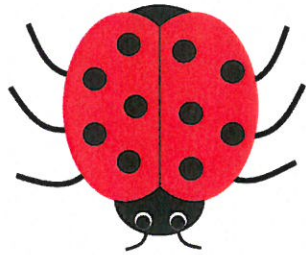


3 Word Level Pack



This pack should only be used under the guidance of a Speech and Language Therapist

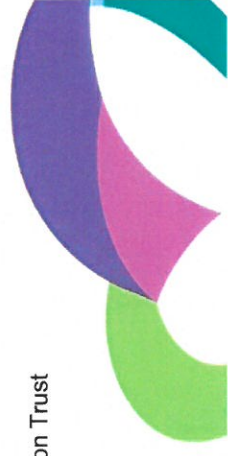
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D.O.B:			
Name:			
School:			
Overall aim(s)	Where am I now?	What will I achieve?	Outcome
To help the child improve their expressive and receptive language skills to their full potential	The child is able to understand and use 2 information carrying word level instructions	The child will follow instructions containing 3 information carrying words with 80% success within structured activities. The child will use instructions containing 3 information carrying words with 80% success within structured activities	
Therapy package: Targets will be reviewed as agreed with the speech and language therapist	Timescale: As agreed with the speech and language therapist	Factors contributing to outcome: Commitment from adults working with the child and regularity of practice.	Actual Outcome

Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist





Introduction to Comprehension Activities



The following activities are designed to develop the child's understanding of language. Each activity has instructions which contain "key words". These words are underlined and represent the number of vocabulary a child must understand in order to follow the instruction correctly.

NB. For a "key" word to be valid there must be a contrast item.

Example

The child is presented 3 animals and a selection of big and little food and instructed "Give the big apple to the horse." They need to understand the 3 key words underlined, i.e. that it is horse and not the dog or monkey that it's the apple not another type of food and that it is big not little..

Role Reversal

You may also want to develop the child's understanding of expressive language. This can be done by taking it in turns to give instructions. Initially the child may need a lot of prompting and explanation that he/she is now the "teacher" and must tell you what to do.

If he/she finds it difficult, you could begin by splitting it up into easier stages.

- E.g.**
- A:** "Which one shall we have – horse, monkey or dog?"
 - C:** "Monkey"

 - A:** "What shall we give monkey to eat?"
 - C:** "Cake"



A: “Does monkey want a big cake or little cake?”
C: “Big cake”

A: “So monkey wants a big cake. Can you tell me now?”
C “Monkey wants a big cake”*

General points











1. Ensure the child understands the vocabulary and/or concepts at a single word level.
2. Demonstrate each activity first to the child.
3. Don't split up the instructions as this reduces the level of understanding.

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3 information carrying words activity ideas – using objects

Type of Instruction	Activity	Equipment needed	Example instructions
Action / Person / Body Part	Doll and teddy have woken up need to get ready.	Doll  Teddy  Wash Cloth / Sponge  Hairbrush 	“ <u>Brush</u> <u>teddy’s</u> <u>leg</u> ” “ <u>Wash</u> <u>doll’s</u> <u>mouth</u> ” “ <u>Wash</u> <u>teddy’s</u> <u>hand</u> ”
Object / Preposition / Place	We are going to play hide and seek with the doll and teddy	Box  Bag  Chair  Table  Doll  Teddy 	“put <u>doll</u> <u>in</u> the <u>box</u> ” “put the <u>teddy</u> <u>under</u> the <u>table</u> ” “put the <u>doll</u> <u>on</u> the <u>chair</u> ”

Concept by Helen Sainty 2015



















<p>Person / Action / Place</p>	<p>Doll and teddy are being cheeky and doing things they shouldn't.</p>	<p>Chair </p> <p>Table </p> <p>Doll </p> <p>Teddy </p>	<p>"make <u>doll</u> <u>dance</u> on the <u>chair</u>" "put <u>teddy</u> <u>stand</u> on the <u>table</u>" "put <u>teddy</u> <u>jump</u> on the <u>chair</u>"</p>
<p>Size / Object / Person</p>	<p>Doll and teddy are playing with the toys but need to share them.</p>	<p>Doll </p> <p>Teddy </p> <p>Big and small toys </p>	<p>"give the <u>big</u> <u>car</u> to <u>doll</u>" "give the <u>small</u> <u>brick</u> to <u>teddy</u>" "put the <u>big</u> <u>ball</u> in the <u>doll</u>"</p>
<p>Person / Size / Object</p>	<p>Doll and teddy are playing hide and seek</p>	<p>Doll </p> <p>Teddy </p> <p>Big and small bag </p> <p>Big and small box </p>	<p>"put the <u>doll</u> in the <u>big</u> <u>bag</u>" "put the <u>cup</u> in the <u>small</u> <u>box</u>" "put the <u>ball</u> in the <u>big</u> <u>box</u>"</p>

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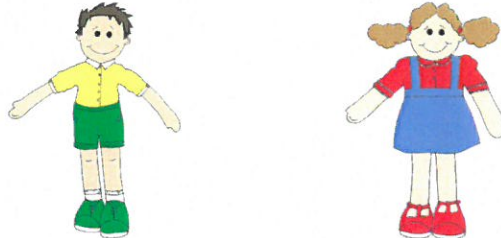
<p>Object / Person / Belonging</p>	<p>You are going to have a tea party with doll and teddy.</p>	<p>Doll </p> <p>Teddy </p> <p>2 plates </p> <p>2 cups </p> <p>Spoons </p> <p>Forks </p> <p>Knives </p>	<p>“put the <u>spoon</u> in <u>doll’s cup</u>” “put the <u>fork</u> on <u>teddy’s plate</u>” “put the <u>knife</u> in <u>teddy’s cup</u>”</p>
<p>Person / Number / Object</p>	<p>Doll and teddy are hungry and they need something to eat.</p>	<p>Doll </p> <p>Teddy </p> <p>3 apples </p> <p>3 buns </p> <p>3 bananas </p>	<p>“give the <u>doll 2 buns</u>” “give the <u>teddy 3 apples</u>” “give the <u>doll 1 banana</u>”</p>
<p>Person / Colour / Object</p>	<p>Doll and teddy are playing and sharing their toys</p>	<p>Doll </p> <p>Teddy </p> <p>Blue and red car </p> <p>Blue and red ball </p>	<p>“give the <u>doll the blue car</u>” “give the <u>teddy the red ball</u>” “give the <u>teddy the blue ball</u>”</p>

Concept by Helen Sainty 2015



3 Word Level

Activity 1 – Boy/Girl Bedroom Game



Storyline

The boy and girl (they can be given names) have moved house. Can you help them put everything back in their new bedrooms?

Directions on carrying out the 3 key word instructions:

Place the boy's room, the girl's room and the object pictures in front of the child. Give the 3 key word instructions. Once the child follows the instructions 80% of the time, they can be the 'teacher' and give you the instructions.

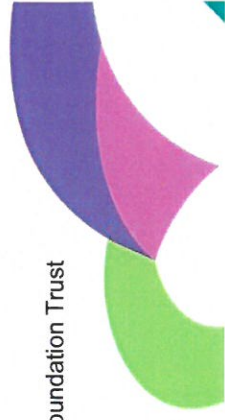
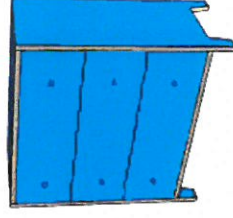
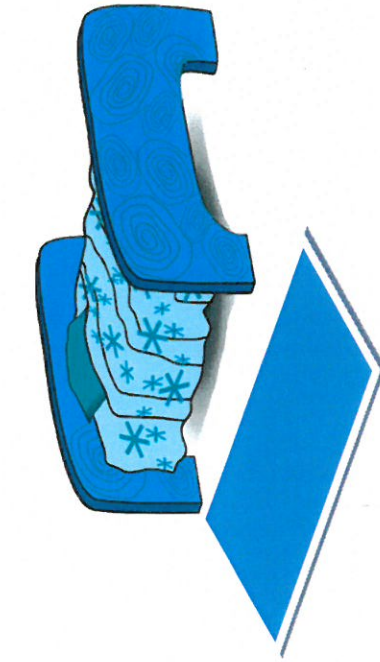
Instructions containing 3 key words

- ❖ Can you put a teddy on the girl's table.
- ❖ Put the clock on the boy's shelf
- ❖ The girl wants the ball on her chair.

Continue until all the items are in the bedrooms.



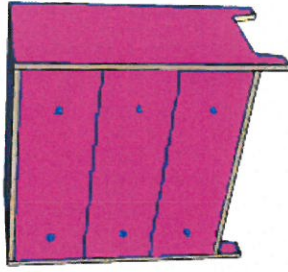
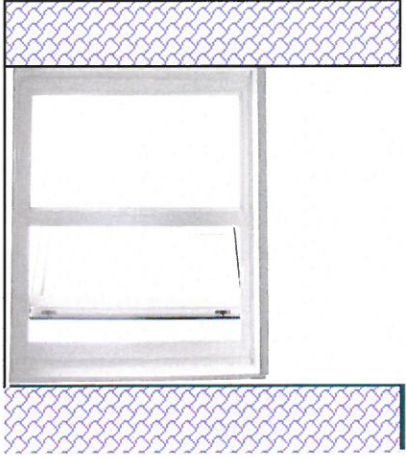
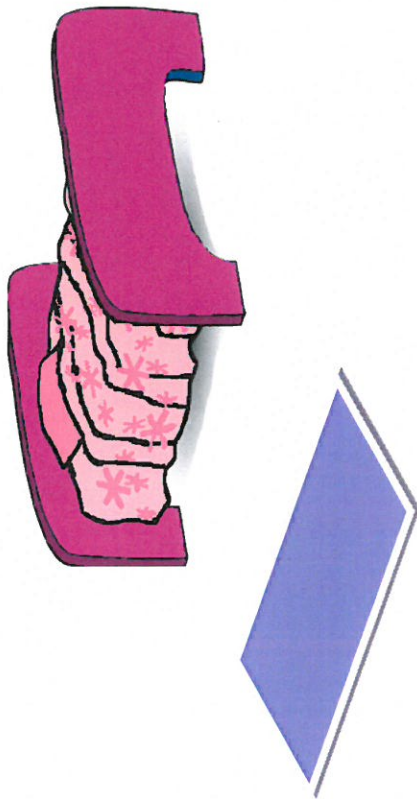
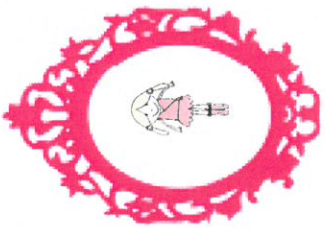
Activity 1 – Boy's Room





Improving Health and Wellbeing

Activity 1 – Girl's Room



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Activity 1 - Objects

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3 Word Level

Activity 2 – Feeding the Animals Game



Storyline

Horse, monkey and dog are hungry and it's time for their dinner.
Can you feed them?

Directions on carrying out the 3 key word instructions:

Place the dog, monkey, horse and food pictures in front of the child. Give the 3 key word instructions. Once the child can follow the instructions 80% of the time, they can be the 'teacher' and give you the instructions.

Instructions containing 3 key words

- ❖ Monkey wants a big carrot.
- ❖ Give the little bun to the dog.
- ❖ The horse wants a big apple.

Continue until all the food has been used up!

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Activity 2 - Feeding the Animals



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Activity 2 - Feeding the Animals

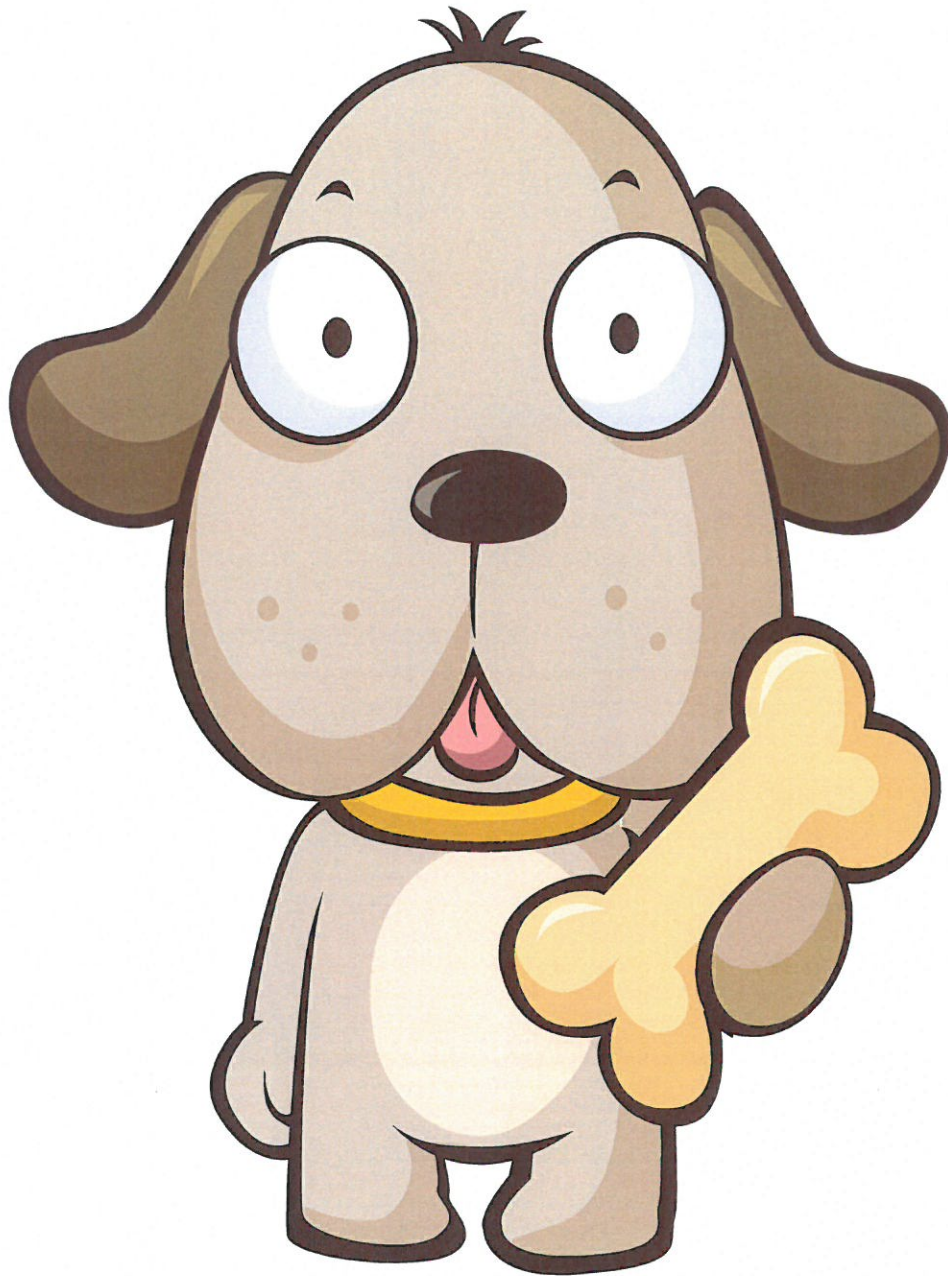


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Activity 2 - Feeding the Animals



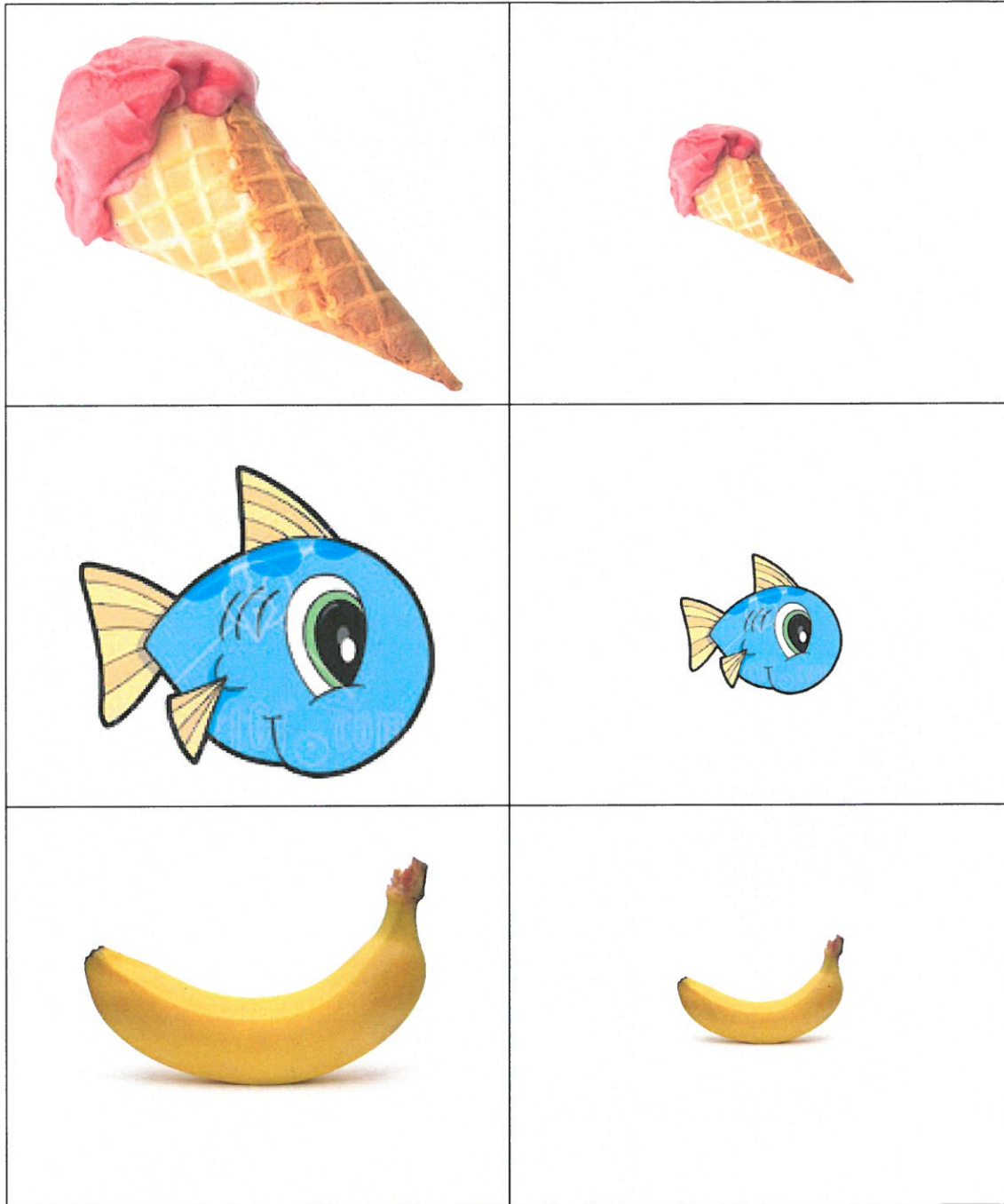
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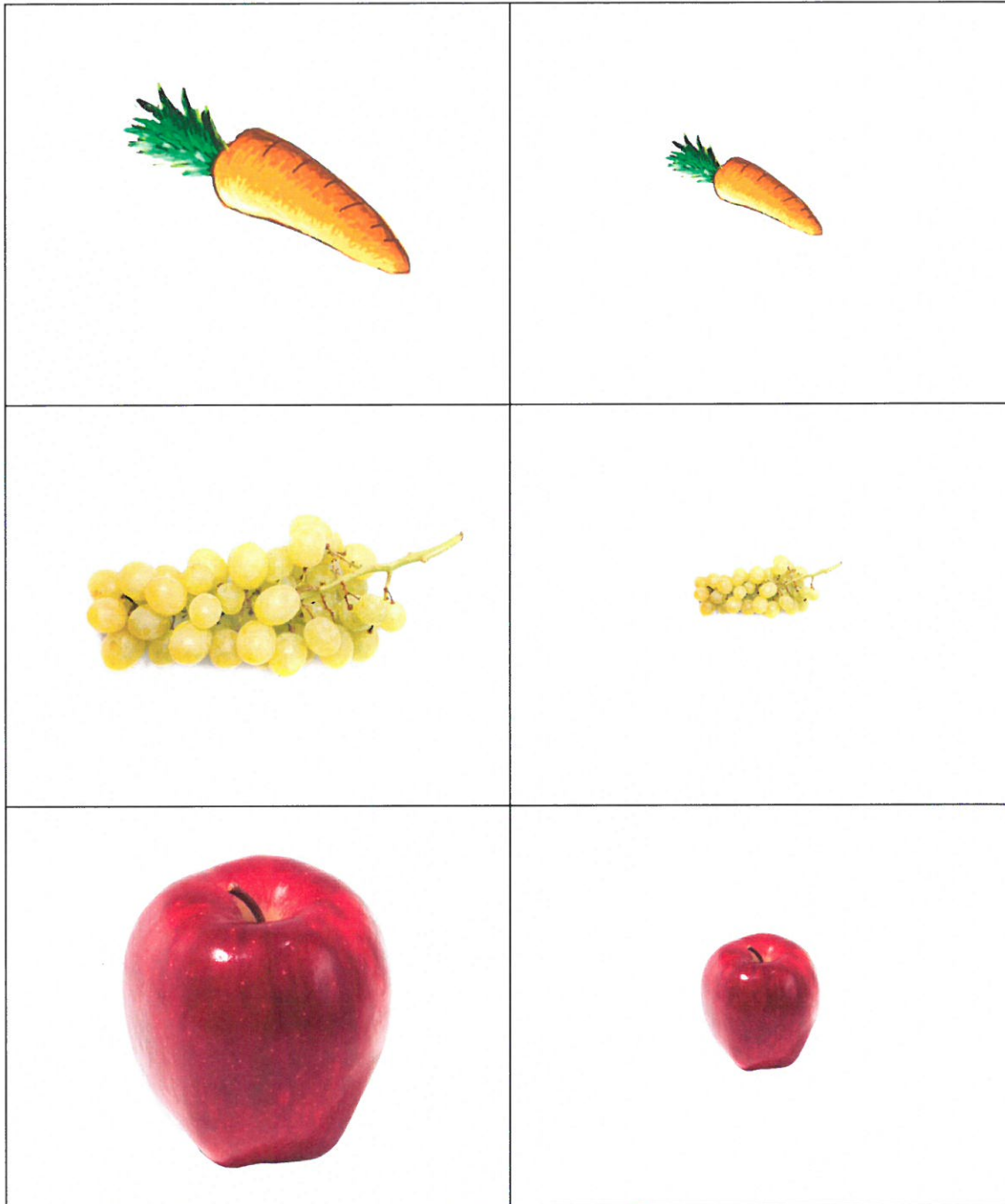
Activity 2 - Feeding the Animals



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Activity 2 - Feeding the Animals



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Activity 2 - Feeding the Animals



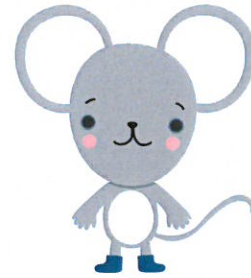
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3 Word Level

Activity 3 – Creatures in the House



Storyline

Somebody has left the door open and some animals have come in from the garden to have a look around.

Where do they go...?

Directions on carrying out the 3 key word instructions

Place the animals and the table, chair and bed pictures in front of the child. Give the 3 key word instructions. Once the child follows the instructions 80% of the time, they can be the 'teacher' and give you the instructions.

Instructions containing 3 key words

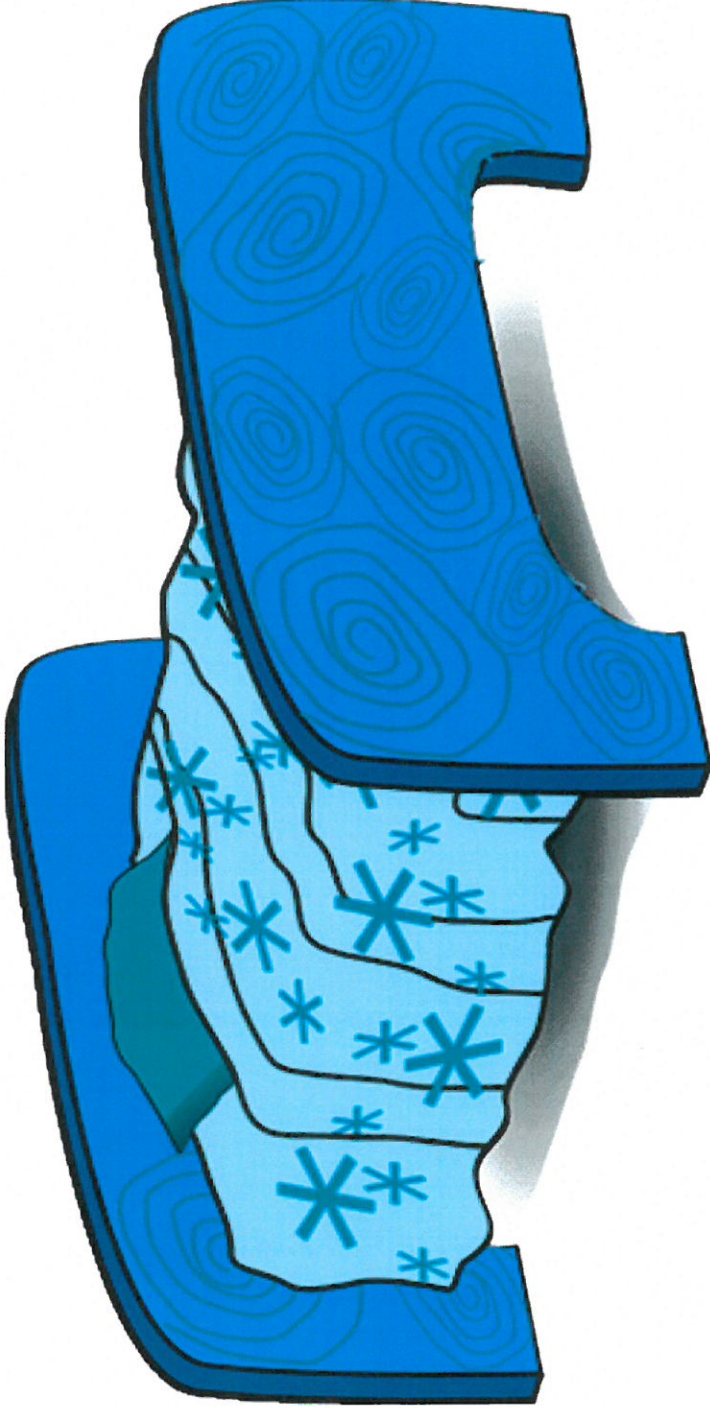
- ❖ A mouse hides under the table."
- ❖ Put a spider on the chair."
- ❖ A bee hides under the bed."



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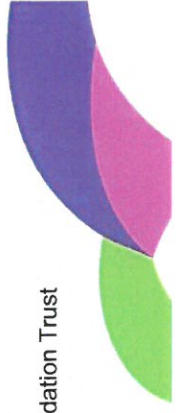


Activity 3 – Creatures in the House

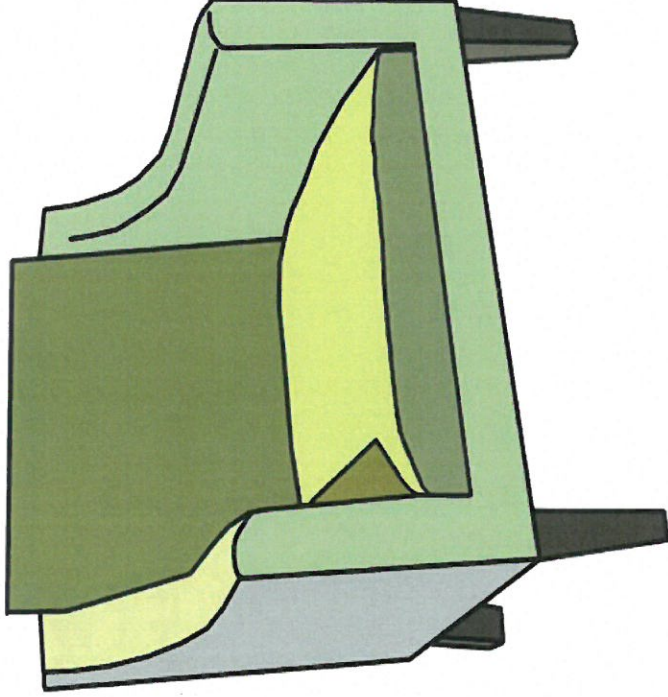


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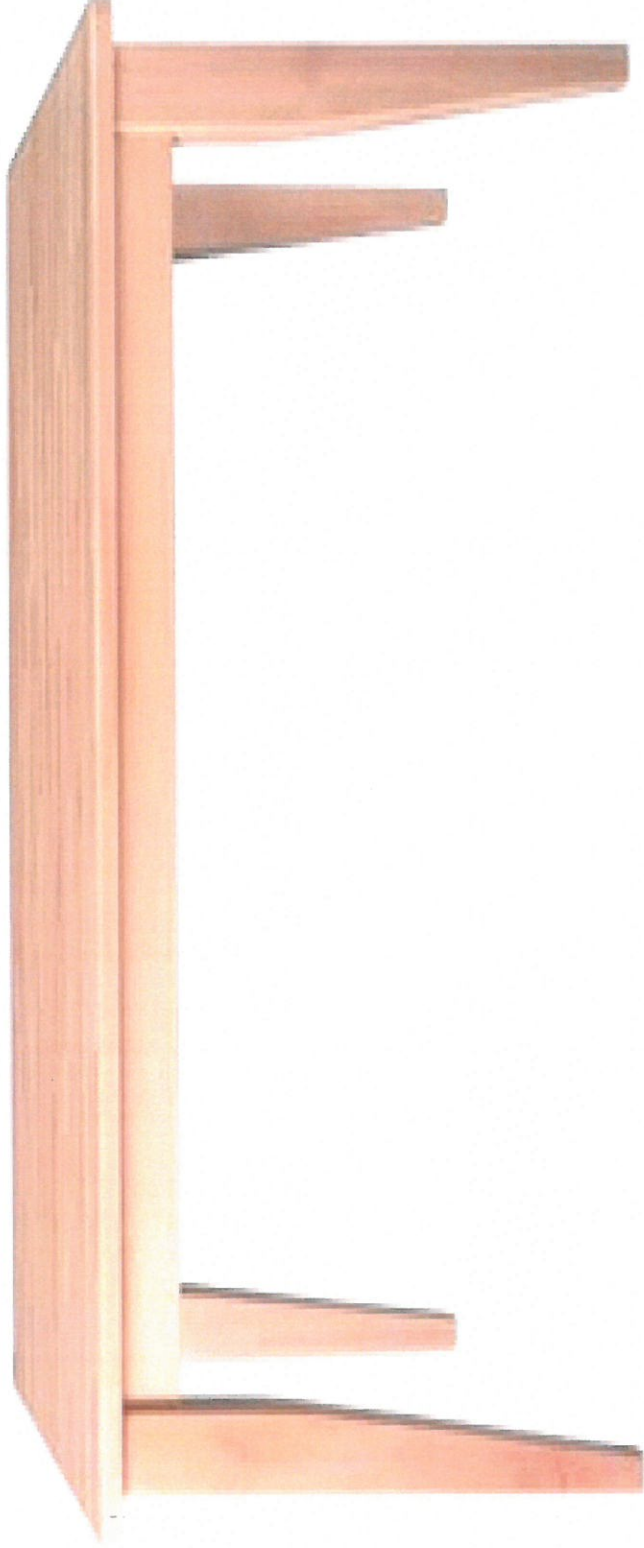
Activity 3 – Creatures in the House



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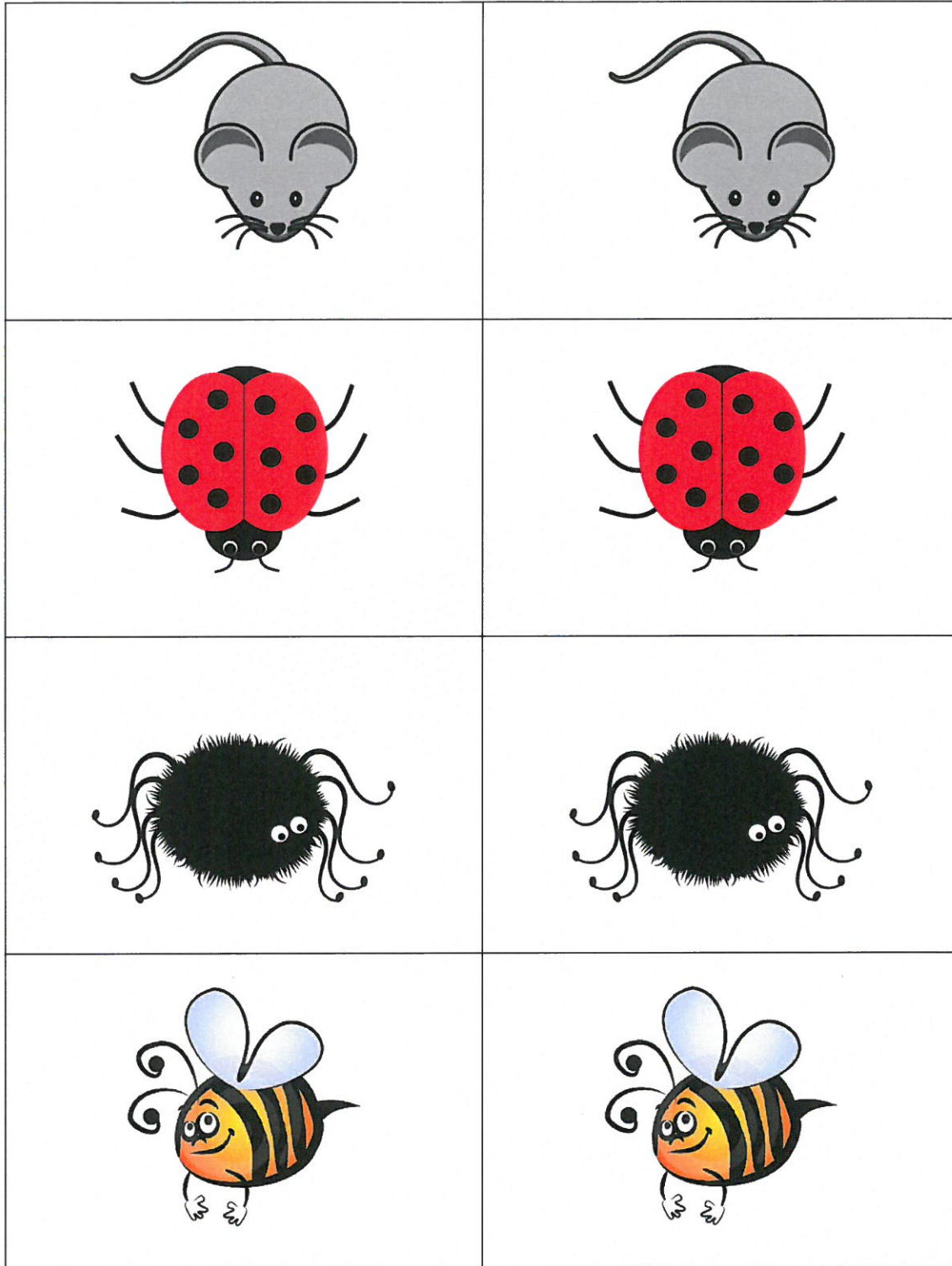
Activity 3 – Creatures in the House



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Activity 3 – Creatures in the House

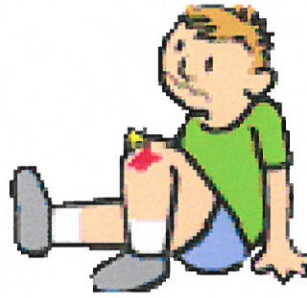


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3 Word Level

Activity 4 - Boy/Girl Plaster Game



Storyline

The boy and the girl have been playing outside. They have fallen over and hurt themselves. Can you put plasters on their cuts?

Directions on carrying out the 3 key word instructions

Place the plasters, boy and girl pictures in front of the child. Give the 3 key word instructions. Once the child can follow the instructions 80% of the time, they can be the 'teacher' and give you the instructions.

Instructions containing 3 key words

- ❖ Put a red plaster on the girl's knee.
- ❖ The boy wants a yellow plaster on his hand.



Activity 4 – Boy/Girl Plaster Game



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Activity 4 – Boy/Girl Plaster Game



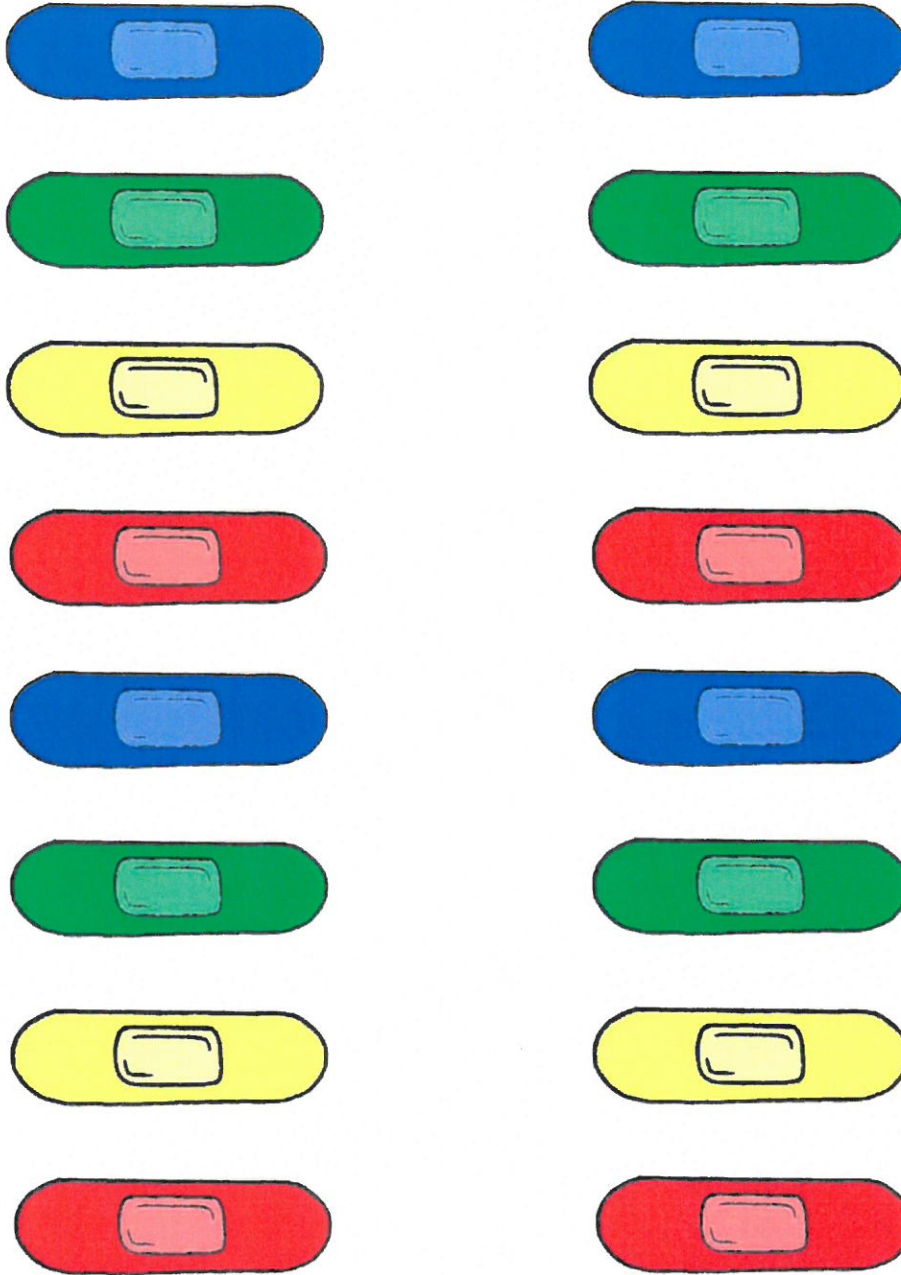
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Activity 4 – Boy/Girl Plaster Game



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3 Word Level

Activity 5 - Animals Party Game



Storyline

The animals are having a party and now it is time to eat. Help them with their food and drinks. Remember they can have more than one of the same thing.

Directions on carrying out the 3 key word instructions

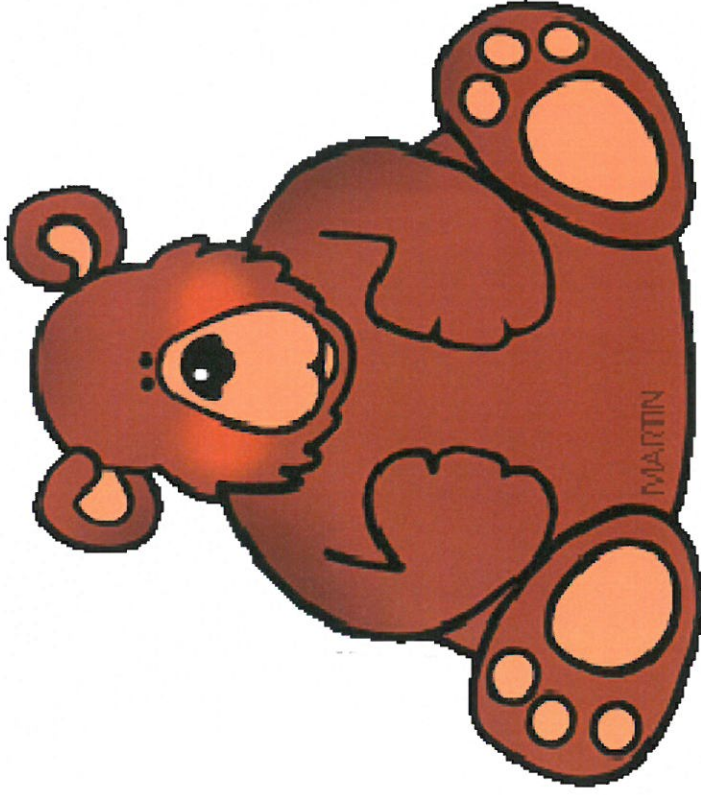
Place the animal/plate pictures and the food pictures in front of the child. Give the 3 key word instructions, once the child can follow the instructions 80% of the time, they can be the 'teacher' and give you the instructions.

Instructions containing 3 key words

- ❖ Dog wants 3 buns.
- ❖ Put 2 drinks on pig's plate.
- ❖ Put 1 biscuit on cat's plate.



Activity 5 – Animals Party Game

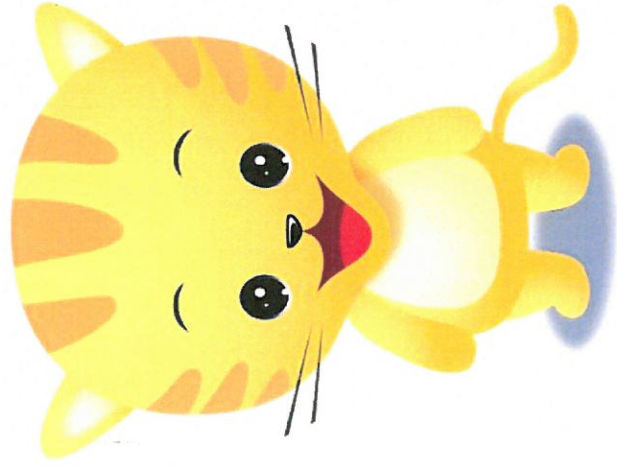


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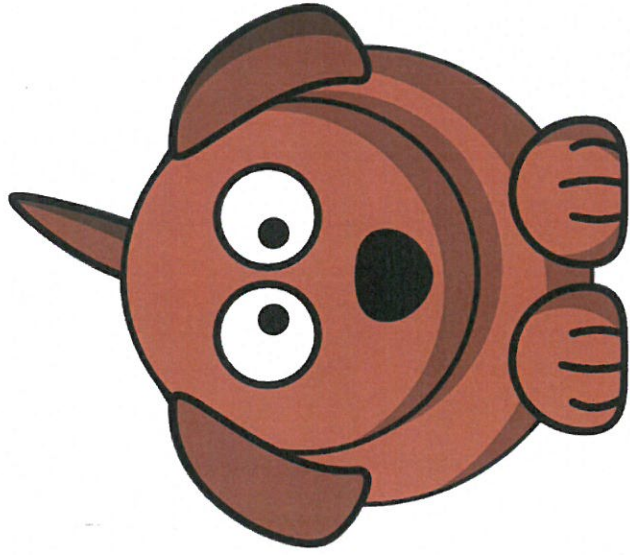
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Activity 5 – Animals Party Game



Activity 5 – Animals Party Game



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Activity 5 – Animals Party Game



Activity 5 – Animals Party Game

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