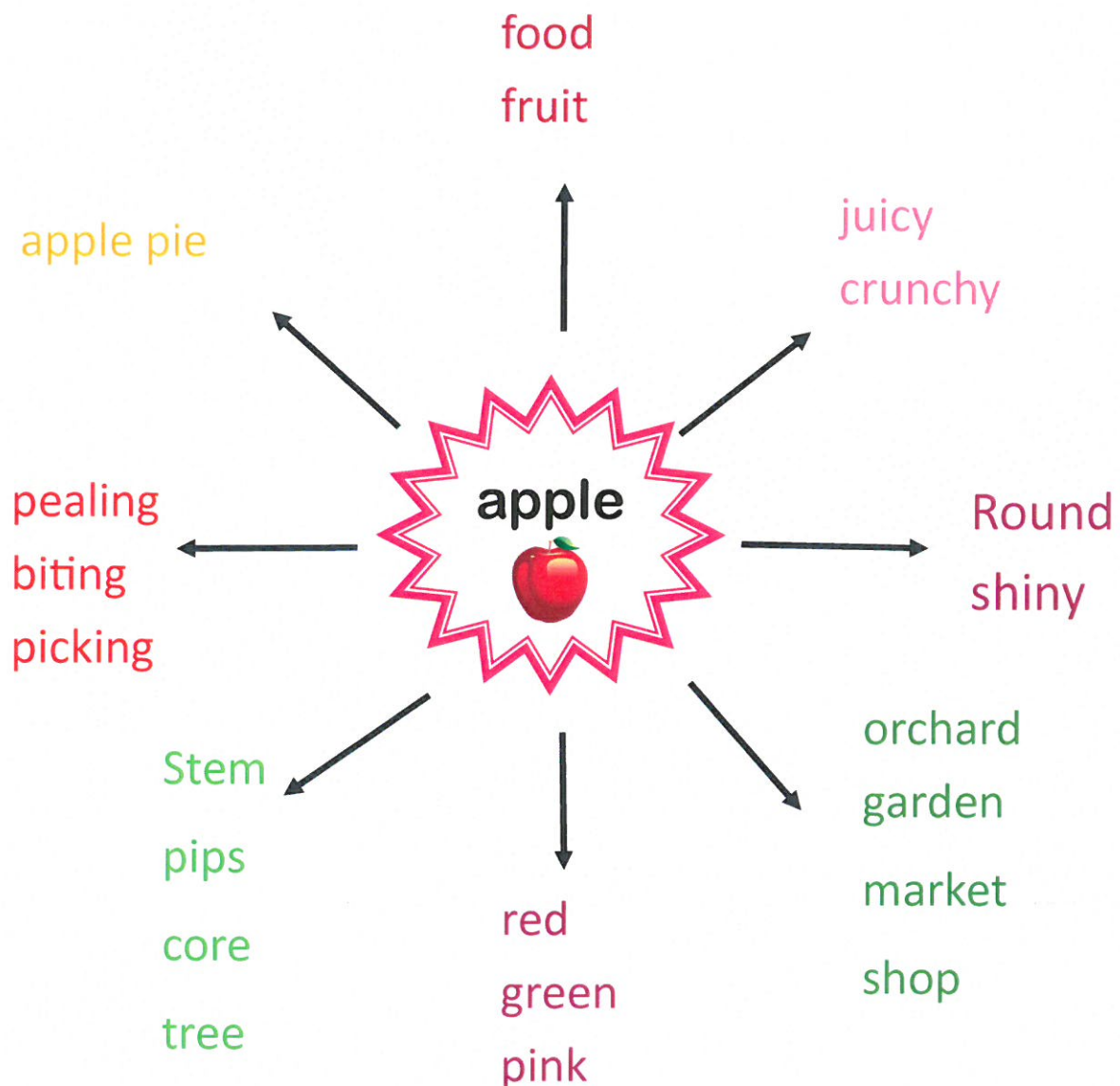


## Pack for Word Finding, Vocabulary and Categories



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

Created and updated by Olla Splitt 2015

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Name:		DOB:	
School:			
Overall aim(s)	Where am I now?	What will I achieve?	Outcome
To help the child improve their language skills to their full potential	The child is not using wide range of vocabulary or has word finding difficulties	<p>The child will be able to understand and use</p> <ul style="list-style-type: none"> <li>◆ at least 10 NOUNS from each of the following categories: animals, body parts, food.</li> <li>◆ at least 10 NOUNS from each of the following categories: transport, toys, clothes.</li> <li>◆ at least 10 NOUNS from each of the following categories: household items, school items, occupations.</li> </ul> <p>To name an object from it's description            To provide simple definitions of at least 20 familiar objects            To name an appropriate category for a group of items            To understand and use words with similar meanings (e.g.. large/big)            To use and understand words with opposite meanings (e.g. sad/happy)</p> <p><i>during structured therapy activities 80% of the time.</i></p>	Actual Outcome
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.	

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



## Category Naming Game

Print and cut out the cards. Put them on the table face down. Take turns to take one card and see if you can name 5 things from the category. If you can, keep the card, if you can't your opponent has a chance to 'steal' by naming the additional items. The winner is the person who has the most cards at the end of the game. You may wish to select a certain number of cards at the start of the game, or play for a set time e.g. 10 minutes. You may increase or decrease difficulty by dropping or increasing the number of named items.





<b>Animals</b>	<b>Pets</b>	<b>Zoo animals</b>	<b>Farm animals</b>	<b>Insects / mini-beasts</b>
<b>Food</b>	<b>Drinks</b>	<b>Fruit</b>	<b>Vegetables</b>	<b>Cereal</b>
<b>Things at home</b>	<b>Things in a kitchen</b>	<b>Things at a park</b>	<b>Things at school</b>	<b>Rooms in the house</b>
<b>Clothes</b>	<b>Things we wear in the winter</b>	<b>Things we wear in the summer</b>	<b>Body parts</b>	<b>Toys</b>
<b>Jobs</b>	<b>Transport</b>	<b>Things that can fly</b>	<b>Shapes</b>	<b>Colours</b>



## Category dice game

Print the dice templates onto a sturdy card, cut out and make up.

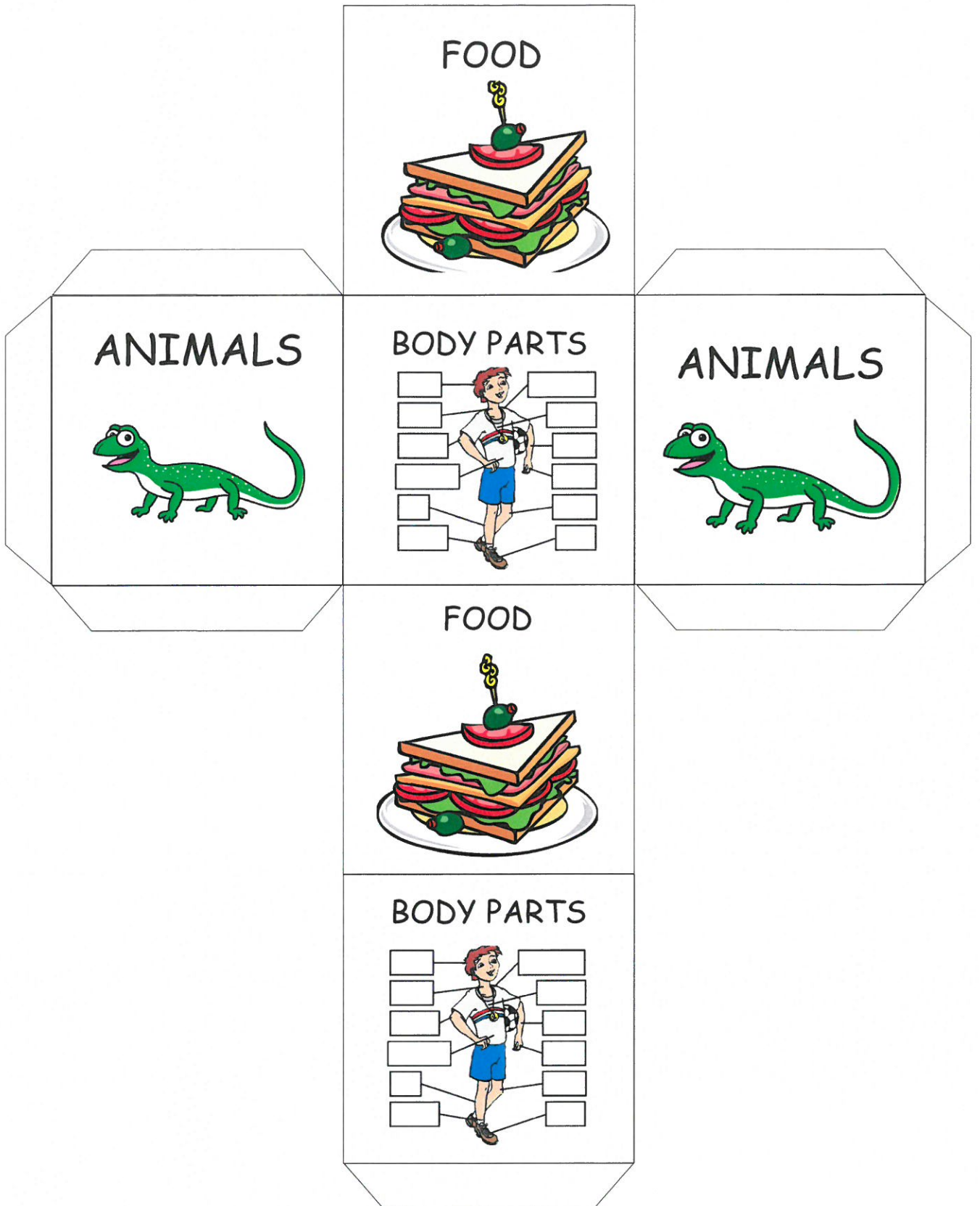
Take turns to roll the die and see if you can name 5 things from the category. If you get the same category again, try to name 5 different things from it. You may increase or decrease difficulty by dropping or increasing the number of named items.

For variation you can roll an ordinary number die as well and name items from category that match the number on the die e.g. 3 animals.

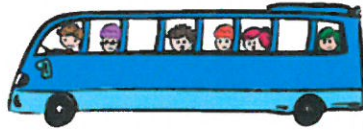
You can play for set time or a set number of throws each, alternatively each player could have a progress chart to move along each time they succeed.

You may use a reward game with it if you wish.





TRANSPORT



ANIMALS



CLOTHES



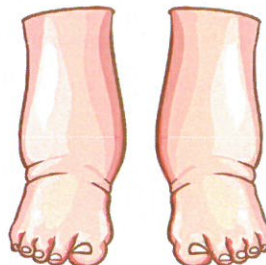
TOYS



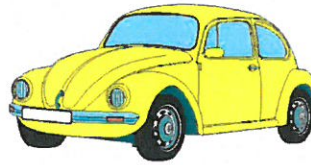
FOOD



BODY PARTS



TRANSPORT



TOYS



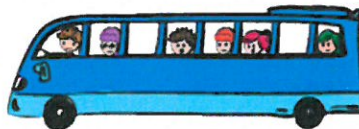
CLOTHES



TOYS



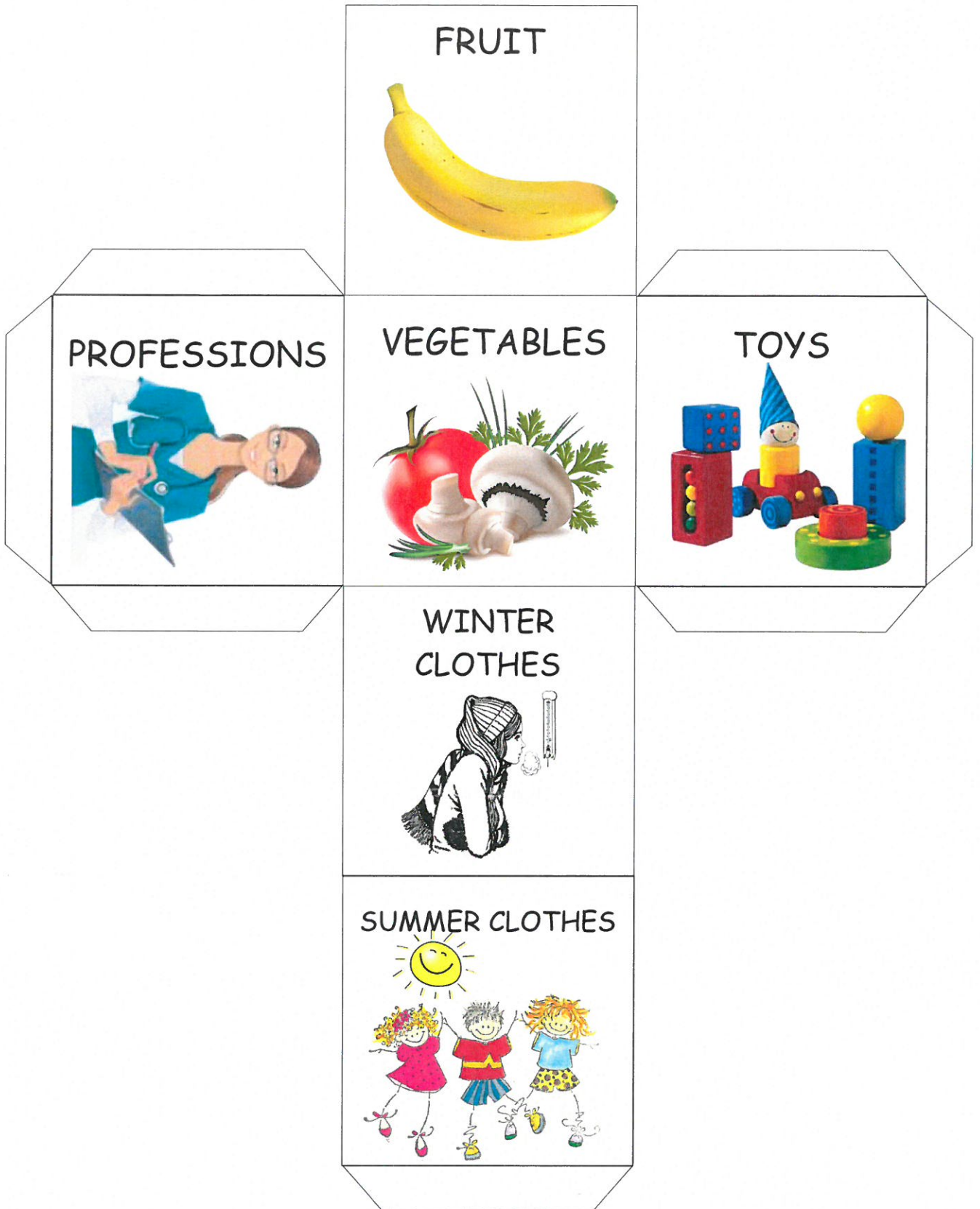
TRANSPORT



CLOTHES



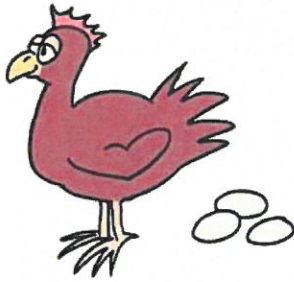




SCHOOL ITEMS



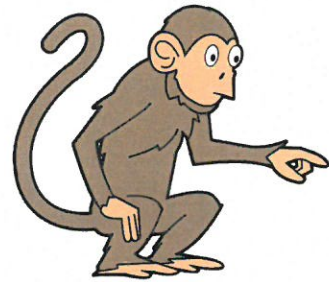
FARM ANIMALS



HOUSEHOLD ITEMS



ZOO ANIMALS



PETS



HOUSEHOLD ITEMS

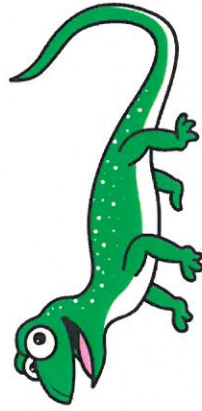


## Category Naming Game

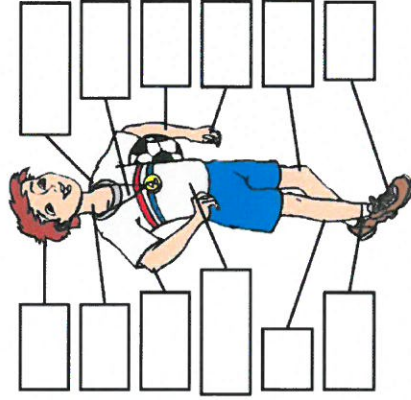
Print and cut out the cards. Put them on the table face down. Take turns to take one card and see if you can name 5 things from the category. If you can, keep the card, if you can't, your opponent has a chance to 'steal' by naming the additional items. The winner is the person who has the most cards at the end of the game. You may wish to select a certain number of cards at the start of the game, or play for a set time e.g. 10 minutes. You may increase or decrease difficulty by dropping or increasing the number of named items.



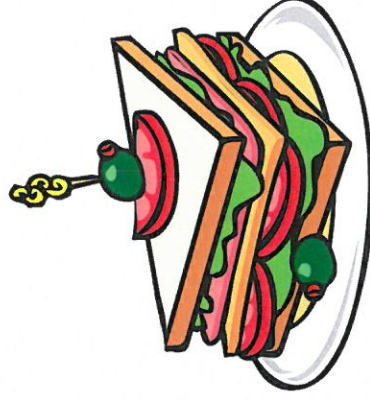
## Animals



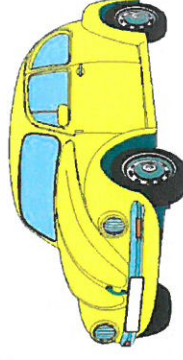
## Body parts



## Food



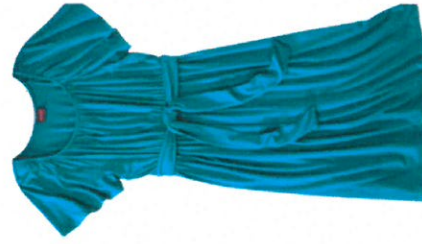
## Transport



## Toys



## Clothes



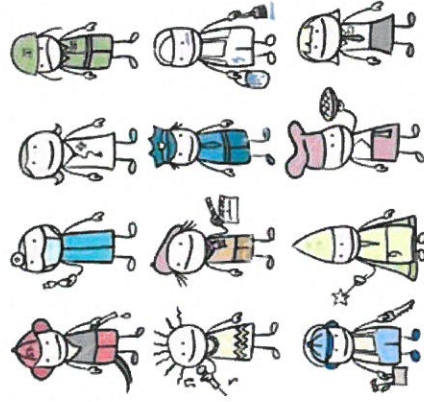
## Household items



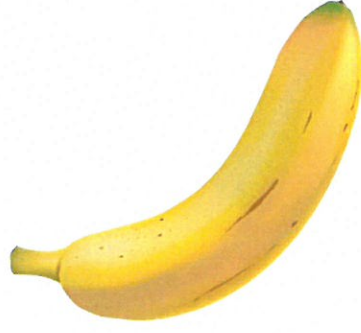
## School items



## Jobs



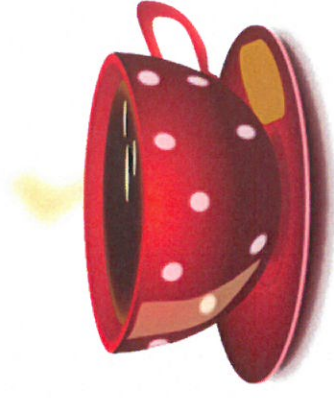
## Fruit



## Vegetables



## Drinks



## Farm animals



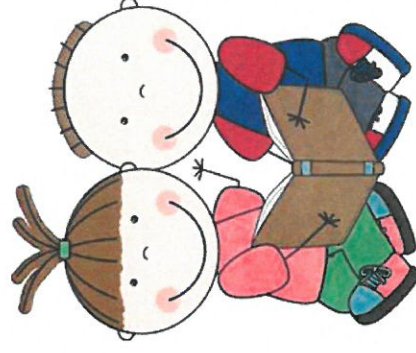
## Zoo animals



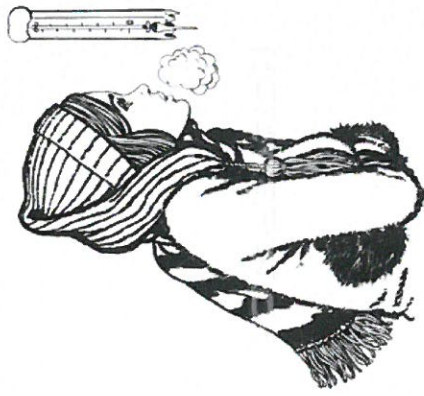
## Pets



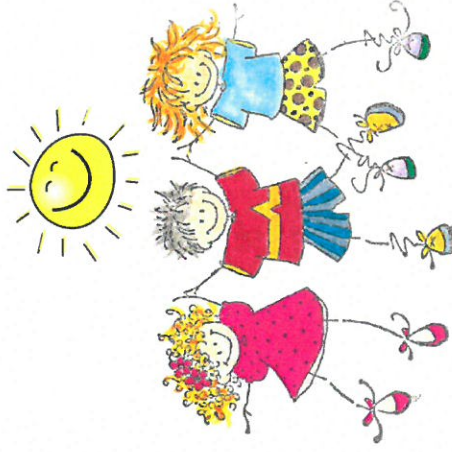
## Things to read



## Winter clothes



## Summer clothes



## Boys' names



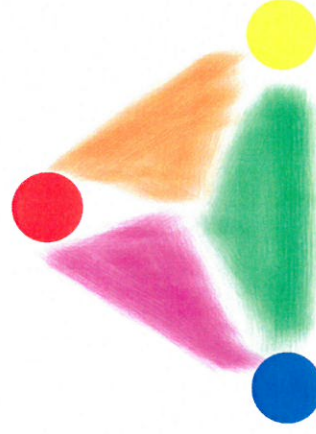
## Girls' names



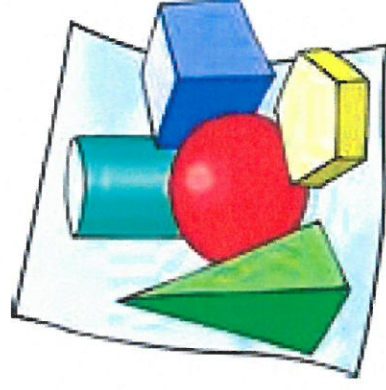
## Things at a park



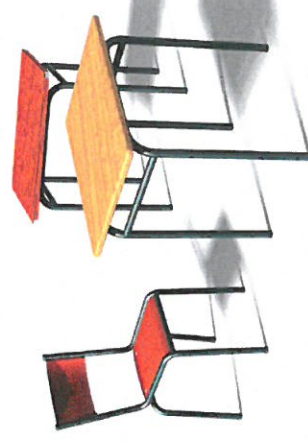
## Colours



## Shapes



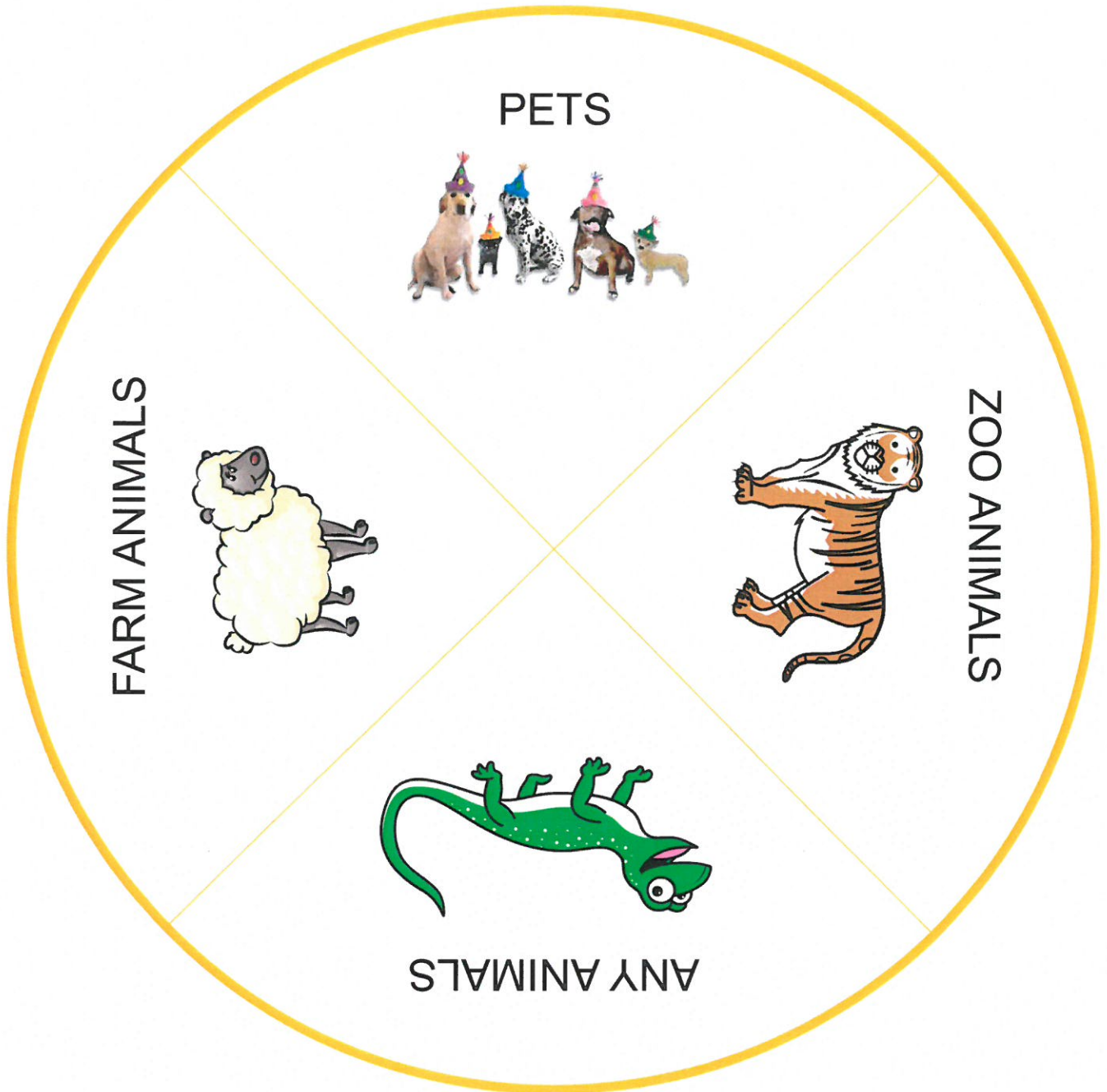
## Furniture



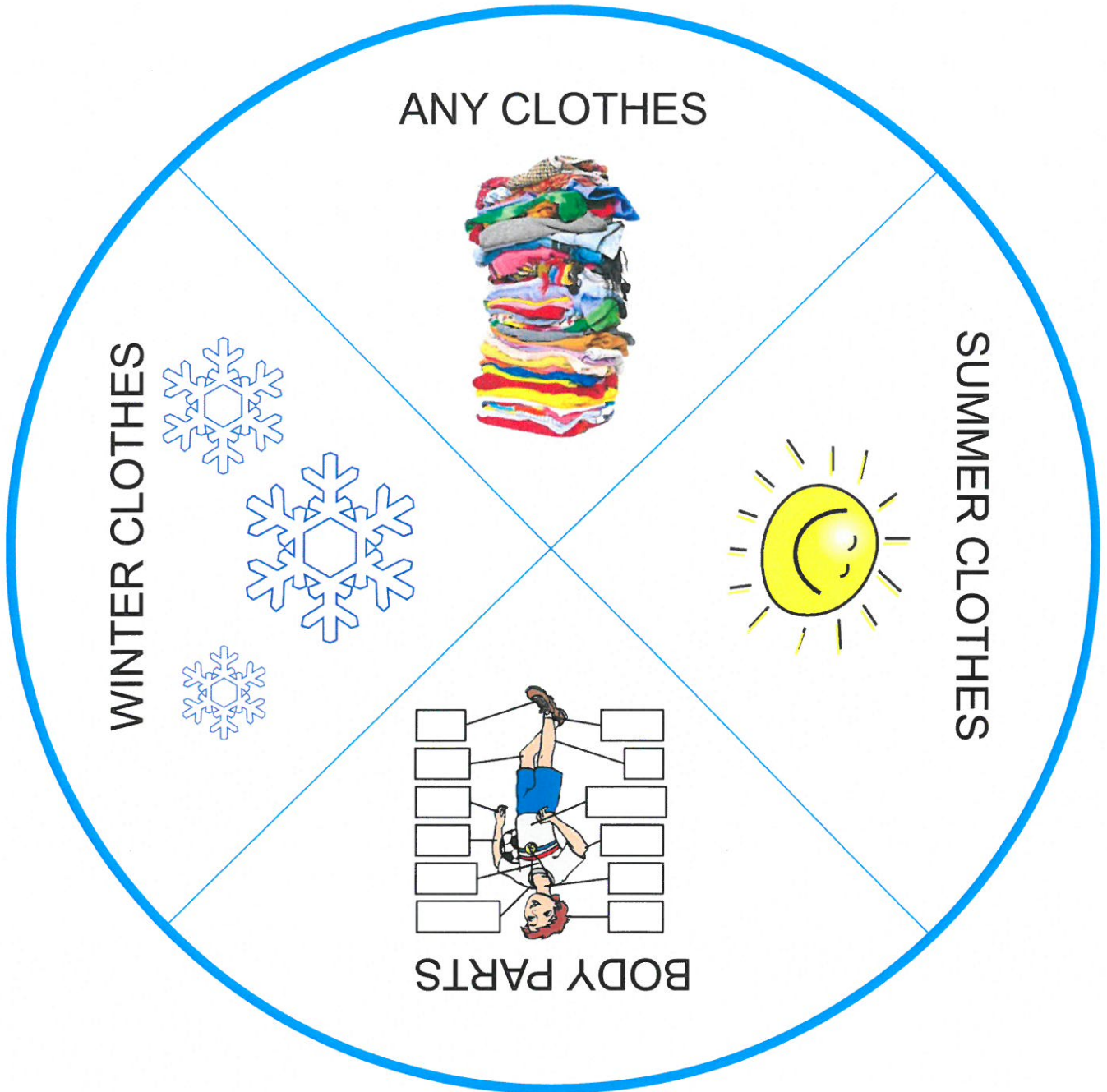
## Category Spinners

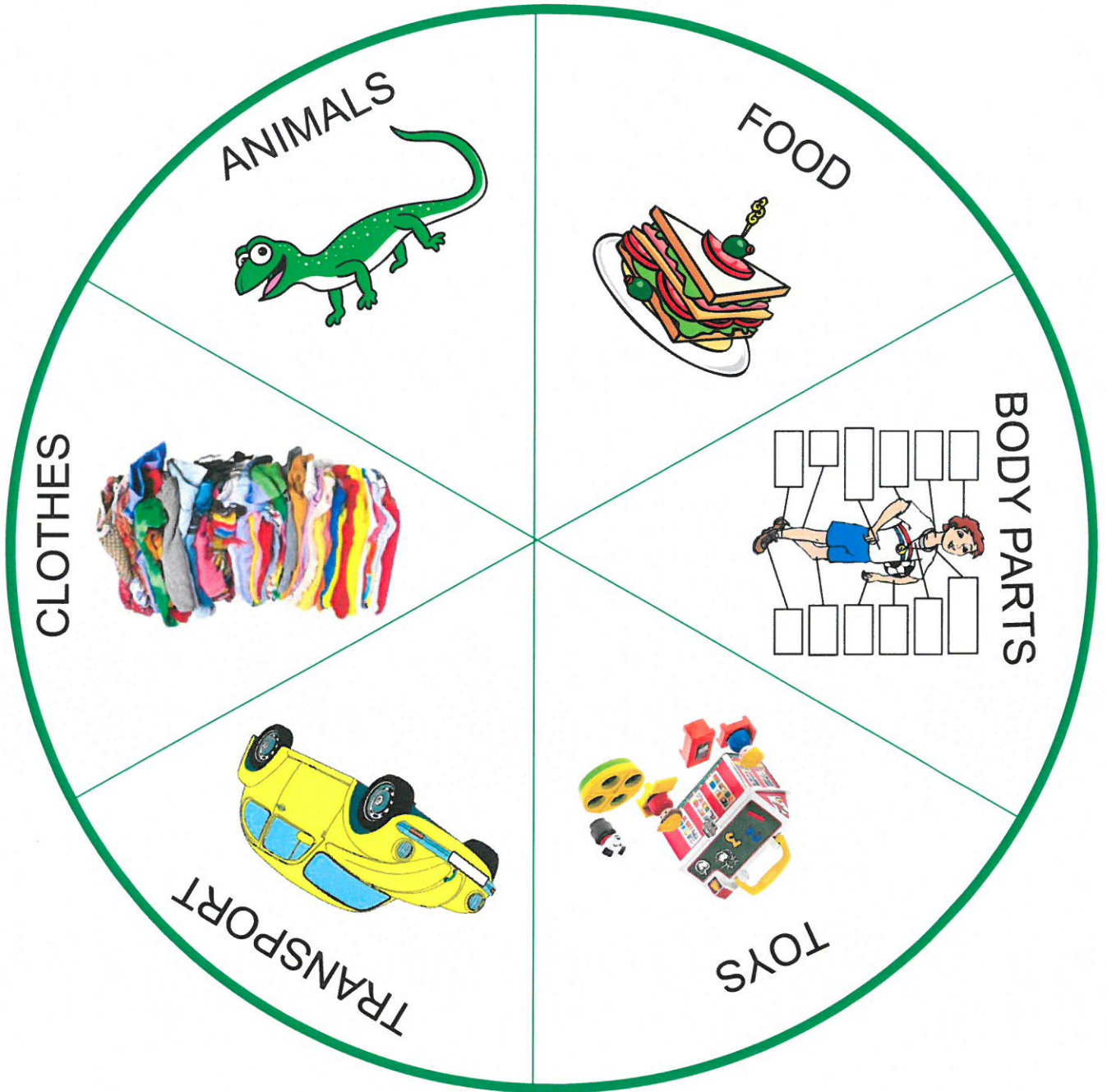
Print and make the spinners. Take turns to spin and see if you can name 5 things from the category. If you get the same category again, try to name 5 different things every time. You may wish to select a certain number of turns at the start of the game, or play for a set time e.g. 5 minutes. You may increase or decrease difficulty by dropping or increasing the number of named items. You may use a reward game alongside.













ANIMALS

FOOD

BODY PARTS

BODY PARTS

FOOD

ANIMALS





## VOCABULARY GAMES - HOUSE AND GARDEN

The ideas provided are designed to help children who have poor organisation and storage of vocabulary.

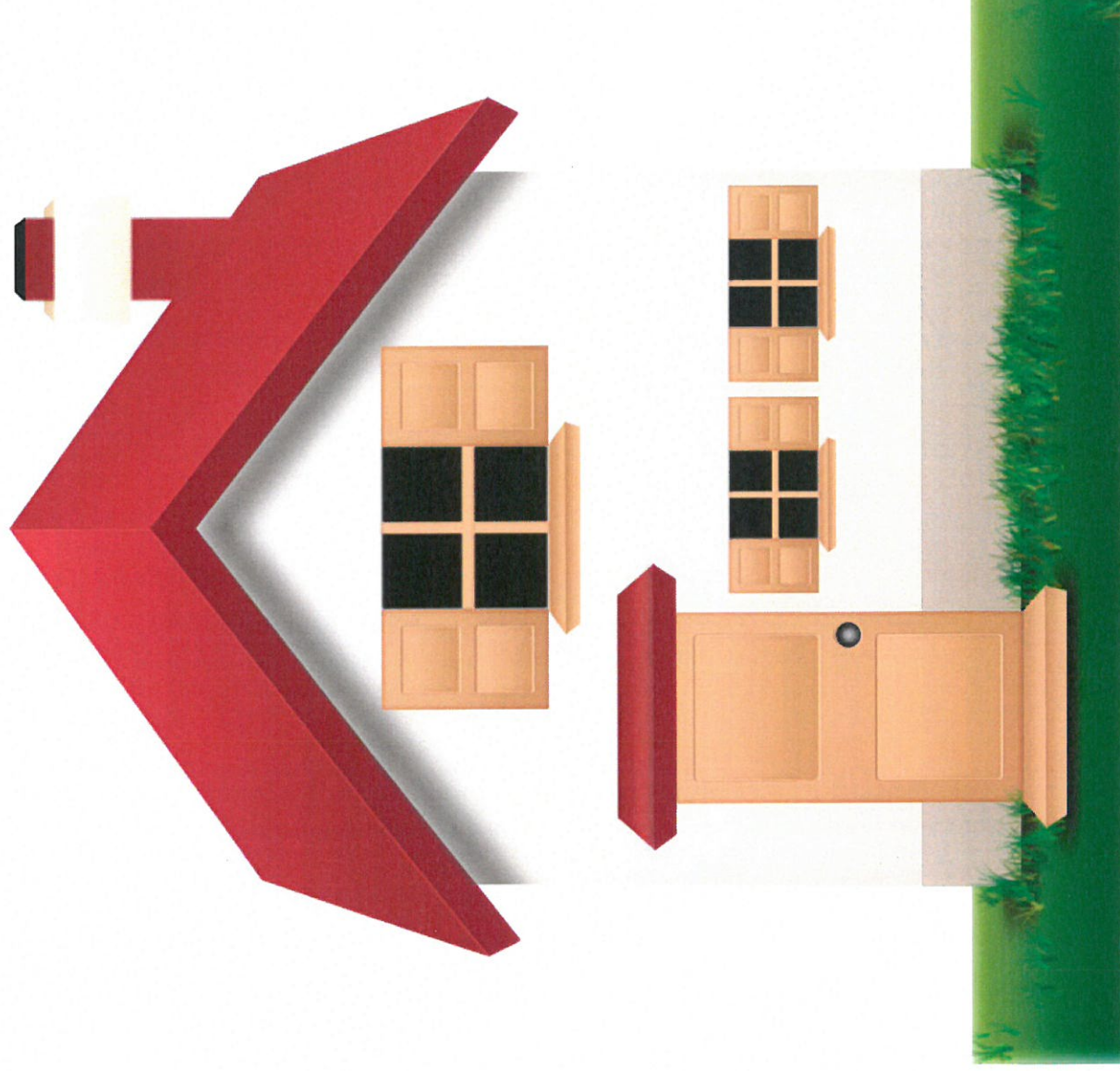
First print and cut out the cards.

- ⇒ **SILENT SORTING**- Spread pictures on the table face up. Sort them into 2 piles according to where you would find them, without naming. Discuss the choices after all pictures are sorted. If something was not placed correctly talk about it, maybe there is a good reason for it!
- ⇒ **SPEED SORTING** is a variation on the above. Sort through the pile of pictures as fast as you can, placing them on the correct pile. Time yourself and see if you can beat your own time.
- ⇒ **NAMING** - Can you name all the cards after they've been sorted?

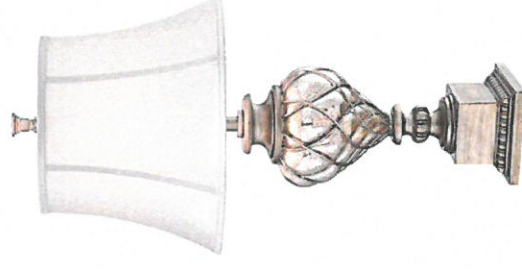
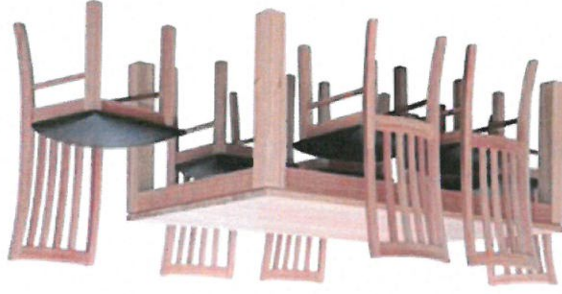
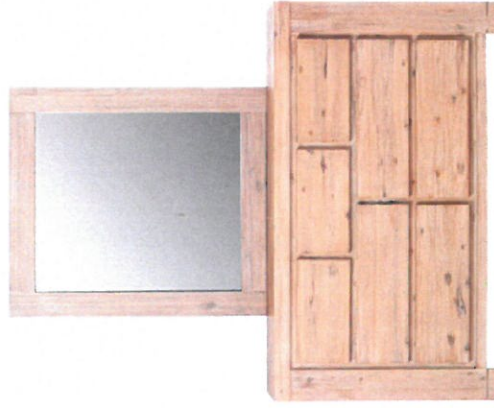
To help development of the vocabulary you can play games like

- lotto,
- pairs (look for 2 of the same)
- category pairs (look for 2 of the same category)
- Word webs (especially useful when you come across a new word that the child haven't learned yet)
- ⇒ **SPEED NAMING** –how many pictures can you name in a shortest time? Time yourself and see if you can beat your own time. Which words are difficult to remember? They need more practise or word web approach.
- ⇒ **GENERATING OF VOCABULARY** is done without any visual help. You need to name as many as possible from a given category, e.g. name 10 household items The aim is for 10 items in 1min.

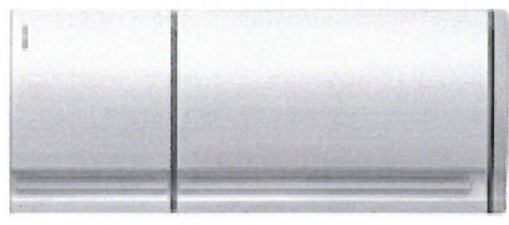
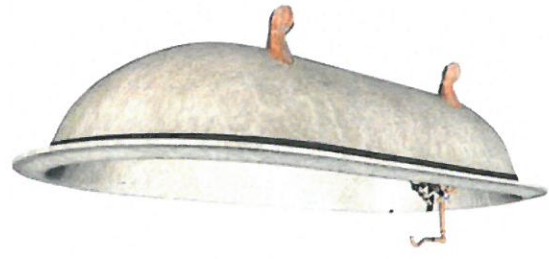
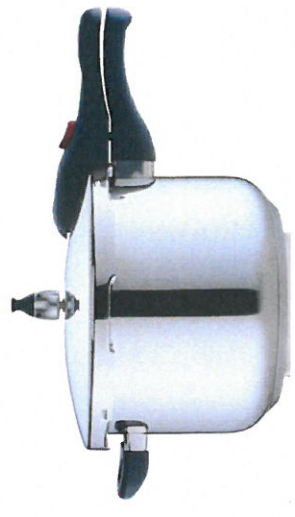
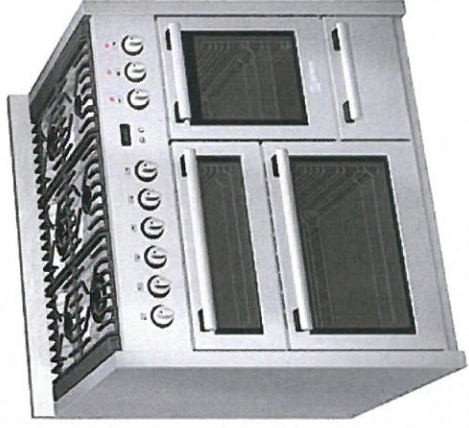


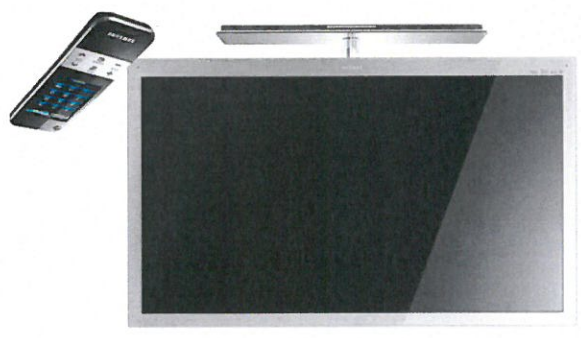


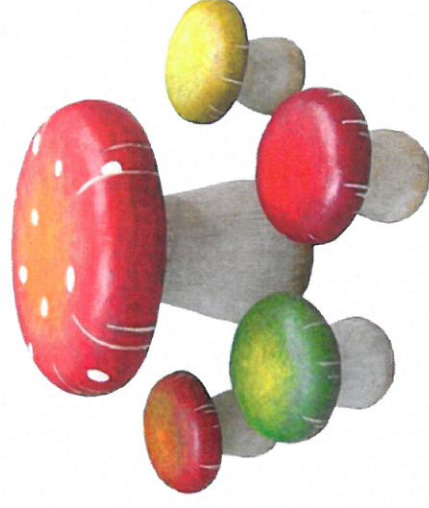
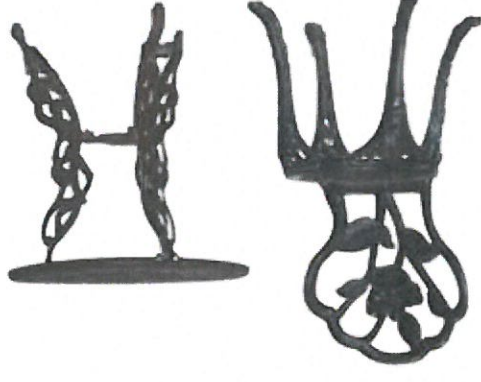
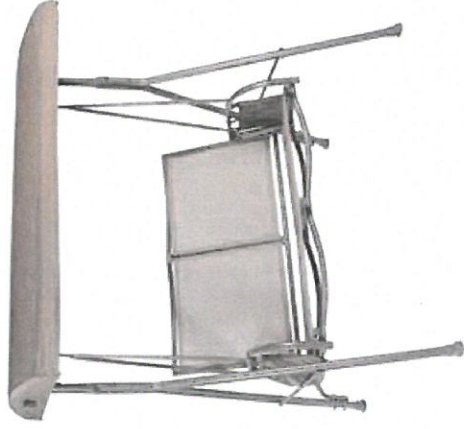
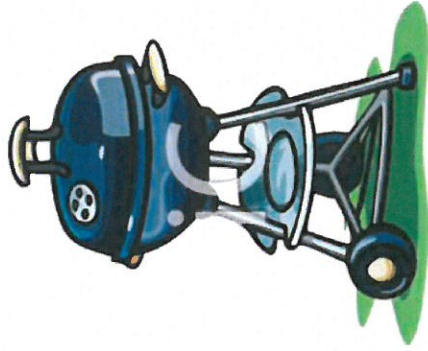


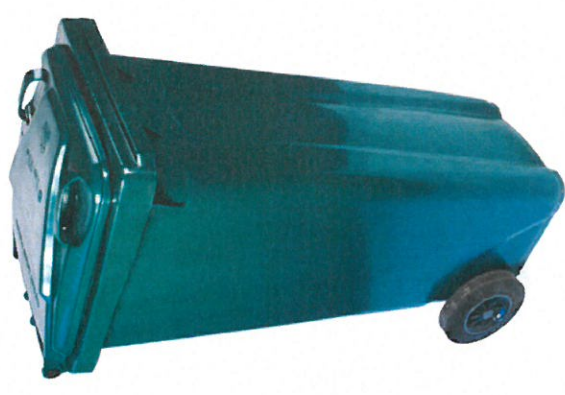
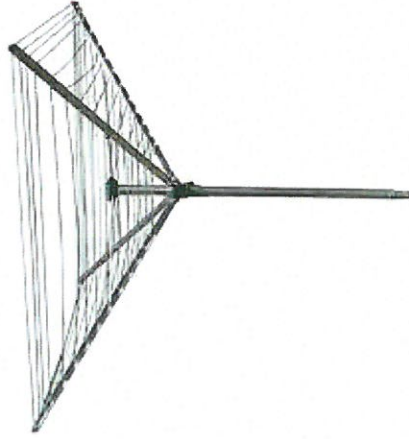
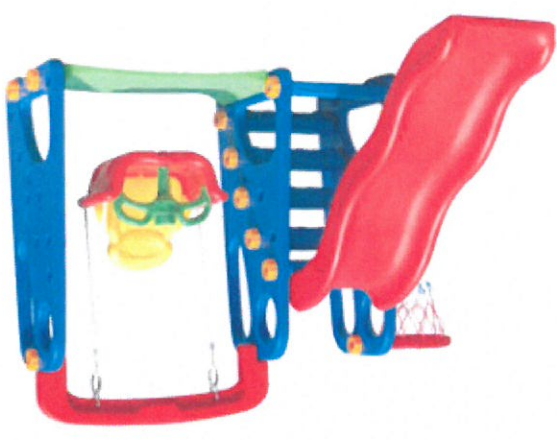












# Snakes Ladders



## Things you'll need:

Snakes and Ladders board

A Dice

One marker per player (e.g. a counter, a plastic coin)

2 or more people

## How to play Snakes and Ladders

Place the counters on the board on the START square.

Each player takes it in turns to roll the dice.

Move your counter the number of squares the dice shows,










When you get to a square, name 5 things from given category.

Continue until a player reaches the FINISH square.

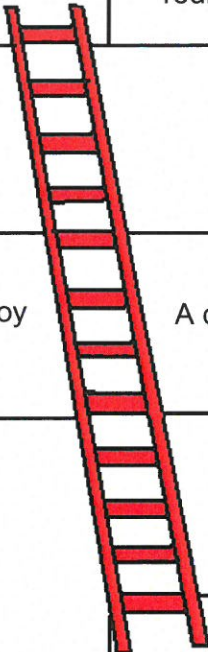




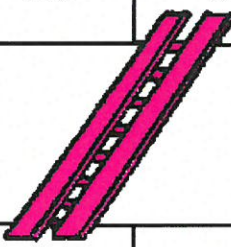



**Ladder:** If you land at the bottom of a ladder, move up to the square at the top of the ladder. Continue from there.

**Snake:** If you land on the snake's head, move down the board to the snake's tail and continue from there.



Cold drinks	Parts of the body	Things at a park	Colours 	Oh no! Down you go!	Things in the bathroom	<b>FINISH</b> WELL DONE!	
Things that grow		Girls' names	Things in the garden	Toys	Noisy things	Things at school	
Pets 		Hot food	Drinks 	Things that feel cold	Things with legs	Farm animals	Oh no! Down you go!
 Snakes and  adders		Vegetables 	Zoo animals	Things in the kitchen	Things that are round	Jobs 	
	Boys' names	Things you eat	Fruit 	Things you can open	Things with legs	Things that can fly	
<b>START</b>				Things you can ride	Things that feel soft	Things we can cut	



Something made of plastic	Something that might break	Something that is round	Something you find outside	Something that is hot	Something you find in a kitchen	<b>FINISH WELL DONE!</b>		
Something you see at a hospital								
Something you can read			A toy	A drink	Something that tells the time	A pet	Something made of metal	Something that feels soft
						Something you use in a bathroom		
 <b>Snakes</b>	 <b>and</b>	 <b>adders</b>	Something you peel	Something that moves fast	Something you can sit on	Something with lots of legs	Something small	
			An animal in a zoo					
			Something that is cold	Something that grows	Something you can cut	Something that you open	A fruit	
							Something white	
Something that smells nice	Something that smells nice	Something you wear	Something that is slow	A farm animal			Something that is heavy	
<b>START</b>				Something that makes a noise	Something with wings	Something you might hear		

Designed by Kate Walker 2005 Updated by Olla Splitt 2015

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## THINK OF ... board games

### Things you'll need:

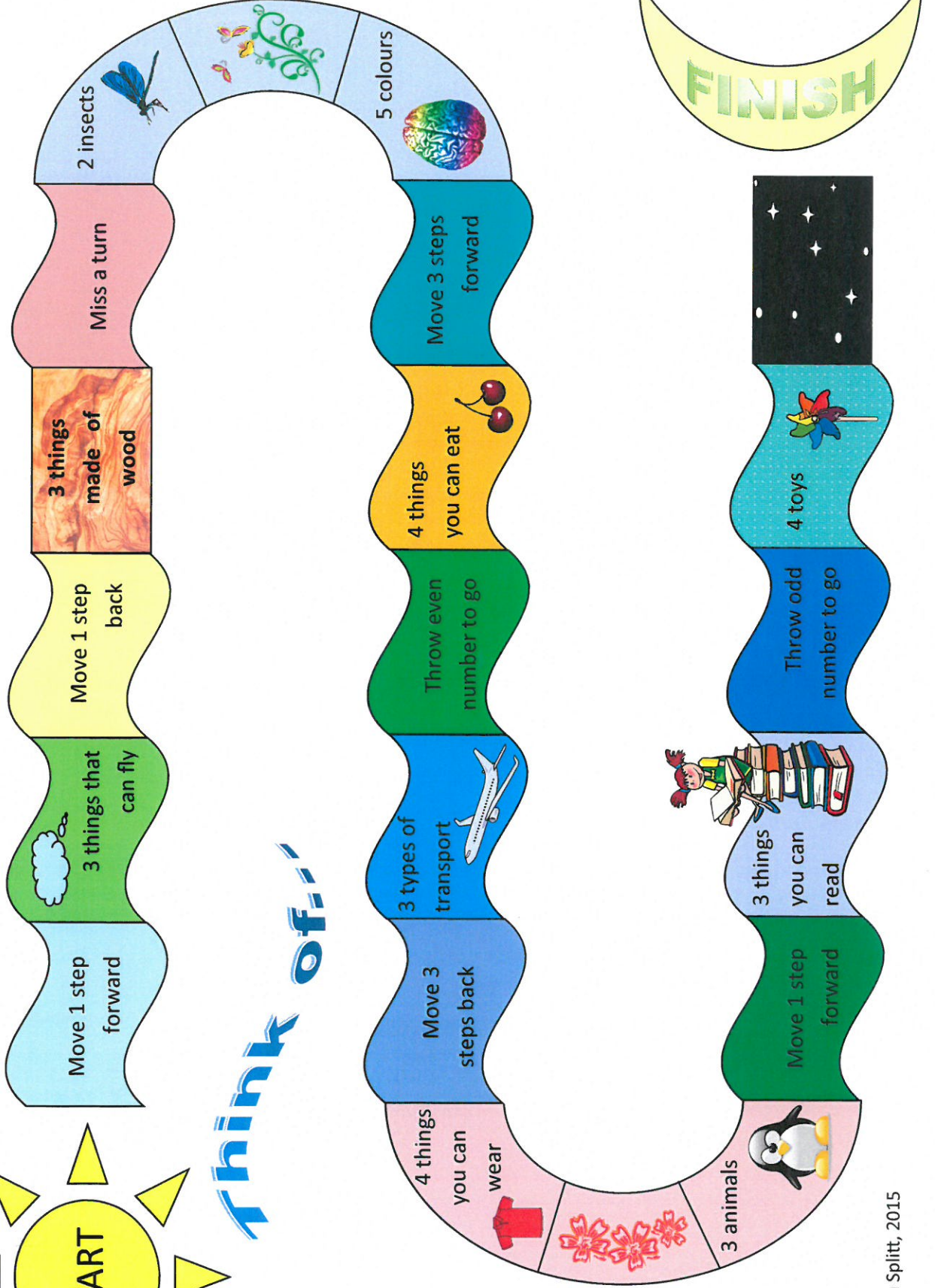
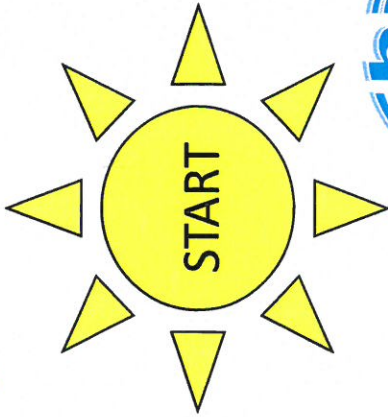
- “Think of” board
- A dice
- One marker per player (e.g. a counter, a plastic coin)
- 2 or more people

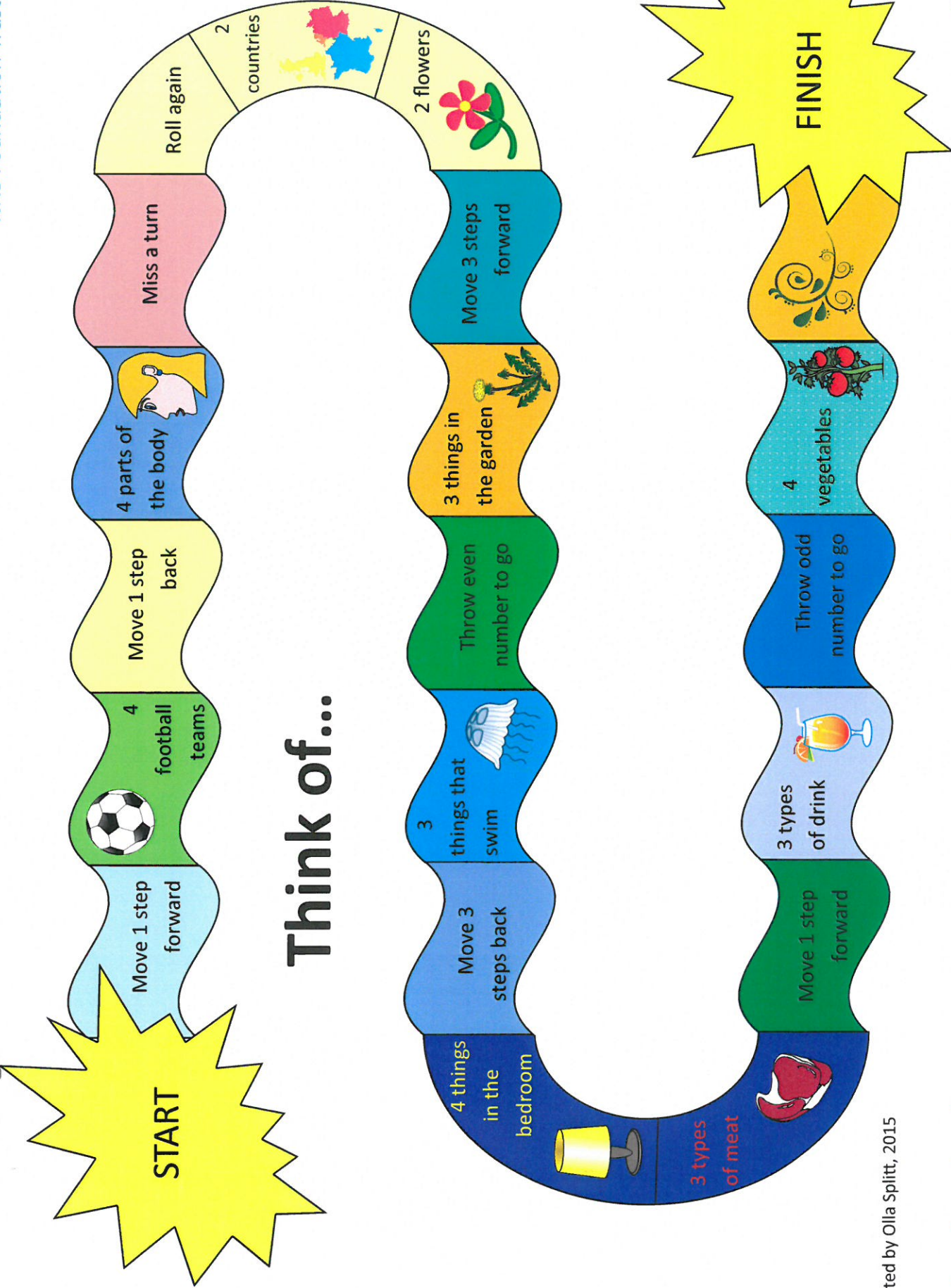
### How to play:

- Place the counters on the board on the START square.
- Each player takes it in turns to roll the dice.
- Move your counter the number of squares the dice shows,
- When you get to a square, name 5 things from given category.
- Continue until a player reaches the FINISH square.

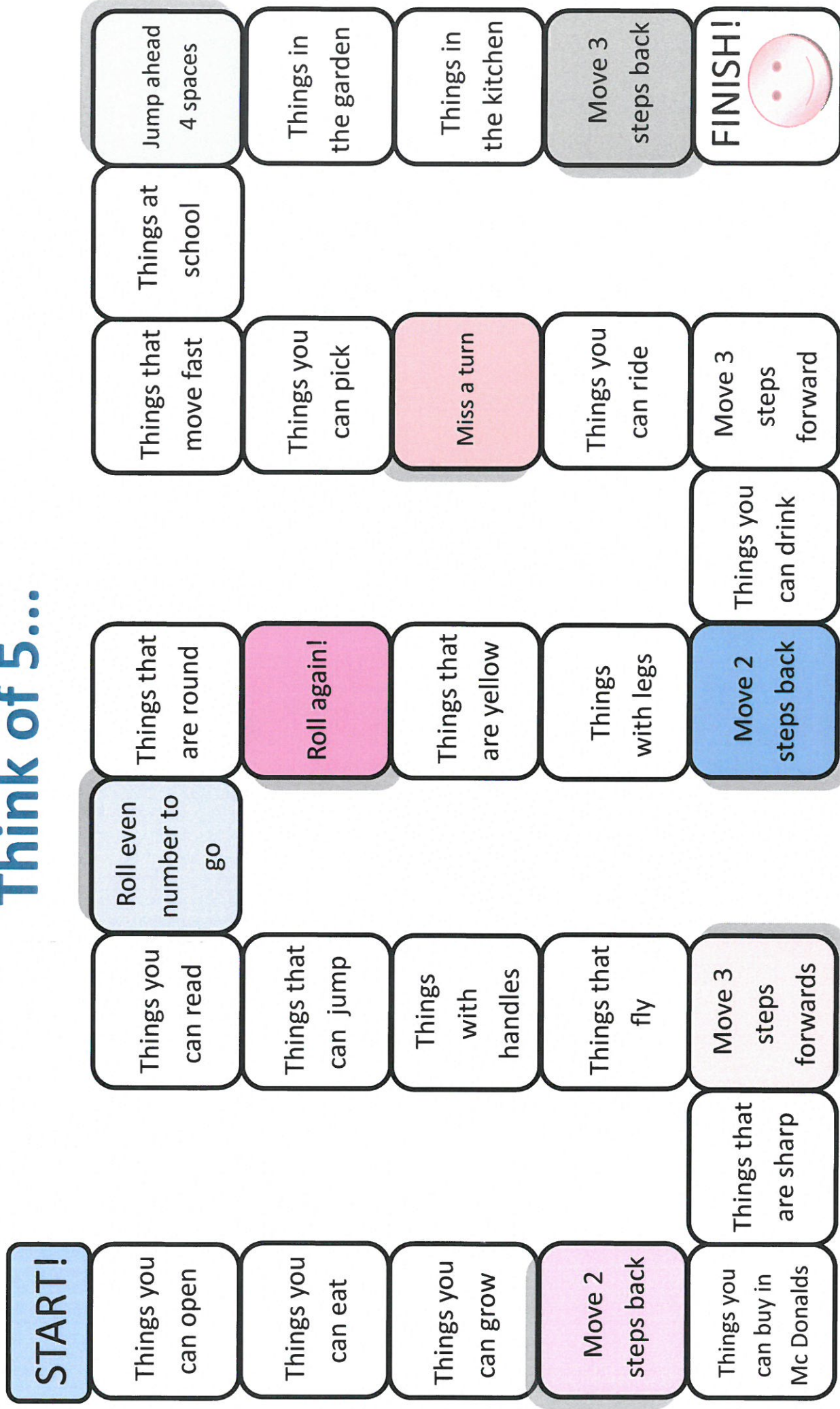








# Think of 5...





## SYNONYMS AND ANTONYMS

Think: do the pairs of words below mean the same or opposite?

Write “=” for the same and “O” for opposite. The first 2 have been done for you.

happy	O	sad	shade		sun	push		pull
fast	=	speedy	can		tin	rough		smooth
big		little	silence		noise	rip		tear
loud		noisy	cost		price	leave		arrive
slow		fast	wind		breeze	save		rescue
easy		difficult	winner		loser	remember		forget
large		huge	playtime		break	give		take
broad		narrow	back		rear	wash		bathe
tough		strong	male		man	pull		tug
clean		dirty	girl		female	creep		crawl
good		bad	closeness		distance	cry		lough
nice		mean	cat		feline	buy		sell
up		down	adult		child	trap		release
cheerful		happy	present		gift	trick		cheat
mad		angry	friend		mate	talk		speak
sick		ill	boss		manager	think		ponder



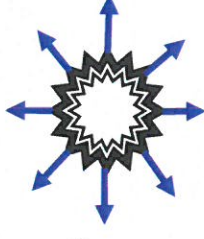
## SEMANTIC WEBS

Semantic webs, also known as “word webs” are used to help children to develop their vocabulary and a more detailed knowledge of word meanings and associations.

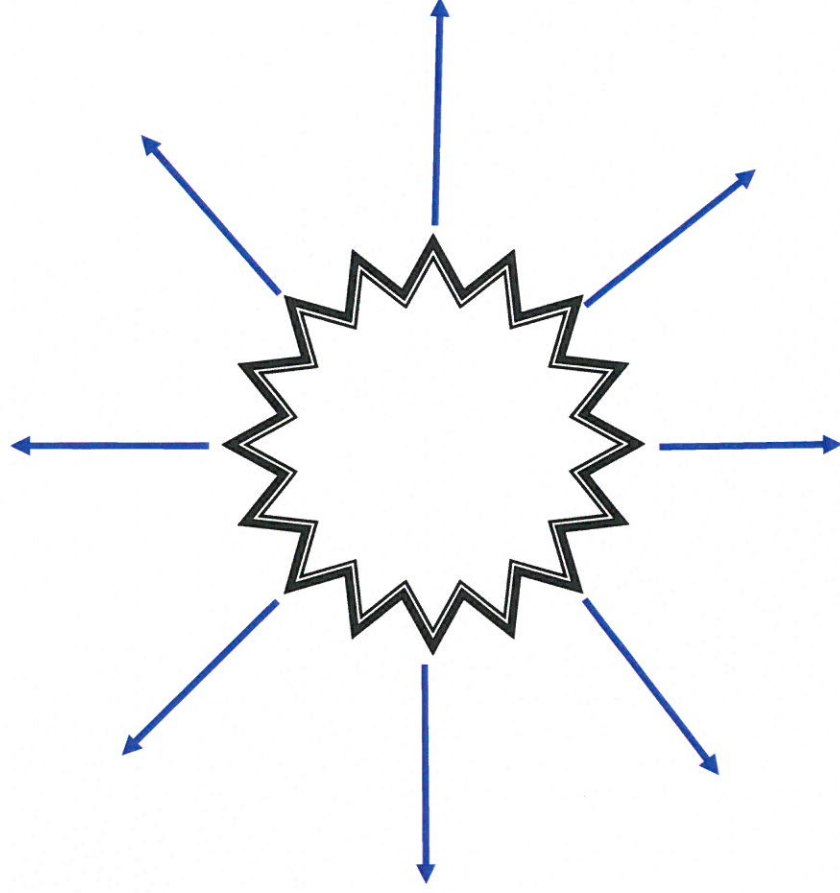
E.g. rather than just knowing the word ‘dog they can also learn that dogs are furry, alive, bark, wag tail when happy, like bones, live in houses or work at a farm.

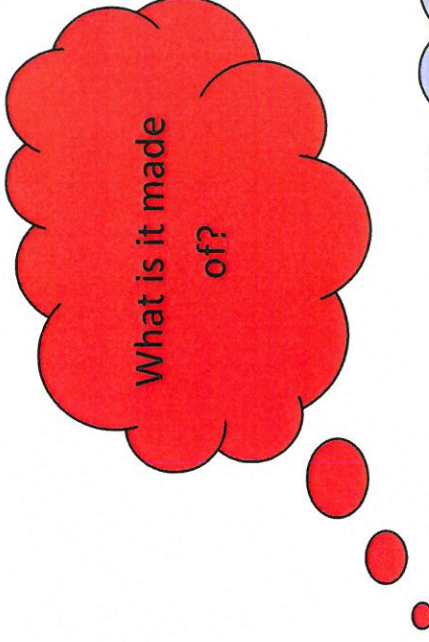
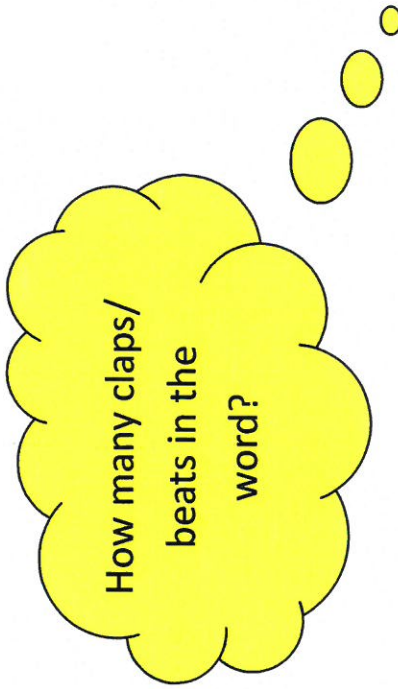
- \* A ‘word web’ is a ‘brainstorm’ with the target word (the word the child is learning) written in the middle of the web. The answers to questions are written on the lines coming out from the centre (examples of questions are provided on the next pages).
- \* Try and get the child to think of as many answers as possible for each question and write them all on the web.
- \* Give the child examples if they need them.
- \* You could use a dictionary to choose target words, look for words around you to ‘word web’ or use target words from the National Curriculum that the child might need to learn for other lessons in school.
- \* Developing child’s awareness of the sound structure of words can also help. Encourage your child to think about how the words sound, e.g. Is it a long word or a short word? What sound does it start with? How many syllables does it have? – try and tap these. Can you think of any other sounds in the word? Can you think of a word that rhymes with it?
- \* You might aim to do three words in a session (depending on whether the child is following any other Speech and Language Therapy programmes). You could do a noun, a verb and an adjective.
- \* At the end of a session, cover up the web(s) and ask the child to tell you the targets word(s) they have been learning and three things about each word.
- \* It is a good idea to keep all the child’s ‘webs’ together in a book or folder so that they can be referred back to.

Don’t worry if you have to make the same word webs (with the same target words) a few times before the child remembers the information. You can go over the same target words as many times as it takes.



## BLANK WORD MAPPING / WORD WEB

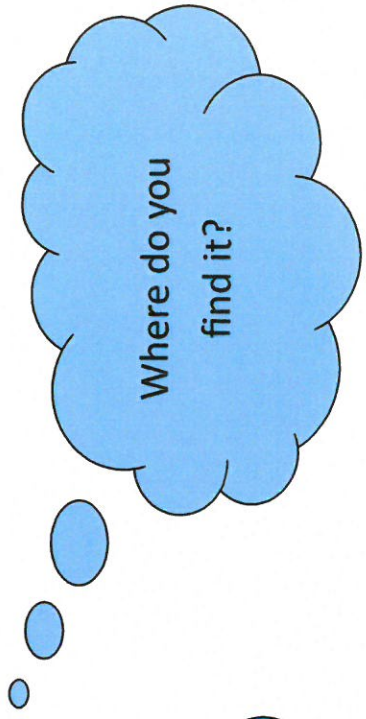
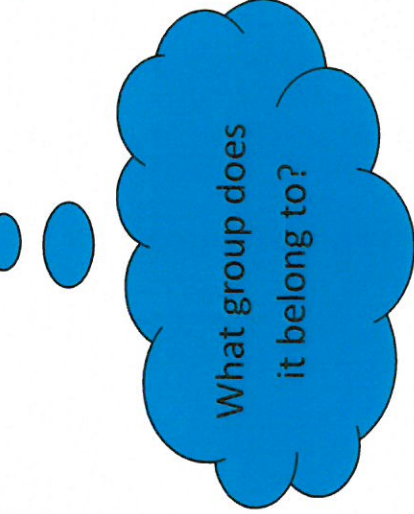
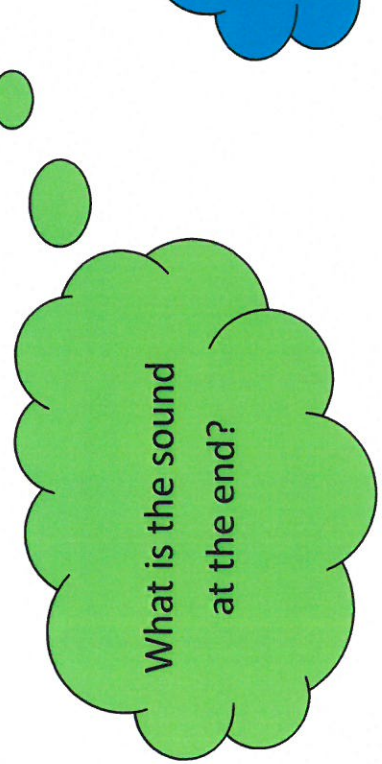
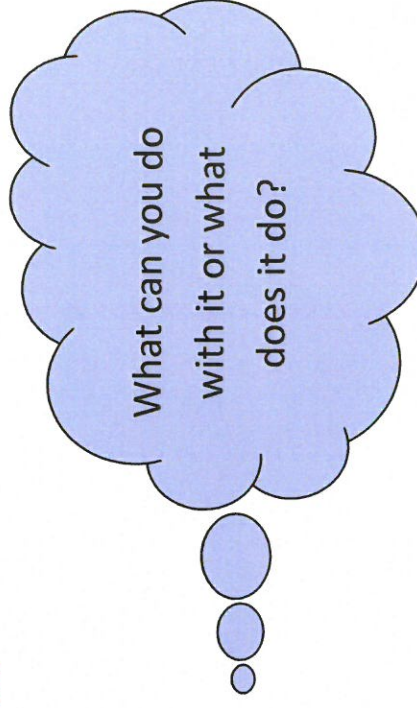
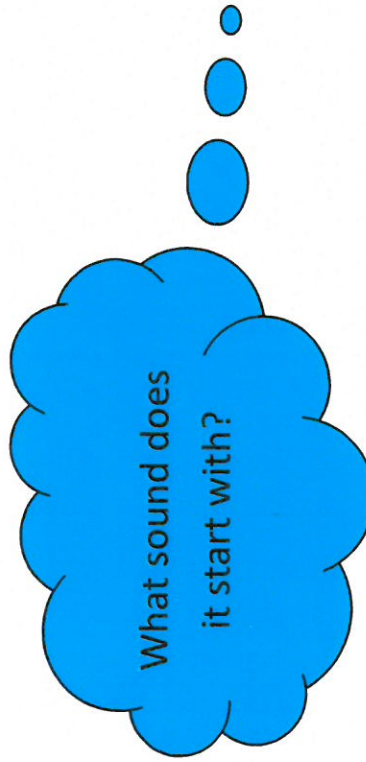




### SEMANTIC WEB

Put a picture or object of the  
thing you are going to think about  
here.

Try to describe the item by  
answering the questions.





## SEMANTIC WEBS

### Examples:

**Nouns** (names of objects, people, places, things):

**What is the noun?** E.g. "chair"

**Category/group?** - Furniture

**What do you do with it?** - Sit on it, stand on it

**Where might you find it?** -classroom, kitchen, garden

**What is it made out of?** - wood, metal, plastic

**How does it feel?** -Hard or soft seat, smooth legs.

**Any parts?** -4 legs, sit, back rest. Can have castors.

**What does it look like?** - it's brown with red seat....

**Verbs** (Action words eg skipping, washing, climbing)

**What is the verb?** E.g. "Riding a bike"

**Who** would carry out the action? E.g. "child, boy, mum, me"

**Equipment / related objects** do you need? E.g. "bike, stabilisers, helmet, knee pads, elbow protectors"

**Where** would you carry out the action? E.g. "park, road, path"

**How is it done?** "sit on the bike, push, pedal, steer .." "go fast, go slow"

**Can you think of anything else?** "ring bell, hard up hill..."

**Adjectives** (describing words e.g. hot, soft, big)

**What is the adjective?** E.g. "hot"

**What things are hot?** (replace hot with target word) e.g. "Fire, cup of tea, dinner"

**What is the opposite of 'hot'?** (replace hot with target word) e.g. 'cold'

**Are there any other words which mean the same / are similar to hot?** (replace hot with target word) e.g. 'warm', 'boiling' .....

**How do things get hot?** (replace hot with target word) e.g. 'cooking', 'electricity', 'burning' .....

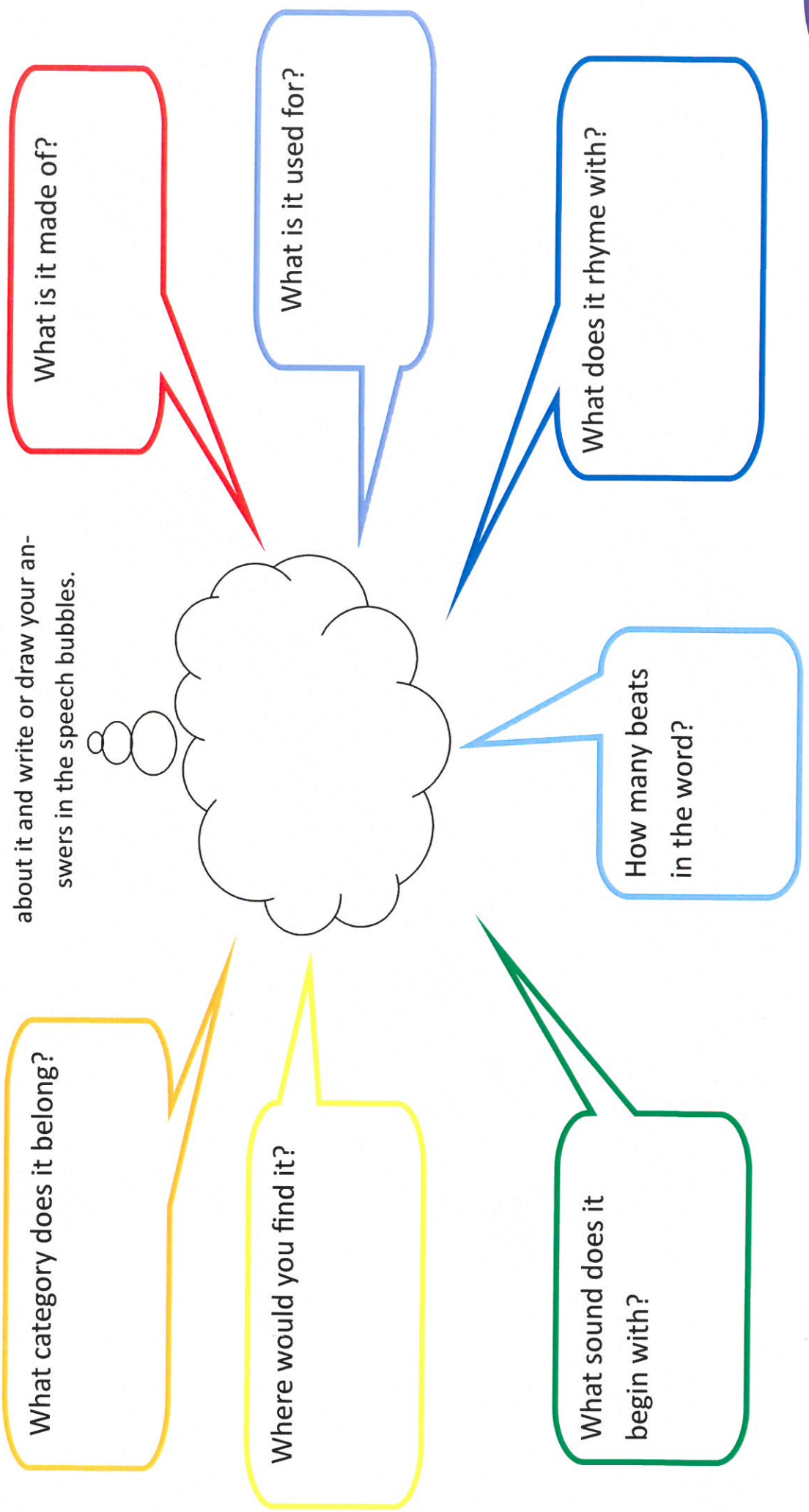
**What do hot things do?** (replace hot with target word) e.g. hurt/burn you, keep you warm....

Can you think of anything else?



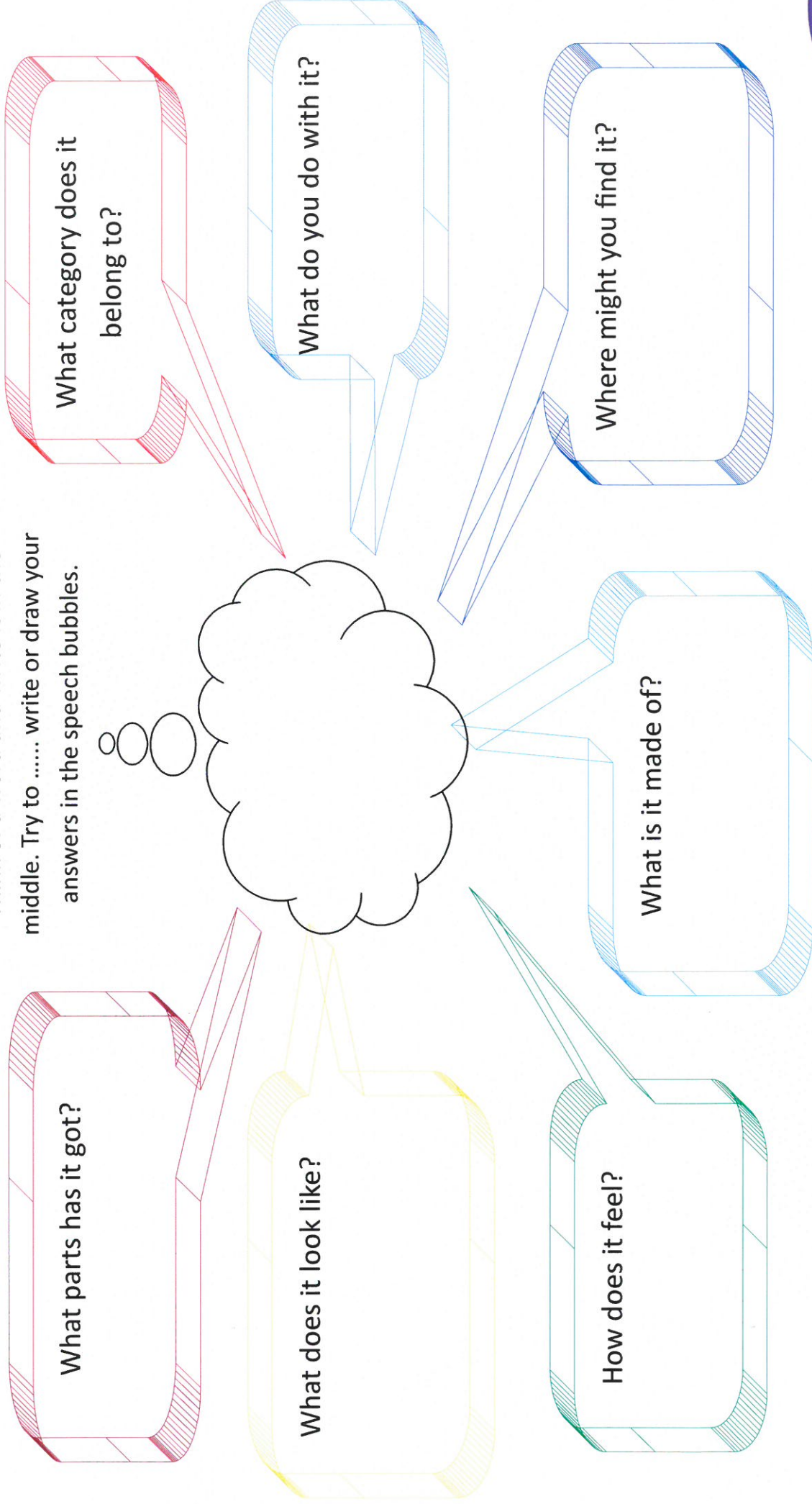
## WORD MAPPING

Think of a word and write it in the middle. Try to answer the questions about it and write or draw your answers in the speech bubbles.

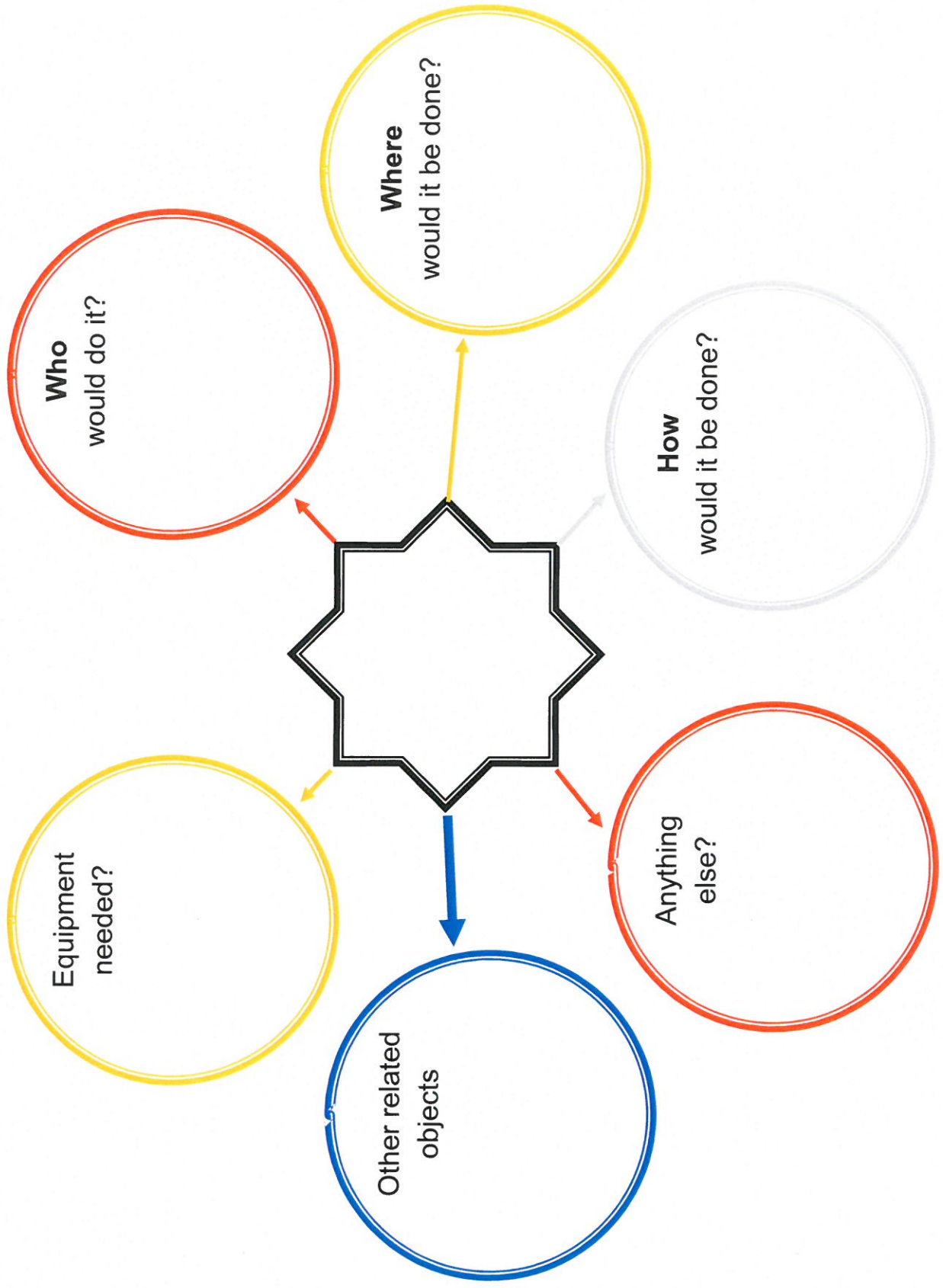


## WORD MAPPING-NOUNS

Think of a word and write it in the middle. Try to ..... write or draw your answers in the speech bubbles.



Think of an action word and write it in the middle. Write or draw your answers in the circles.



Think of a describing word and write it in the middle. Write or draw your answers in the circles.

