

First Words Game 4 (nouns)



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What is this game for?

To assess and build children’s expressive vocabulary. They are based on the first 100 words that children normally develop. Games 1-5 are for NOUNS and games 6 and 7 are for ACTIONS. You can use one game for one-to-one work, or use several games for group work.

A key feature in language learning in very young children is the acquisition of single word vocabulary. They need to appreciate that actions (verbs) as well as objects (nouns) can be named.

Once they start talking most children learn single words fairly steadily and by the time they are using about 30 words they begin to link them together into 2 word sentences. But some children are not only slow to acquire single words – they are slow in linking them together, and may need as many as 100 words before they start doing so.

Identifying and encouraging them with a few specific words is the most effective and practical way for professionals and parents to work with these children.

All children acquire a single-word vocabulary from hearing words that are significant and familiar to them – eating, washing, toileting, and playing. They need to hear particular words used repeatedly in very familiar situations to understand their meaning

What to do

- Cut round the two green boards on the left, and cut out all the black pictures singly and put them in a pile face down.
- You, and a child, have one green board each. (For group work, use more than one game)
- Take it in turns to take a small card from the pile.
- If it is on your board you can keep it
- If he says the word spontaneously (i.e. not copying you) put a tick on the chart provided. (Don’t forget to photocopy the back of this sheet first!)

The record sheet is for you to record which words the child already knows, and to identify which words to target next. Just tick off what the child already uses, and put dates by the words as the child progresses.

Other Ideas

Expressive Language

Use the game to help a child more able to **USE** the vocabulary he knows. Just make him the “caller”. Or give each child a board, lay the small cards in front of you, and they must ask you for the one they need.

It can also be used to develop the use of possessives:

It’s **John’s cat**
It’s **Sarah’s book**
It’s **my dinner** etc

You can also use these games to develop the skill of asking questions:

Choose a child who struggles with asking questions and make him the “caller”
“Who’s got the cat?” “Who’s got the dress?” etc.

For children with ASD/pragmatic disorder these lotto games help with simple turntaking and basic, functional vocabulary.

RECORD SHEET									
Game 1	Game 2	Game 3	Game 4	Game 5	Game 6 (verbs)	Game 7 (verbs)			
Feet	Buggy	Table	Apple	Spoon	Drink	Brush			
Mouth	Juice	Soap	Hair	Chair	Play	Play			
Bag	Teddy	Bed	Toes	Flower	Dry	Cry			
Bike	Cat	Brush	Bird	Trousers	Run	Jump			
Ball	Car	Towel	Plate	Hand	Wash	Push			
Duck	Paper	House	Coat	Train	Swim	Read			
Shoes	Biscuit	Book	Water	Ear	Kick	Sit			
Bricks	Box	Swing	Milk	Swing	Build	Throw			
Bus	Doll	Dinner	Tummy	Telly	Cook	Point			
Man	Sweet	Socks	Cup	Phone	Wave	Eat			
Baby	Tree	Pants	Eye	Hat	Walk	Sleep			
Nose	Dog	Dress	Trousers	Pencil	Point	Cut			