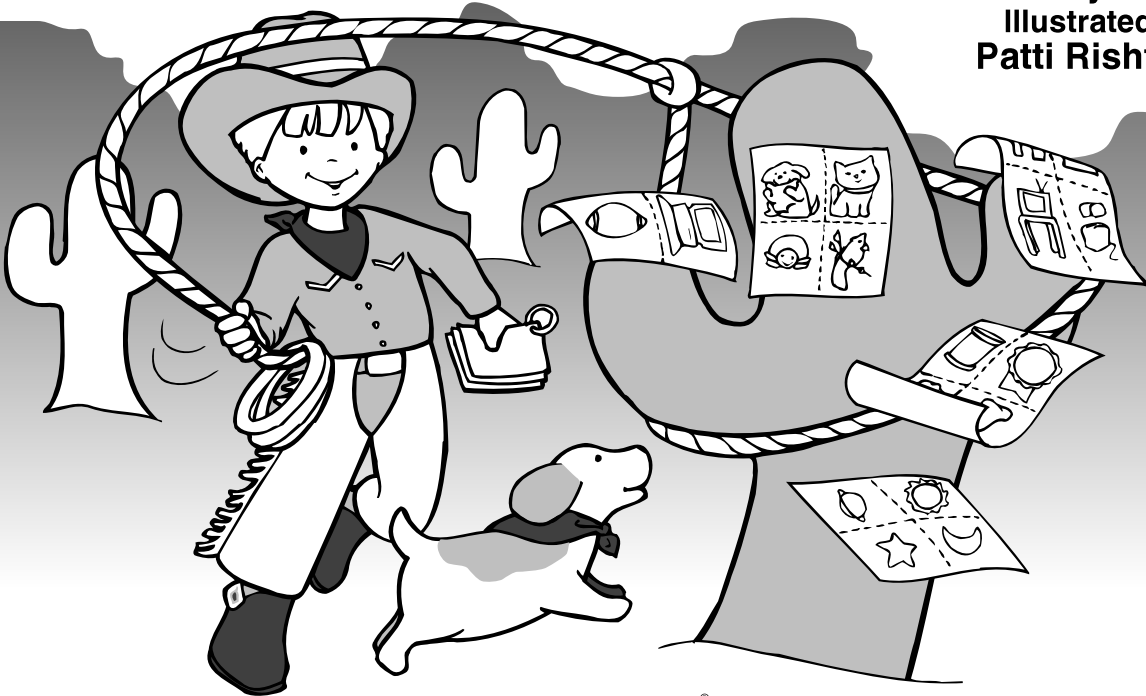


Basic Concept & Vocabulary Round-Up

948 Fun Reproducible Pictures & Auditory
Bombardment Lists for Language Development

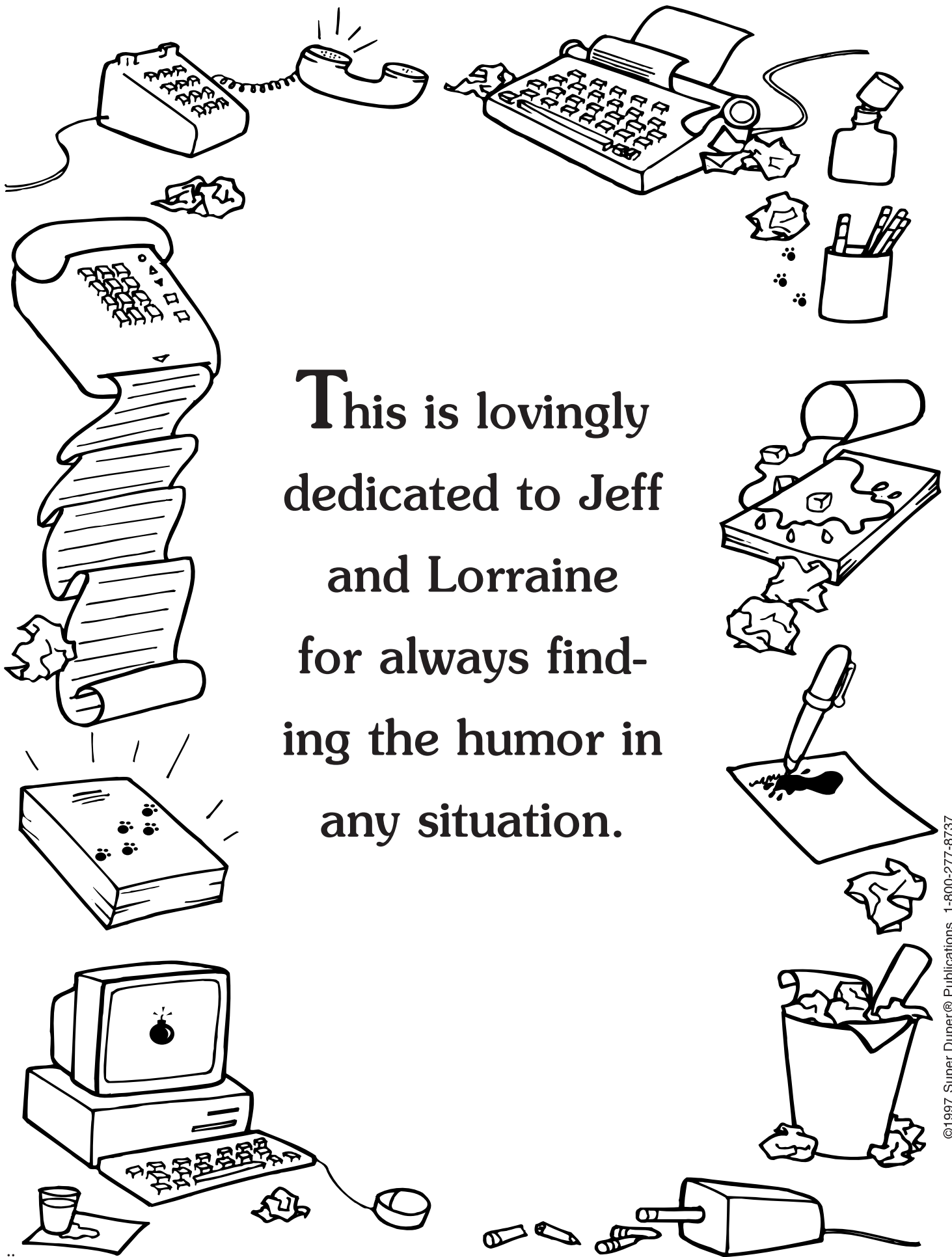
Written by
Beverly Foster
Illustrated by
Patti Rishforth



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This is lovingly
dedicated to Jeff
and Lorraine
for always find-
ing the humor in
any situation.

About the Author

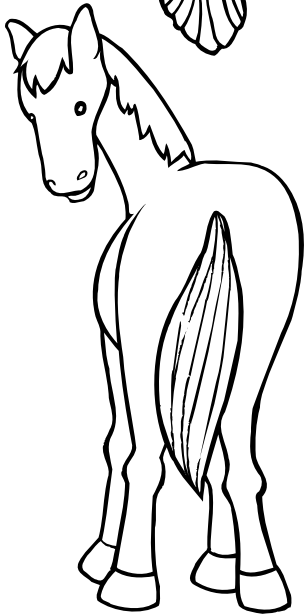
Beverly Foster has earned a Masters Degree in Communication Disorders from the University of the Pacific in Stockton, California. In addition, she has received her Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association as well as her California State license. Currently, she is employed as a public school speech pathologist in the Elk Grove Unified School District. Ms. Foster has devoted much of her time in the designing and implementing of an innovative district-wide phonological program. Beverly resides in Elk Grove, California with her two children. Her hobbies include exercising, reading, calligraphy, cake decorating and traveling.



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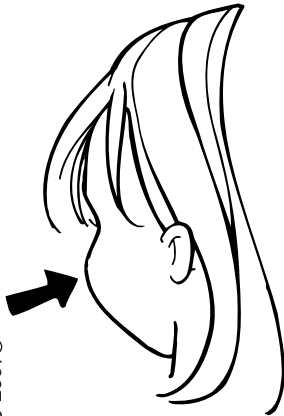
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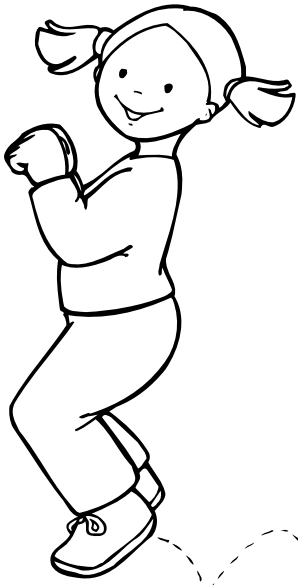
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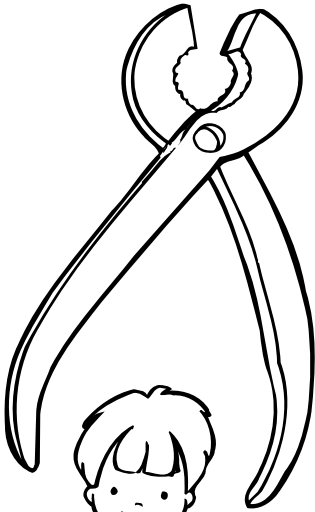


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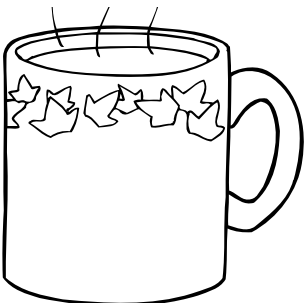
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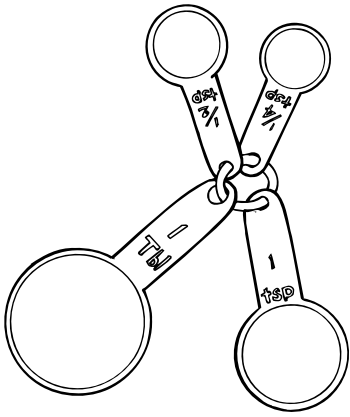


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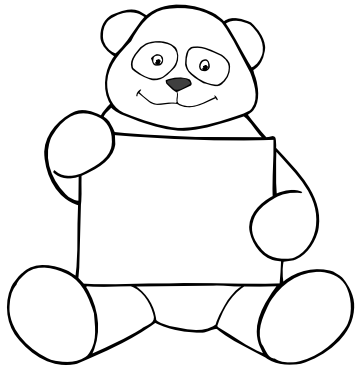
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• • • • • Introduction • • • • •



Basic Concept and Vocabulary Roundup is designed to help the busy Speech-Language Pathologist, Special Education Teacher and Bilingual/ESL Specialist implement vocabulary and concept development components into their language program. This book contains 324 target vocabulary pictures, 224 target concept pictures, language bombardment sheets, hide-n-find picture activities, vocabulary analysis chart, sample lesson plan and parent letter, therapy ideas, unit booklet covers, motivational charts, reinforcement badges, and a variety of certificates. This comprehensive workbook is designed to combine both a remediation and parent involvement component, making the generalization process effective as well as fun.

This workbook was developed by a public school Speech-Language Pathologist who works with language delayed students. It is the intent of the author to package a motivational language program that is fun yet addresses both vocabulary and concept development. The illustrations of the target vocabulary and target concept pictures, as well as the language bombardment sheets, are humorous and provide numerous opportunities to reinforce a particular vocabulary word or concept. This makes the language development process motivating for the student, specialist, and parent!

The vocabulary section of this book includes 10 categories of commonly used words. The specialist may choose any number of target vocabulary pictures to present to the student in the remediation process. Once these target vocabulary words have been taught, they may be assembled on a ring and taken home for further practice. When the student returns for the following session, new target vocabulary words can be presented. Additionally, these new target words can be taught and added to those previously practiced.

Knowing the importance of concept development, the author felt it necessary to include a section of concept pictures. This allows a specialist the flexibility of working on vocabulary words and/or concepts throughout the remediation process. The concept section of this book includes both language bombardment sheets and target concept pictures. The auditory bombardment technique, taken from the phonological approach, has been found useful in language acquisition. (Further information on this

• • • • Introduction (continued) • • • •

phonological technique can be found in Bombardment Bonanza.) Reproducible language bombardment sentence sheets are provided to allow the specialist and parents the opportunity to model a particular concept for the child. These sheets have humorous illustrations surrounding the language bombardment sentences. They provide additional opportunities to reinforce a particular concept. The student can be encouraged to color the surrounding pictures at home. This makes the “read and listen” process a fun one!

The target concept pictures are designed to elicit a particular concept sentence structure from the child. Initially, the specialist chooses the appropriate target concept pictures for remediation use. The specialist then cuts out those particular pictures to be used in the language lesson. Once the pictures are produced, the specialist may choose to have the students color the target sentence pictures as a way of making the total experience more meaningful. The students then put their personalized colored pictures on a binder ring after subsequent lessons.

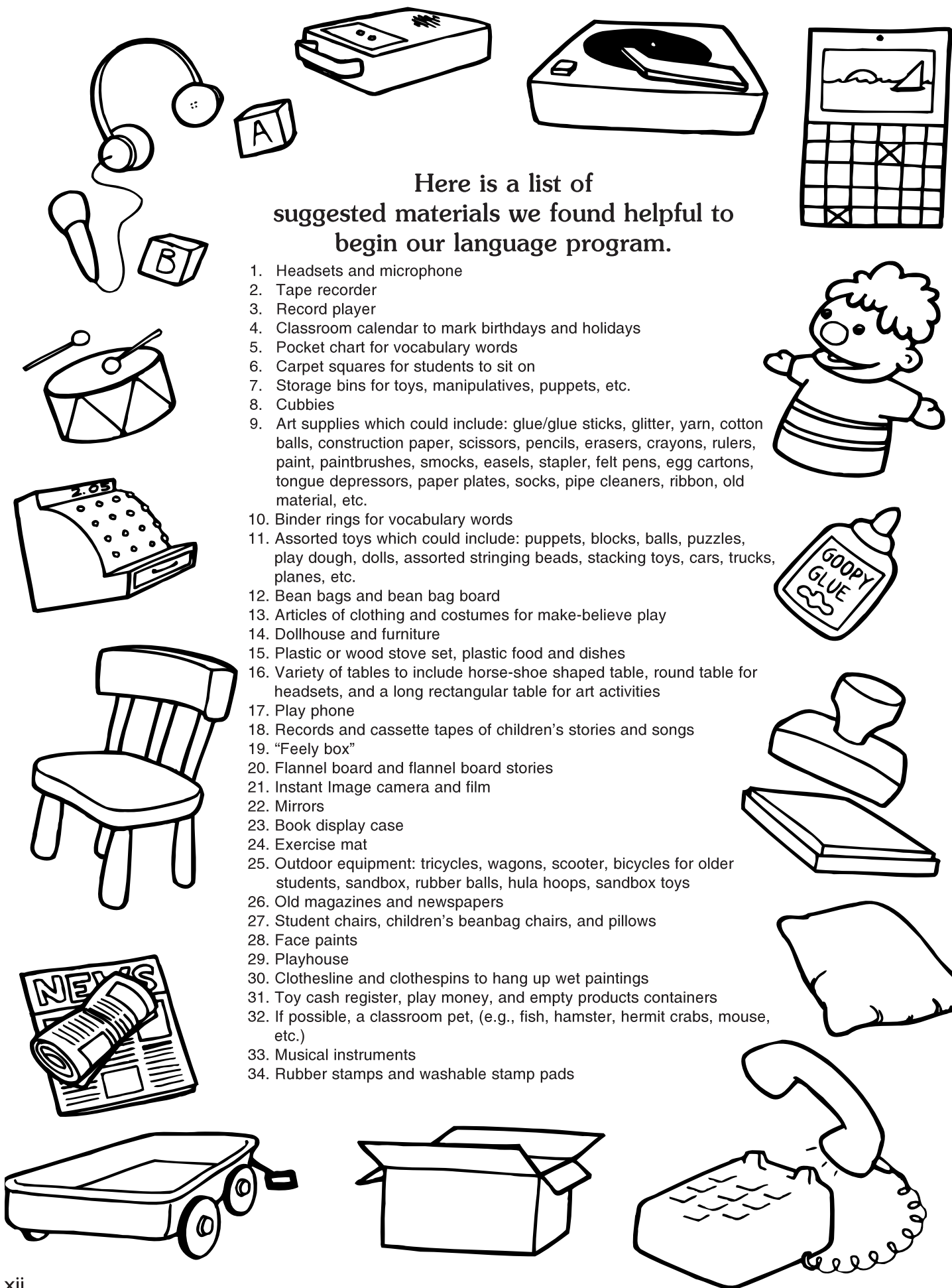
The target concept pictures along with the language bombardment sheets are to be sent home with the students. The parents/guardians can use these pictures and sheets to reinforce the language lesson. After the home follow-up activity, the students are asked to return the binder ring with the target concept pictures for future additions.

The resource section includes therapy ideas, reinforcement badges, motivational charts and certificates. These supplemental materials add fun to the learning of language!

Basic Concept and Vocabulary Roundup makes remediation more enjoyable for the specialist, student, and parent! Feel free to reproduce the worksheets as often as needed for classroom use.

Please remember that duplication for an entire school district or workshop is not permitted.

Bev



Here is a list of suggested materials we found helpful to begin our language program.

1. Headsets and microphone
2. Tape recorder
3. Record player
4. Classroom calendar to mark birthdays and holidays
5. Pocket chart for vocabulary words
6. Carpet squares for students to sit on
7. Storage bins for toys, manipulatives, puppets, etc.
8. Cubbies
9. Art supplies which could include: glue/glue sticks, glitter, yarn, cotton balls, construction paper, scissors, pencils, erasers, crayons, rulers, paint, paintbrushes, smocks, easels, stapler, felt pens, egg cartons, tongue depressors, paper plates, socks, pipe cleaners, ribbon, old material, etc.
10. Binder rings for vocabulary words
11. Assorted toys which could include: puppets, blocks, balls, puzzles, play dough, dolls, assorted stringing beads, stacking toys, cars, trucks, planes, etc.
12. Bean bags and bean bag board
13. Articles of clothing and costumes for make-believe play
14. Dollhouse and furniture
15. Plastic or wood stove set, plastic food and dishes
16. Variety of tables to include horse-shoe shaped table, round table for headsets, and a long rectangular table for art activities
17. Play phone
18. Records and cassette tapes of children's stories and songs
19. "Feely box"
20. Flannel board and flannel board stories
21. Instant Image camera and film
22. Mirrors
23. Book display case
24. Exercise mat
25. Outdoor equipment: tricycles, wagons, scooter, bicycles for older students, sandbox, rubber balls, hula hoops, sandbox toys
26. Old magazines and newspapers
27. Student chairs, children's beanbag chairs, and pillows
28. Face paints
29. Playhouse
30. Clothesline and clothespins to hang up wet paintings
31. Toy cash register, play money, and empty products containers
32. If possible, a classroom pet, (e.g., fish, hamster, hermit crabs, mouse, etc.)
33. Musical instruments
34. Rubber stamps and washable stamp pads