

# Table of Contents

Introduction .....	5
Certificates .....	6
Vocabulary—Nouns .....	7
Vocabulary—Verbs .....	65
Vocabulary—Adjectives .....	101
Functions .....	123
Descriptions .....	141
Things That Go Together.....	155
Classifying.....	169
Categories .....	187
What Doesn't Belong.....	199
Master Sheets .....	211
References.....	221

# Introduction

Increasing young children's vocabularies and semantic language skills are a top priority for speech-language pathologists working with preschool-aged children. Vocabulary deficits are particularly devastating in young children because lexical acquisition is associated with language and literacy development (Chaney, 1994; Gray, 2003, 2006; Stahl & Fairbanks, 1986). As speech-language pathologists, we often see children with limited expressive and receptive vocabularies. These children struggle with having the words necessary to indicate their most basic needs and desires. This is frustrating for them and their caregivers. Not having an adequate vocabulary affects all aspects of life and can continue to affect reading, writing, and oral language skills as the student matures (Rissman, Curtiss, & Tallal, 1990; Stohard, Snowling, Bishop, Chipchase, & Kaplan, 1998). It is critical to enhance children's vocabularies while they are young.

We know that repeated exposure to vocabulary in many contexts increases word learning (Armbruster & Osborn, 2001; Gray, 2003). Based on this knowledge, *DOT Preschool Language and Vocabulary* was designed to provide a language and vocabulary workbook which contains motivating activities for speech-language pathologists to use as they assist their younger students in acquiring well-developed lexicons. This reproducible workbook contains worksheets targeting nine areas for developing basic vocabulary and semantic language skills. The targeted areas are: nouns, verbs, adjectives, functions, descriptions, things that go together, classifying, categories, and deciding what doesn't belong. Most of these sections target both expressive and receptive language. There are numerous pages per section to assist your students in getting plenty of practice within each area.

For your convenience the following are also included in this workbook: *certificates* to give to students who are showing progress, *data charts* for each section to assist in keeping records, and *blank master sheets* for you to customize.

As always, the paint markers (bingo-type markers) included with this workbook serve as the motivation component. Each student should be given a paint marker and a game sheet prior to following the directions that appear at the top of each worksheet. The students are able to dot up the open circles on their game sheets as they correctly answer the questions. Many students find the use of the paint markers motivating time after time. However, other items can be used as incentives as you progress through this book. Paint markers can be replaced with motivating stickers, small snacks, magnetic chips, or other items that students can place in the circles as they correctly progress through each game sheet. The students can also color the circles upon completion of the exercises. Use your expertise and knowledge of your students as your guide to help keep them motivated. *DOT Preschool Language and Vocabulary* provides a unique and motivating format for students to expand and enhance their current vocabularies.

I hope you will find the activities on these game sheets useful, effective, and encouraging for the students you serve!

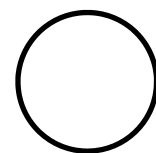
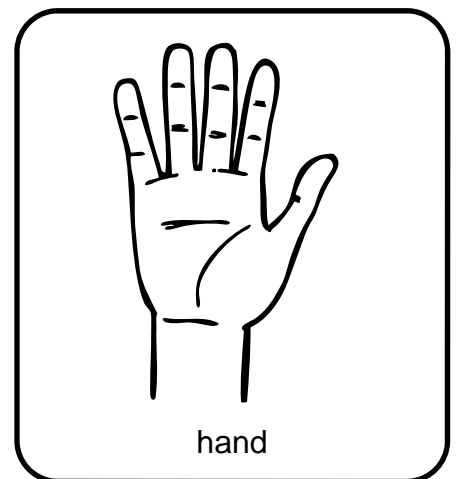
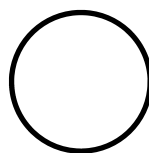
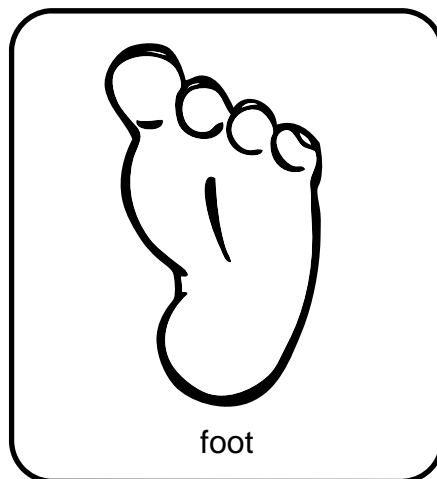
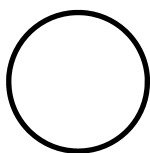
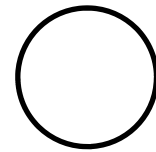
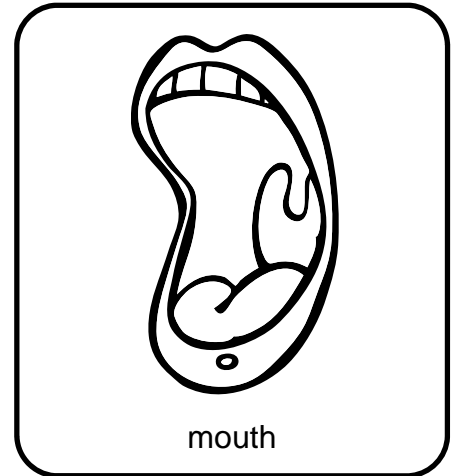
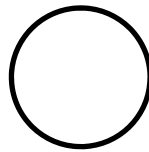
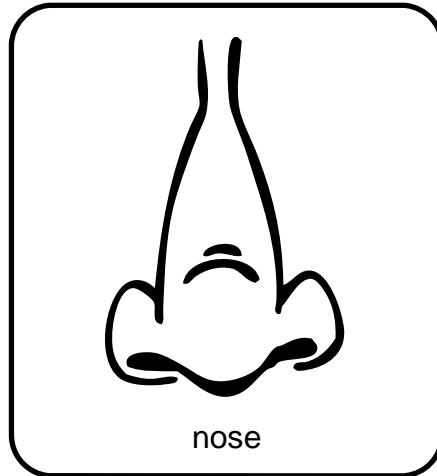
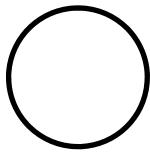
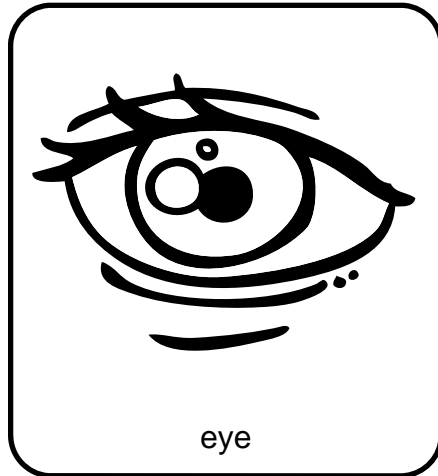
# Vocabulary – Nouns

Name \_\_\_\_\_

## Category: Body Parts—Level 1

Receptive Directions: Find the \_\_\_\_\_. Use your paint marker to dot the circle under the picture when you find it. (Instructor names items randomly: *eye, nose, mouth, ear, foot, hand.*)

Expressive Directions: Name each picture. Use your paint marker to dot the circle under the picture after you name it. Then move to the next picture.



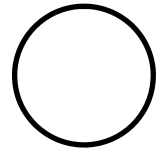
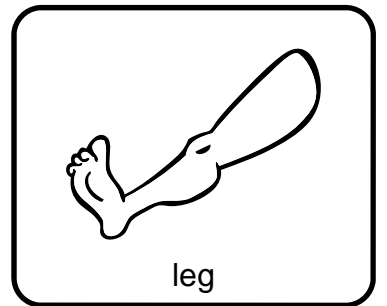
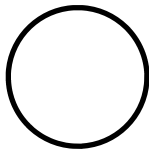
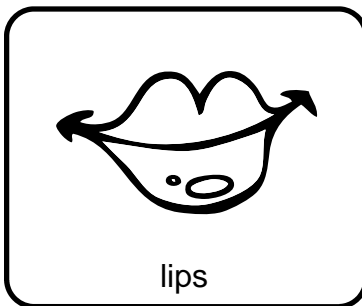
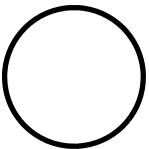
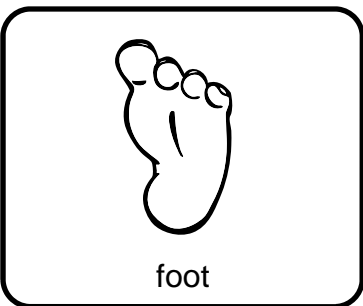
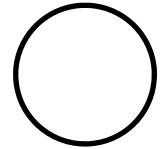
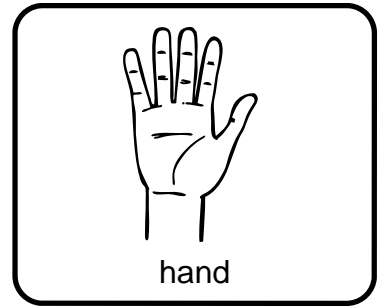
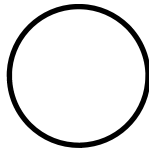
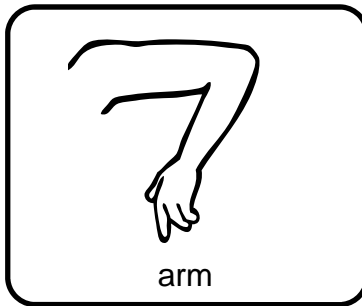
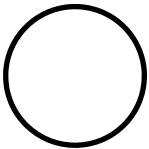
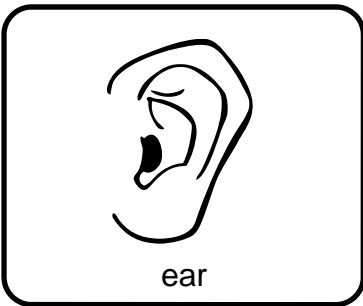
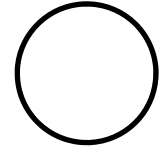
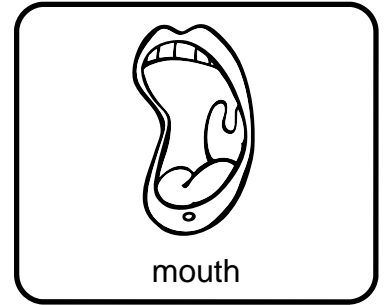
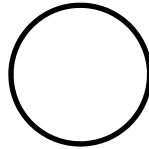
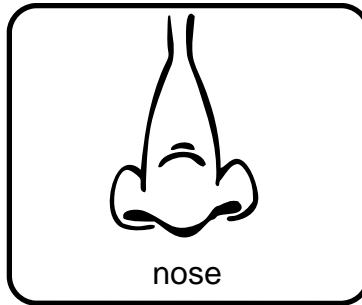
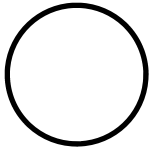
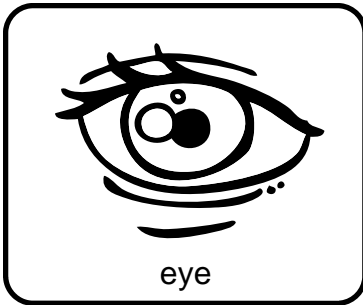
# Vocabulary – Nouns

Name \_\_\_\_\_

## Category: Body Parts—Level 2

Receptive Directions: Find the \_\_\_\_\_. Use your paint marker to dot the circle under the picture when you find it. (Instructor names items randomly: *eye, nose, mouth, ear, arm, hand, foot, lips, leg.*)

Expressive Directions: Name each picture. Use your paint marker to dot the circle under the picture after you name it. Then move to the next picture.



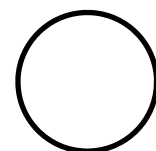
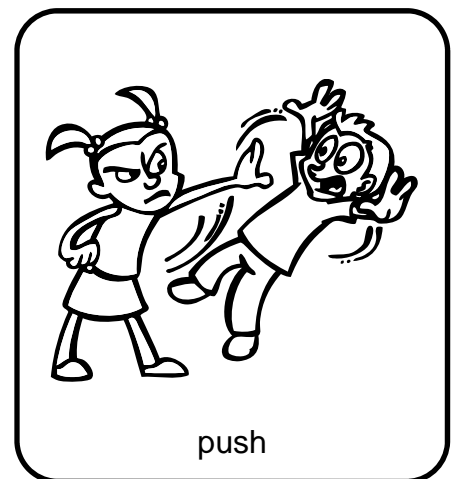
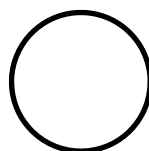
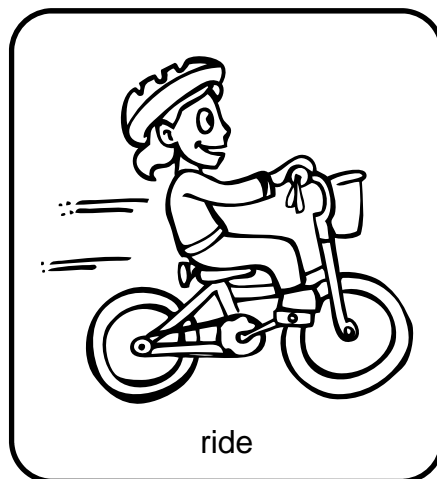
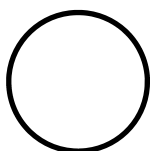
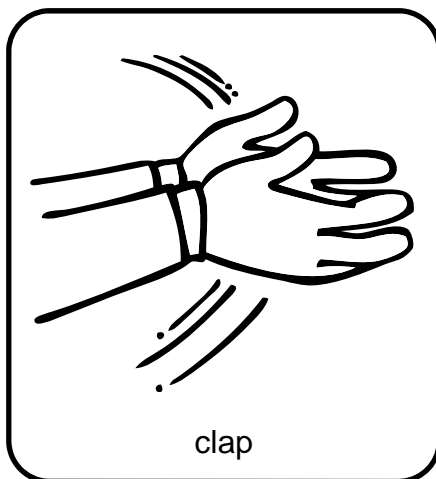
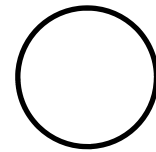
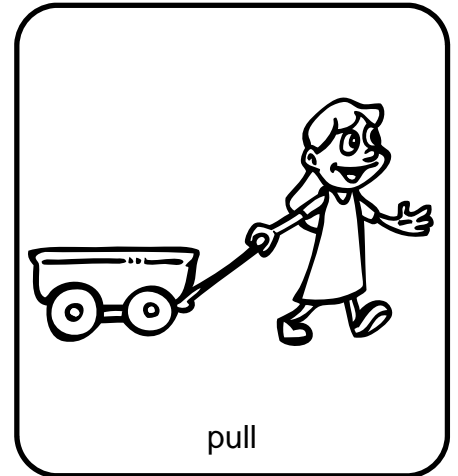
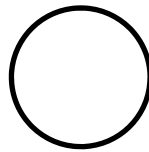
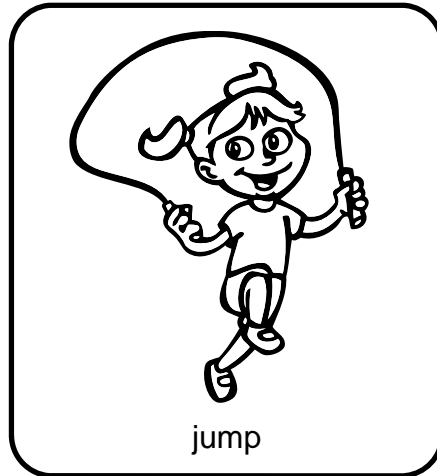
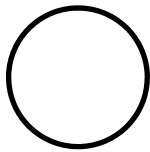
# Vocabulary – Verbs

Name \_\_\_\_\_

## Category: Actions Involving Physical Activity—Level 1

Receptive Directions: Show me \_\_\_\_\_ (fill in action). Use your paint marker to dot the circle under the picture when you find it. (Instructor names actions randomly: *run, jump, pull, clap, ride, push.*)

Expressive Directions: Tell me what is happening in each picture. Use your paint marker to dot the circle under the picture after you tell me about it. Then move to the next picture.



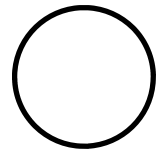
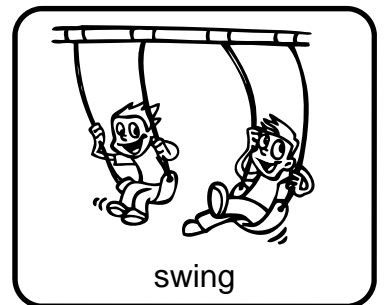
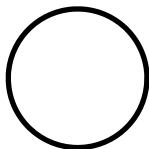
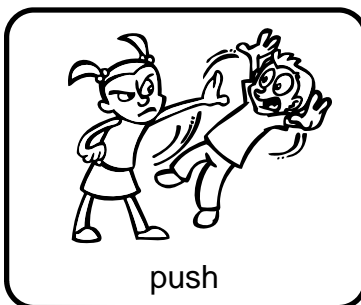
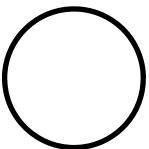
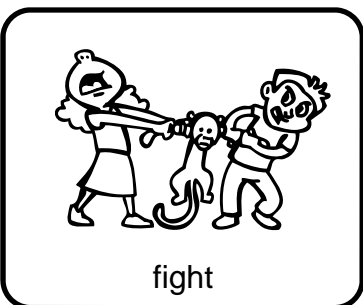
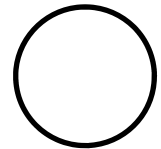
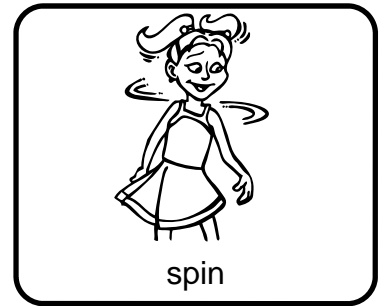
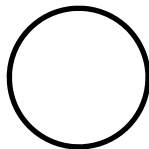
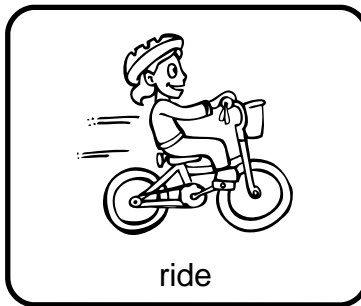
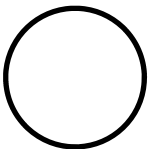
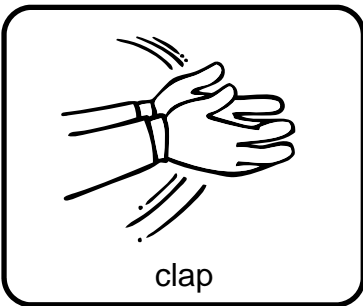
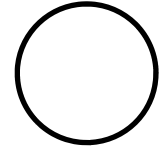
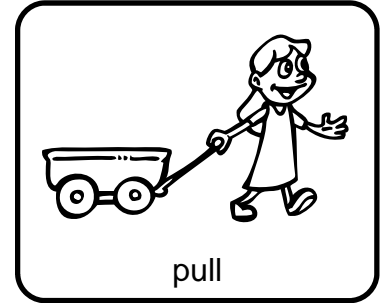
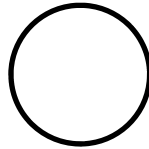
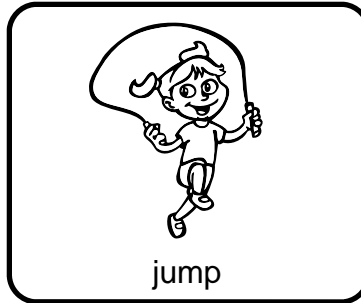
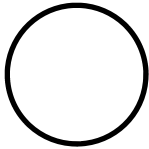
# Vocabulary - Verbs

Name \_\_\_\_\_

## Category: Actions Involving Physical Activity—Level 2

Receptive Directions: Show me \_\_\_\_\_ (fill in action). Use your paint marker to dot the circle under the picture when you find it. (Instructor names actions randomly: *run, jump, pull, clap, ride, spin, fight, push, swing.*)

Expressive Directions: Tell me what is happening in each picture. Use your paint marker to dot the circle under the picture after you tell me about it. Then move to the next picture.





# Classifying

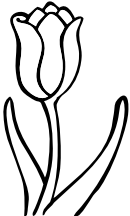
Name \_\_\_\_\_


## Category: Nouns—Animal/Plant


**Receptive Directions:** Where is the \_\_\_\_\_ (name of object)? Use your paint marker to dot the circle under it. Does it belong in the with animals or with plants? (Point to each location as you say it.) Dot a circle under where it belongs. (Instructor names items randomly: *flower, lion, dog, tree, bird.*)

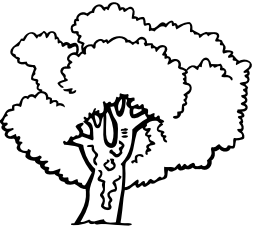
**Expressive Directions:** Name each picture, dot the circle under it. Tell me where it belongs, with animals or plants. Dot a circle under the correct category.

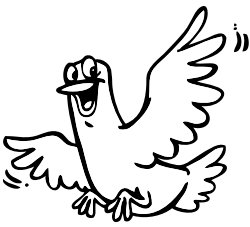
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flower

  
lion

  
dog

  
tree

  
bird