane.

Roll the ball to the door.

Throw the paper to Karen.

Kick the paper at the wall.
Activity 2

Equipment: pretend food and crockery/cutlery

Spread the items out on a table and ask the children to take turns to follow an instruction.

Instructions:

- Put the spoon in the cup
- Put the knife under the plate
- Put the apple on the plate
- Put the spoon under the cup

Food Pictures
Big Food Pictures
Animals and Location Pictures
On/Under Pictures