

ACTIVITY 1

- Activity** Conceptual matching (categories): Inferring relationships between among words
- Comment** This activity is also useful for auditory attention, following verbal directions and memory.
- Instructions** Explain that you are going to read some groups of words. Some of the words in each group belong together and some do not. Tell the students the category of the words and ask them to raise their hands each time you say a word that belongs in that category. As an option, you can ask them to say either yes or no following each word.
1. Colors
blue, pony, balloon, red, lamb, yellow, black, frog, marbles, green, letter, butterfly, purple, pink, sweater, orange, juice, clock, brown, dirt
 2. Food
hot dog, rice, sand, oatmeal, book, ice cream, pancakes, chair, cake, table, cheese, stool, stew, pencil, pillow, parade, cereal, spoon, fish, gravy
 3. Furniture
 coat, bed, car, table, hand, shelf, dresser, kitten, bookcase, footprint, piano, soap, store, sofa, coffee cup, coffee table, golf club, couch, chair
 4. Clothing
coat, hat, gum, towel, boots, ice skates, gloves, tablecloth, skirt, rub, shirt, ship, dress, dresser, mittens, glasses, shoes, sheets, belt, mat
 5. In the water
fish, shark, moon, shed, clam, wave, ice cube, boat, cloud, starfish, raincoat, shell, fork, octopus, chipmunk, slide, whale, salmon, pineapple
 6. In the sky
sun, turtle, cloud, wave, moon, tape, juice, star, dime, airplane, rocket, jam, helicopter, sand, planet, fire, northern lights, music, spaceship, pie
 7. Drinks
milk, water, ocean, rain, Coke, stew, milkshake, snow, jello, cocoa, Seven-Up, bleach, soap, orange juice, perfume, tea, coffee, dishwasher
 8. Ride or travel
car, train, dog, father, boat, friend, ship, toad, bicycle, boots, raft, sled, truck, star, tractor, arm, plate, airplane, clock, motorcycle, book
 9. Food and drink containers
bowl, cloth, cup, pebble, peanut, plate, fruit, bottle, platter, bathtub, glass, mirror, pitcher, can, fork, chair, knife, jar, suitcase, gravy boat, box, sink
 10. Fruits
orange, rice, cheese, grapes, corn, lettuce, apple, pear, green beans, beet, banana, potato, watermelon, cantaloupe, egg, peach, popcorn, pudding, grapefruit

ACTIVITY 9

- Activity** Conceptual matching (categories): Labeling categories from specific items
- Comment** This activity is also useful for auditory perception, memory and word recall skills.
- Instructions** Explain to the students that you are going to ask some “what are they” questions. Say, “What are they?” followed by the group of three words. Ask for one-word answers.

1. June, July, December (*months*)
2. tiger, dog, cow (*animals*)
3. breakfast, lunch, dinner (*meals*)
4. inch, foot, yard (*measurements*)
5. robin, owl, hawk (*birds*)
6. sweater, socks, shirt (*clothing*)
7. brother, grandmother, aunt (*relatives*)
8. Sunday, Tuesday, Friday (*days*)
9. sea, lake, ocean (*bodies of water*)
10. winter, spring, summer (*seasons*)
11. canoe, catamaran, kayak (*boats*)
12. Ford, Cadillac, Chevrolet (*cars*)
13. pears, apples, oranges (*fruits*)
14. red, green, blue (*colors*)
15. eight, ten, twelve (*numbers*)
16. split level, ranch, two story (*houses*)
17. Washington, Kennedy, Bush (*presidents*)
18. circle, square, triangle (*shapes*)
19. Ohio, Florida, Iowa (*states*)
20. collie, poodle, dalmatian (*dogs*)
21. trout, perch, salmon (*fish*)
22. Thousand Island, French, Blue Cheese (*salad dressings*)
23. hammer, screwdriver, pliers (*tools*)
24. M&M's, lollipops, gum drops (*candy*)
25. Canada, Mexico, United States of America (*countries*)
26. Cinderella, Snow White, Sleeping Beauty (*fairy tales*)
27. french fries, scalloped, baked (*potatoes*)
28. Mars, Earth, Jupiter (*planets*)
29. beef, pork, lamb (*meats*)

ACTIVITY 13

Activity Sentence construction: Producing complete sentences using two rhyming stimulus words

Comment This activity is also useful for auditory comprehension and vocabulary development.

Instructions Explain that you are going to say a list of two-word sets. Ask the students to use each of the sets in a complete sentence.

1. heat — meat
2. grab — crab
3. bake — cake
4. talk — walk
5. man — ran
6. name — same
7. trip — ship
8. tan — van
9. fat — cat
10. sled — red
11. sneak — peek
12. ring — king
13. asleep — sheep
14. judge — fudge
15. feet — sheet
16. freeze — breeze
17. Gary — dairy
18. tent — went
19. Pat — hat
20. fell — bell
21. Bruce — goose
22. roast — ghost
23. stew — chew
24. Brian — lion
25. rose — nose
26. mice — nice
27. Sam — lamb
28. brick — thick
29. Jane — rain
30. mad — dad
31. Joe — toe
32. night — bright
33. Bill — hill
34. red — bed
35. Ann — fan
36. snail — pail
37. Sue — shoe
38. fun — run
39. Pam — ham
40. trunk — skunk
41. Ruth — tooth
42. cat — rat
43. Steve — leave
44. ball — wall
45. Dave — cave
46. share — pear
47. Ellen — melon
48. wrong — song
49. Jan — pan
50. rag — bag
51. Rick — sick
52. Millie — silly

ACTIVITY 14

Activity Sentence construction: Producing complete sentences containing two or three nouns

Comment This activity is also useful for auditory attention, organization and comprehension.

Instructions Read each group of words and ask the students to produce a sentence using the two or three words given in the group.

1. measles — doctor
2. man — helicopter
3. hamster — cage
4. grandmother — Florida
5. knee — Band Aid
6. girl — earring
7. circus — clown
8. shark — ocean
9. Africa — tiger
10. leaves — tree
11. Coke — straw
12. teacher — marbles
13. firecracker — sparkler
14. cave — bats
15. Rachel — cake — birthday
16. dog — cat — fence
17. fair — Ferris Wheel — Stephen
18. breakfast — toast — cereal
19. scuba diver — whale — octopus
20. ice cream — supper — dessert
21. giraffes — tigers — zoo
22. scissors — eraser — school
23. summer — sunburn — brother
24. roller skating — Bruce — Sunday
25. sports car — Casey — red
26. soccer — Saturday — wrist
27. store — strawberries — Alex
28. sister — seven — spiders
29. bracelet — necklace — mother
30. camp — tent — Brian
31. rabbit — carrot — lunch
32. nurse — thermometer — pocket
33. roses — garden — Karen
34. rainbow — sky — Christine
35. glasses — father — book
36. pirate — treasure — parrot
37. hammer — thumb — David
38. letter — stamp — Aaron
39. robin — nest — eggs
40. dime — gum — Ellen
41. lamp — night — Suzanne
42. moon — stars — sky
43. plate — table — Susan
44. Jennifer — basket — apples
45. rug — dirt — Roger
46. squirrel — nuts — winter
47. Jason — fishing — worms
48. rock — snake — Scott
49. brother — sister — library
50. Japan — Bethany — airplane
51. radio — Rick — music
52. Christmas — Ted — Nintendo

ACTIVITY 15

Activity Sequencing of events: Holding two concepts in mind and considering their relationship to each other

Comment This activity is also useful for auditory memory.

Instructions Explain that you are going to read some pairs of short sentences. The event that happened in one of the sentences in each pair would have logically happened before the event in the other sentence. Ask the students to select which event happened first. Tell them to raise one finger if the first event is mentioned in the first sentence and raise two fingers if the first event is mentioned in the second sentence.

1. It started to rain.
Mother closed the window. (*one finger*)
2. I made a snowman.
It snowed last night. (*two fingers*)
3. I went swimming.
I put on my swimsuit. (*two fingers*)
4. Mother brushed her teeth.
Mother put on her lipstick. (*one finger*)
5. The monkey ate a banana.
The zookeeper gave the monkey a banana for lunch. (*two fingers*)
6. I bought a loaf of bread.
I walked to the store. (*two fingers*)
7. Jennifer put on her stockings.
Jennifer put on her shoes. (*one finger*)
8. It stopped raining.
Aaron saw a rainbow. (*one finger*)
9. My dog buried the bone.
I gave my dog a bone. (*two fingers*)
10. Christy was cold.
Christy put on a sweater. (*one finger*)
11. Karl talked to his best friend.
The telephone rang. (*two fingers*)
12. Joe found his crayons.
Joe colored a picture. (*one finger*)
13. Susan turned on the lamp.
It was dark in the room. (*two fingers*)

ACTIVITY 16

Activity Sequencing of events: Holding three concepts in mind and considering their relationship to each other

Comment This activity is useful for auditory memory.

Instructions Explain that you are going to read some groups of short sentences. The sentences in each group may or may not be in the correct order. Ask the students to listen to each sentence group and tell you which sentence should come first, second and third.

1. I found a dollar. (1)
The gum tasted good. (3)
I bought a package of gum. (2)
2. The bird sat on the eggs. (3)
The bird built a nest. (1)
The bird laid two eggs. (2)
3. I walked to school. (2)
I washed my face. (1)
I said "hello" to my teacher. (3)
4. I picked flowers. (3)
The flowers started to bloom. (2)
I planted some flower seeds. (1)
5. I told Dad "goodnight." (1)
I went to bed. (2)
I went to sleep. (3)
6. I walked through the door. (1)
I locked the door. (3)
I closed the door. (2)
7. Casey caught a big fish. (3)
Casey put a worm on his fish hook. (1)
A fish ate Casey's worm. (2)
8. She used to be a little girl. (1)
She became a grandmother. (3)
She became a mother. (2)
9. The cat caught the mouse. (3)
The cat saw the mouse. (1)
The cat chased the mouse. (2)
10. Karl picked up his car keys. (1)
Karl opened the car door. (2)
Karl started the car. (3)