

UNDERSTANDING WORDS GROUP

– 2 key words

ULTIMATE GOAL

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

TAREGTS

- **The children will be able to follow directions with 2 key words.**
- **The children will be able to participate in tasks and remain focused for a specific period of time.**

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 and



SESSION ONE

Activity 1

Equipment: miniature toy person, mini furniture (you can use pictures of furniture if you do not have small objects available)

Explain to the children that this little person likes to do lots of different things in their house. Let the children take it in turns to follow your directions and make the little person do certain things.

Instructions:

- Make the person jump on the bed.
- Make the person sleep on the table.
- Make person sleep on the table.
- The person wants to stand on the chair.

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

'can you make him jump? and where is the bed? now can you make him jump on the bed?'

Activity 2

Shopping game - Lay out 6 pretend food objects and ask the children to find 2 items at a time or put them in a basket e.g. 'find me a banana 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).



SESSION TWO

Activity 1

Equipment: animal pictures, farmyard pictures (included)

Tell the children that the farmer has gone on holiday and his animals have been left on the farm to explore. Introduce the pictures to the children. Let each child take a turn to complete an instruction on the farm.

Instructions:

- Put the dog in the barn.
- The pig is in the garden.

- The cow is in the field.
- Put the sheep in the house.
- Put the horse on the tractor.

You can make more instructions up but make sure that they contain two 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 barn? now can you put the dog in the barn?'

Activity 2

Action games – you could take the children outside to do this activity. Ask the children to do certain things e.g. 'jump to the tree' 'hop to the window' 'skip to the door' 'run to the slide'



SESSION THREE

Activity 1

Equipment: dolly, teddy, spoon, cup, knife, fork, plate (these can be pretend)

Present the teddy and the dolly to the children. They can take it in turns to follow an instruction, for example:

- Make dolly sleep
- Make teddy jump
- Make dolly walk

You can then introduce the other items to the children. As you do this say the word, 'I've got a fork, a knife...' You can then give instructions to the children to follow:

- Give the spoon to dolly
- Give the plate to teddy
- Can you give teddy the fork?

Activity 2

Equipment: pictures of big/little boat, car and house

Place the pictures in front of the children and ask them to take turns to find one of the pictures that you ask for. You can play a motivational game alongside the instructions e.g. Pop Up Pirate and each turn the children have they can have a turn on the game.

Instructions:

- Where is the big boat?
- Show me the little house
- Where is the big car?
- Point to the big house

SESSION FOUR

Activity 1

Equipment: some small items e.g. scissors, counters, pencils. A box, a bag, teddy

Tell the children that teddy needs some help to tidy up his things. Spread the items out on the table in front of a bag and a box. Let the children take it in turns to hold the teddy and help him complete an instruction.

Instructions:

- Put a pencil in teddy's box.
- Teddy wants two counters.
- Put the scissors in teddy's bag.
- Put a counter in teddy's box.

Activity 2

Equipment: animal puppet (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 animal and they are going to help feed him. Spread the big/little food pictures out on the table and get the children to take it in turns to feed the animal.

Instructions:

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

SESSION FIVE

Activity 1

Equipment: D.I.Y toys, e.g. hammer, brush, sponge, toy furniture, e.g. table, bed, chair, bath, (you can use pictures if you do not have objects).

Tell the children that it is time to do some cleaning and fixing jobs. Demonstrate the actions to the children e.g. hammering, painting and washing furniture. Put the furniture items on the table and ask the children to take turns to complete a job.

Instructions:

- Paint the chair
- Hammer the bed
- Wash the bath
- Hammer the chair

Activity 2

Equipment: colouring in sheet, pencils

Give the children instructions in order to colour in their picture.

Instructions:

- Colour dog's ear red
- Draw a line on dog's nose

- Colour dog's paw green
- Colour the flower in blue and pink
- Draw a cross on dog's eye
- Colour dog's collar yellow



SESSION SIX

Activity 1

Equipment: toy spider

Tell the children that you need their help to hide the spider in places around the room. Let them take it in turns to hide the spider 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 spider in the box
- Put the spider under the table
- Put the spider on the cupboard

Activity 2

Equipment: picture cards (any included in the pack)

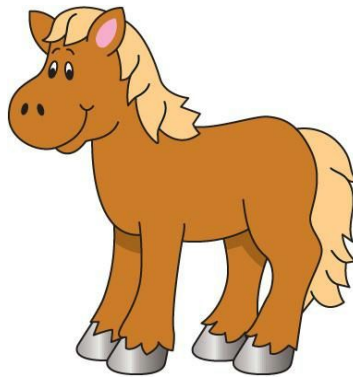
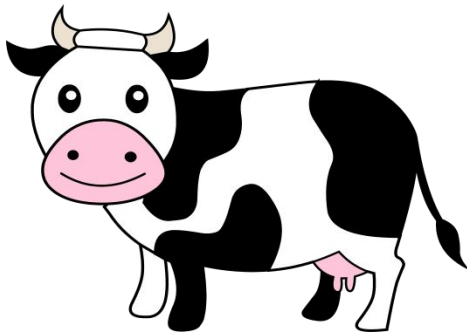
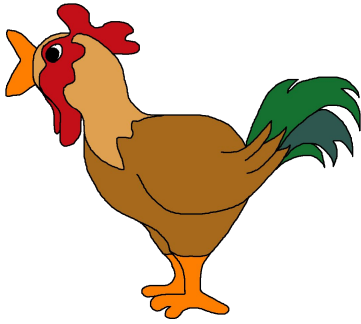
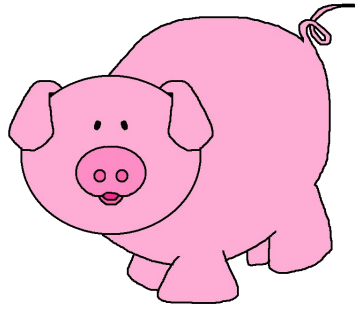
Give all of the children a selection of picture cards. Tell each child in turn to give you another child's picture. They have to choose the correct child and the correct picture before handing it to you.

Instructions:

- Give me Jessica's apple
- Give me Charlie's pig
- Can I have Luke's dog
- Pass me Harry's boat

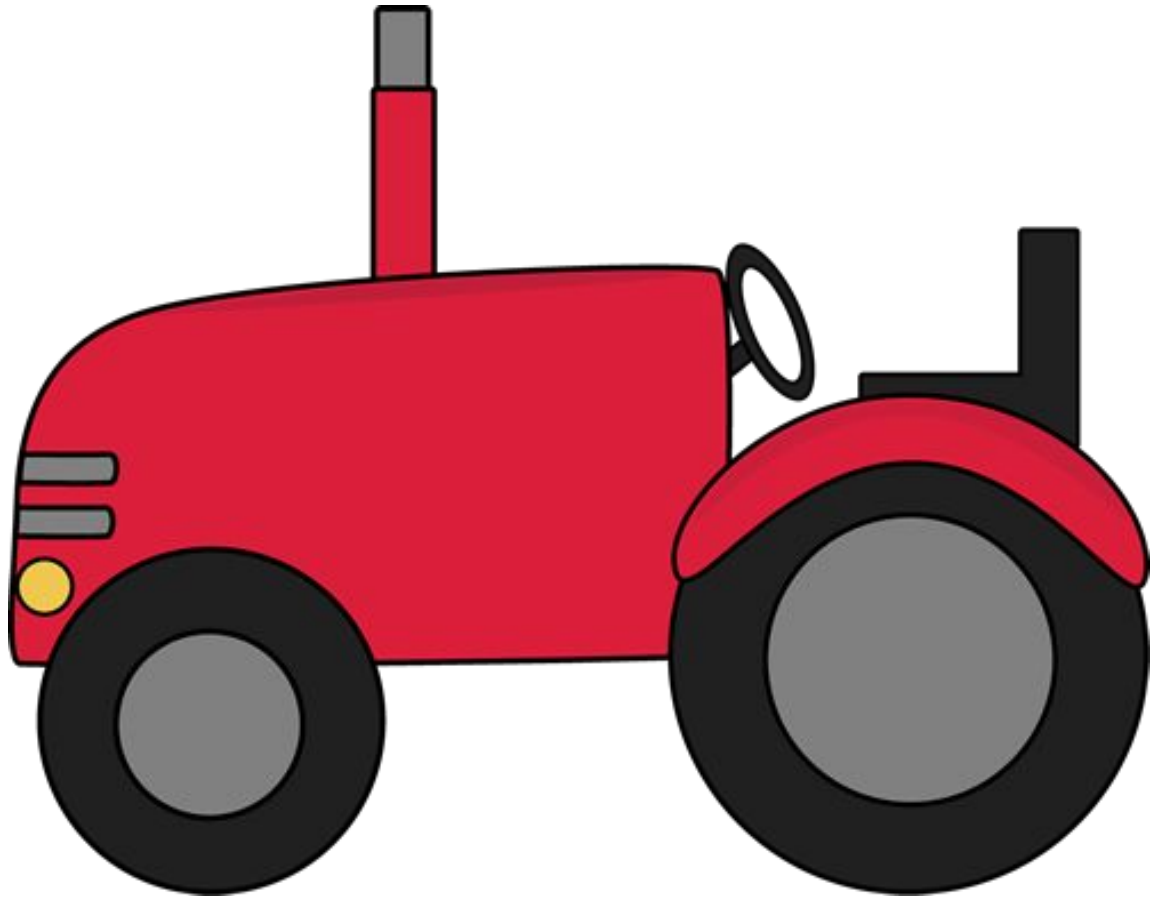
Farm Animal Pictures





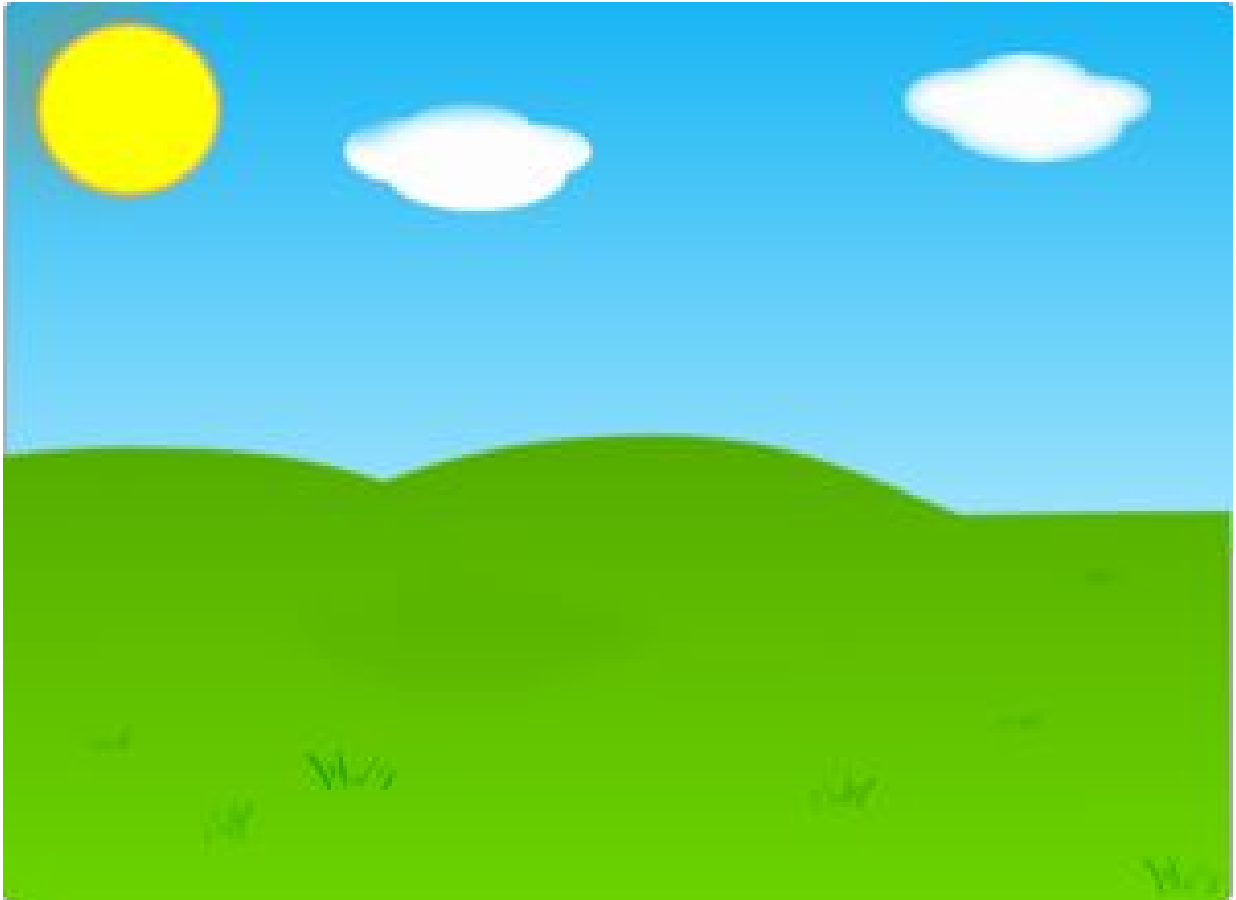
Farmyard Pictures







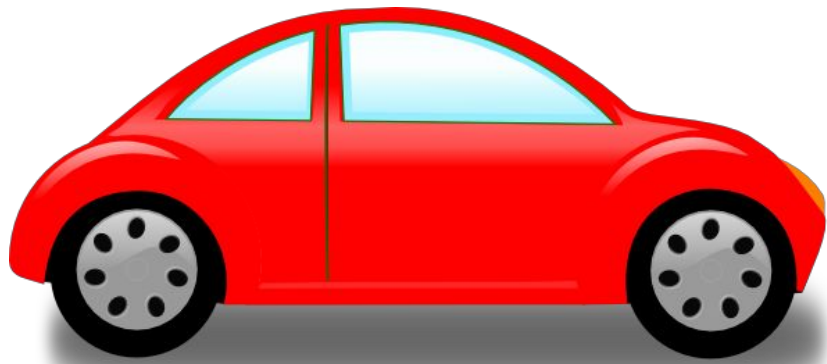






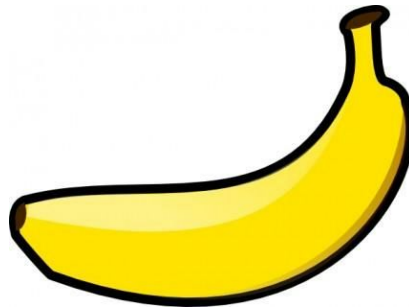
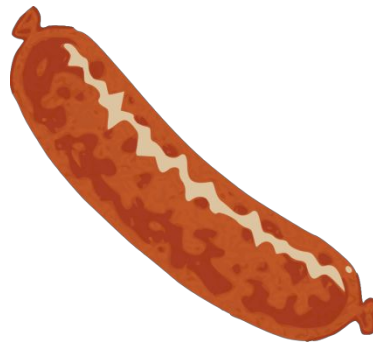
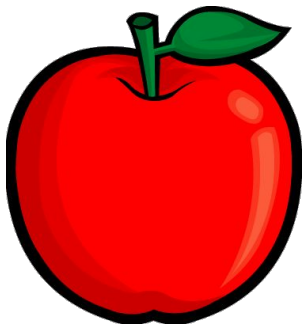
Big/Little Pictures

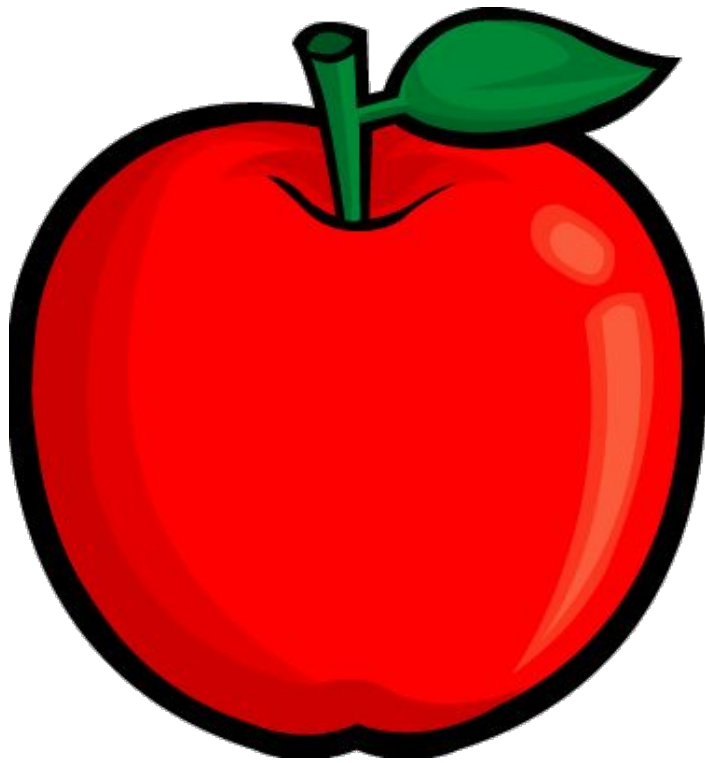


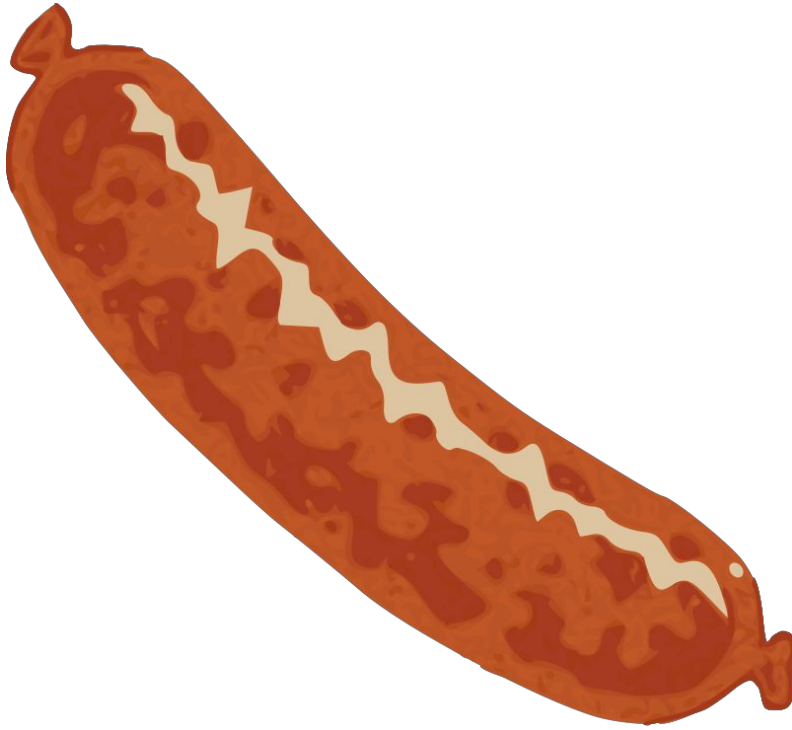




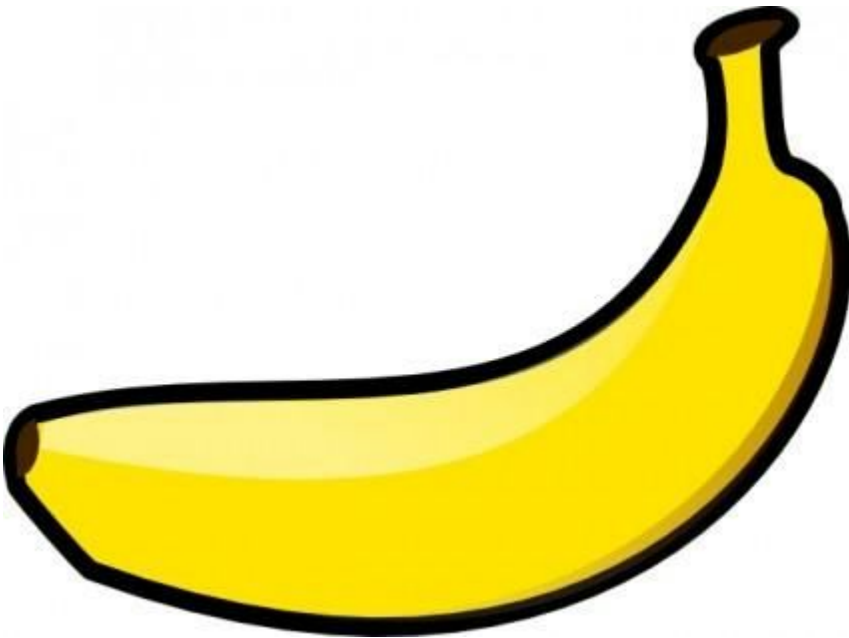
Big/Little Food Pictures













Colouring In Sheet



