

Developing Receptive & Expressive Language Skills in Young Learners

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Illustrated by Kevin M. Newman

The purpose of this unit is to provide a wide variety of techniques with good repetition within each technique to develop receptive and expressive language skills in young children.

Some activities only require pointing, nodding or saying yes or no. Other activities require answering orally. The activities that only require pointing or nodding can be used by non or minimally verbal children as well as by children who simply need to gain confidence by starting at this level.

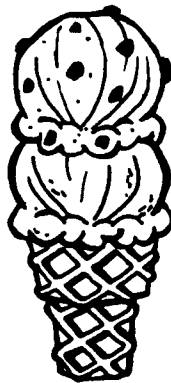
Choosing between two answers that have been presented orally is especially helpful to children who have difficulty retrieving words to express their thoughts. Repetitious practice choosing between words or phrases appears to be a very important technique for this group.

The sections that require verbal responses can be used as an information tool as well as a learning technique when notations are made concerning the students' ability to retrieve verbal answers from memory. If students are unable to verbalize answers, they may indicate their answers by pointing.

Each instructor's worksheet has clear, complete directions for the activities.

When student pages are sent home, it will be helpful to parents if the instructor's sheet is also sent. It is recommended that lessons be copied ahead and stored in groups for convenient use.

Name: _____



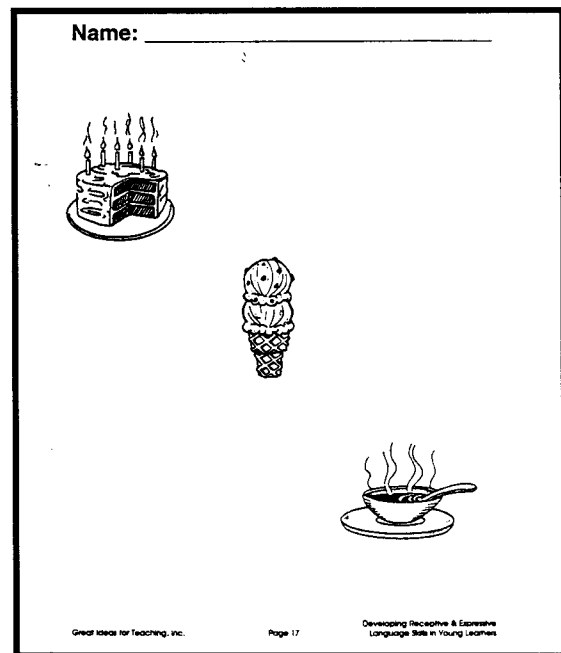
Instructor's Worksheet

Directions: Four types of learning methods are used to stimulate receptive and expressive language development in every lesson. The multiple approaches provide a wide variety of activities so that every child can be successful when participating in the lessons.

Before beginning, give each student a copy of the large picture that corresponds to the Instructor's page. First, name each picture and then ask the students to name the pictures. Ask the students if they have ever seen these anywhere. If any student has not seen a real one, talk about how it is used and who uses it.

Sections one and three can be answered aloud or by nodding or pointing. Sections two and four require oral answers. It may be necessary to skip around if any students have difficulty with a particular section.

Start with section one. The instructor reads each question to the students. Finish all questions which are appropriate for the group.



Section 1: These questions require a yes or no answer.

1. Is the soup hot?
2. Is the ice cream hot?
3. Is the cake sweet?
4. Is the ice cream sour?
5. Is ice cream kept in a stove?

Section 3: These questions can be answered orally or by pointing to the answer.

1. You can eat soup with a _____.
2. You can blow out the _____.
3. You can lick an _____.
4. The cake has _____.
5. The ice cream is in a _____.

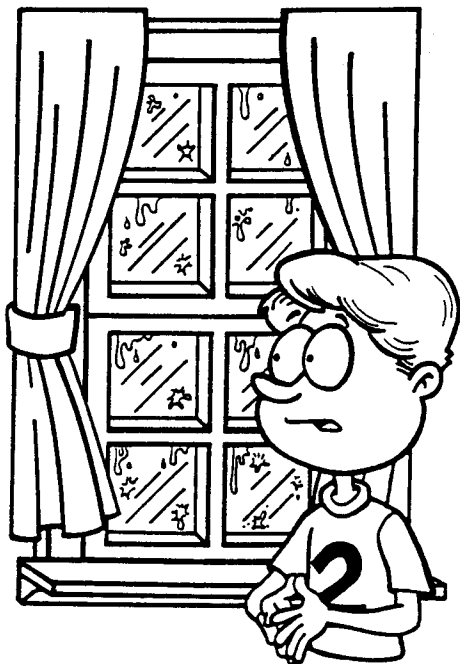
Section 2: These questions require selecting the correct answer and repeating it.

1. Is the ice cream hot or cold?
2. Is the soup hot or cold?
3. Do you eat soup with a fork or a spoon?
4. Do you eat cake with a fork or knife?
5. Is the ice cream in a cone or bowl?

Section 4: These questions require verbal answers.

1. What is the hot soup in?
2. What has flames?
3. What has frosting?
4. What is very, very cold?
5. What is the ice cream in?

Name: _____



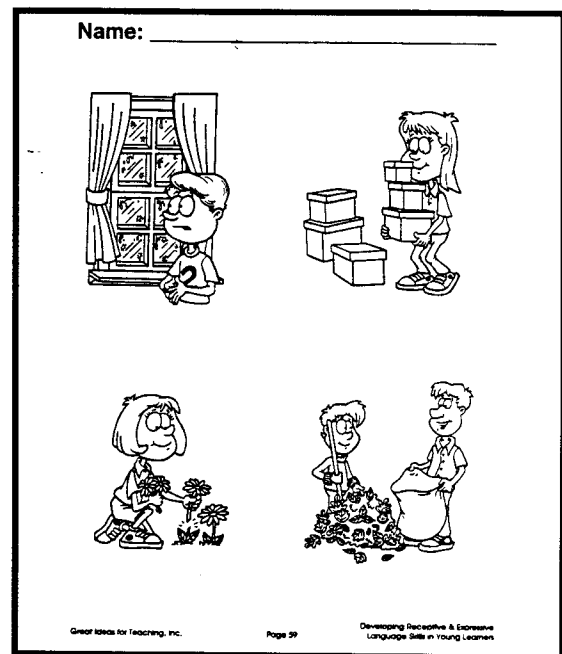
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Section 1: Find the boy who is standing beside the window. These questions require a yes or no answer.

1. Is it raining outside?
2. Is rain coming through the window?
3. Is the boy dry?
4. Will he get wet if he goes outside without a coat or umbrella?
5. Will the room get wet if he opens the window?

Section 3: Find the boy who is raking leaves. These questions can be answered orally or by pointing to the answer.

1. The boy used the rake to get up the _____.
2. The leaves are raked up in a _____.
3. His dad is holding a _____.
4. They will put the leaves into the _____.
5. The rake has a long _____.

Section 2: Find the girl who is picking flowers. These questions require selecting the correct answer and repeating it.

1. Is the girl kneeling or standing on the ground?
2. Is she picking or planting flowers?
3. Has she already picked all or part of the flowers?
4. Will she put the flowers in water or milk?
5. Do you think she is inside or outside?

Section 4: Find the girl who is carrying something. These questions require verbal answers.

1. What is she carrying?
2. Can you tell if the boxes are full or empty?
3. How many boxes is she holding?
4. What is on top of each box to close it?
5. Does every box have a lid?