



Learn to use

⇒ Concepts

To begin

- ◆ First, you will want introduce new words to describe concepts to your child.
- ◆ Pictures and activities are provided to help you teach your child new words to label and describe a variety of concepts.
- ◆ If possible practice a few minutes every day until you hear your child using the new words. Practices should last no longer than 10 to 20 minutes.

She is putting the block **on** the tower.



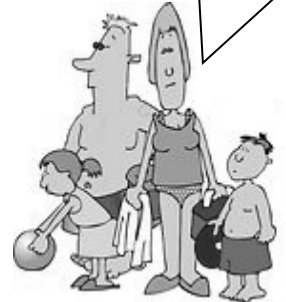
Practice Anywhere Anytime!

He is feeding the dog **under** the table!



- ◆ You can use new concept words when talking together.
- ◆ You can encourage your child to use his/her new concept words all day long!
- ◆ Remember to use your voice to stress the use of new concept words when talking to you child.
- ◆ When your child is able to use new words in practice times, begin to ask questions and model concept words during all your activities.

They have **one** beach ball to share.



Learn in steps !

		Step 5:	
		Step 4:	Use new concept words when talking.
Step 3:		Answer questions using new concept words...	
Step 2:		Practice using concept words to label and describe....	
Step 1:	Learn what concept words mean...		
Hear new words...			

The Steps

Step 1:

- Talk directly about the words by labeling and describing the picture, and using the key word in a sentence to help your child understand the meaning.
- Using one of the pictures provided, give clear examples of sentences using the new word as in “The ball is **under** the box”, “His pockets are **empty**”.

Step 2:

- Look at some of the attached pictures together. Practice saying some sentences together, i.e. “The cat is sitting **beside** the chair” or “The penguins are **in front of** their igloo”.
- Once your child is saying the sentences correctly, play a game where your child answers questions like, “Where is ____?” or “Are the ____ the same or different?.” Expect a sentence in reply that has the new concept word in it.

Step 3:

- Now that your child can use the new concept words in structured activities, use the suggested games and activities to encourage your child to use the new words more independently.

Step 4:

- It can take some time and practice before your child begins to use new concept words independently in his/her every day speaking.
- Take advantage of opportunities in your daily activities, like reading together or going for walks to prompt for the use of new concept words by asking a question as in “Where is the _____?”. Remember to expect a phrase or sentence with the new concept word in reply.

Step 5:

- You will begin to hear the new concept words in your child’s everyday speaking.

Provide help

If your child has trouble saying a new word, try these cues:

- Put extra stress in your voice when using new words. If necessary, review the instructions, emphasizing the new word.
- Describe the picture for your child, and then have your child make up a phrase or sentence using the new concept word.
- Talk about other words that may be associated with the new word e.g. “ ‘Small’ is another fruit like ‘little’ “!.



Special Instructions for your child:

If you have any questions , please call your school Speech-Language Pathologist:

(905) 527-5092, ext.

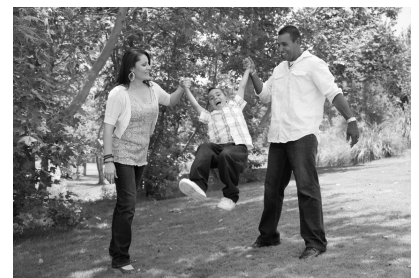
Activities for using the Practice Cards

- ♦ **Colour** the concept cards. **Cut** the **cards out**. **Paste** the concept cards onto cardboard while making up sentences using the new concept words.
- ♦ Play '**Memory**' using pairs of your vocabulary cards. Make up sentences as you turn cards over to find matches.
- ♦ **Make a road** using the concept cards. Make sentences as you drive over the cards with a toy car.
- ♦ **Use a flashlight** to find the concept cards that were hidden in a room. Make sentences as the cards are highlighted.
- ♦ Play **Lotto** with your child. Use one set of concept cards to make 2 grids of 8 pictures each. Use the second set of cards as 'calling cards'. Take turns picking a card, making a sentence and finding its match on the grid. The first one to fill a grid wins.
- ♦ Play '**Go Fish**'. Attach paper clips to the concept cards and then use a magnetic fishing pole to catch the card and make a sentence.
- ♦ Use the attached **Game Boards** with the instructions provided.



Activities for Every Day

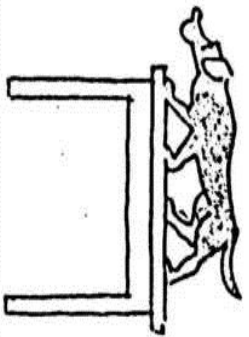
- ♦ While walking play "**I SPY**" and make up a sentence for each thing you "**SPY**".
- ♦ Choose a **favourite toy (action figure or doll)** and make up sentences together as the toy is used to do different actions (e.g., put the toy under a pillow, or behind a chair, or in front of the couch etc..)
- ♦ While **at the park or on a walk**, listen for your child to use new concept words. Talk about other words that might be associated with the word your child used.
- ♦ While **colouring** a picture talk about other things that would be associated with that picture. For example, when colouring a hockey picture, talk about all the things that go with hockey such as "hockey sticks, skates, puck, ice rink", etc.
- ♦ While **eating a meal**, talk about what you are eating, using concept words. For example, you may say "I have many fries on my plate. You ate many of your fries, and now you only have one left!"
- ♦ While reading together, look at **pictures in the story book** that are of interest to your child. Label and describe the pictures in the book using new concept words.
- ♦ Use all talking times as a 'practice session' by stressing the use of the new and key words in your own speech!



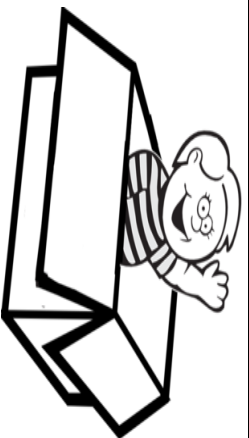
Picture Cards for Spatial Concepts



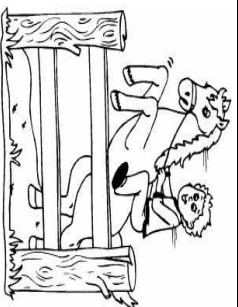
under the box



on the table



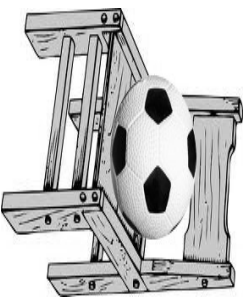
in the box



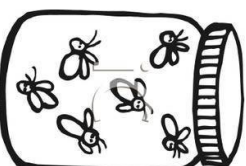
over the fence



under the umbrella



on the chair



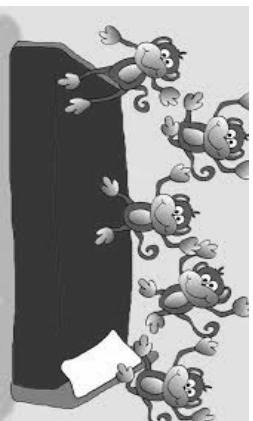
in the jar



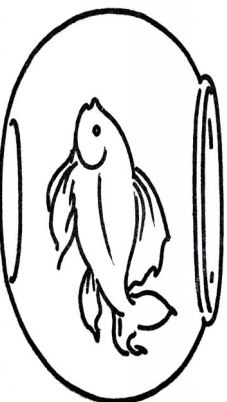
over the box



under the tree



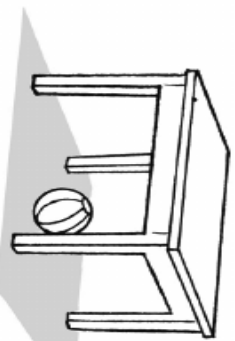
on the bed



in the bowl



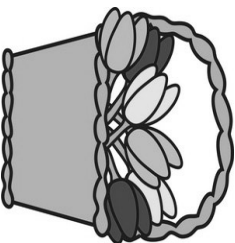
over the book



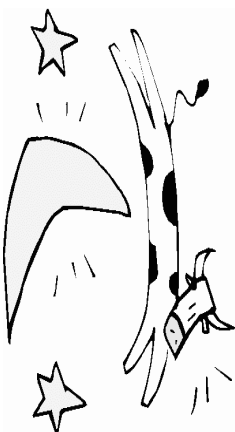
under the table



on a bike

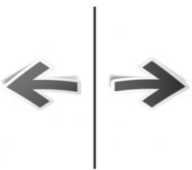


in the basket



over the moon

Picture Cards for Spatial Concepts



below the line



next to the plant



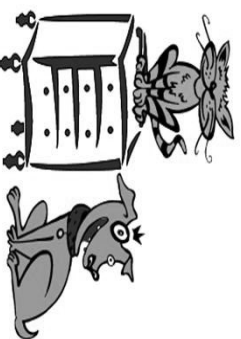
through the circle



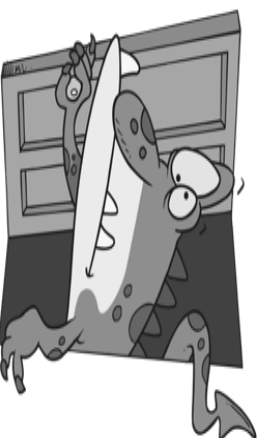
above the boy



below the clouds



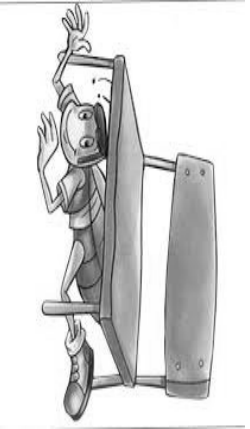
next to the dresser



through the door



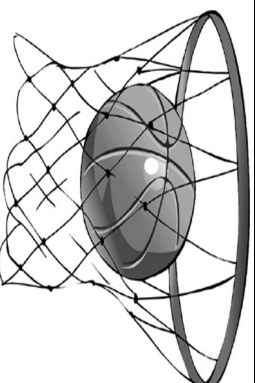
above the cat



below the bench



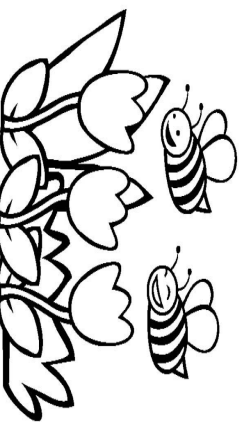
next to the pumpkin



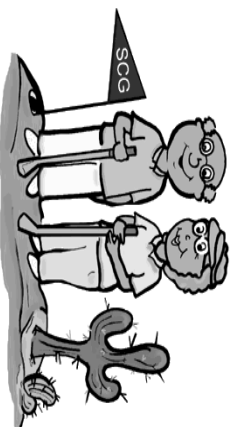
through the net



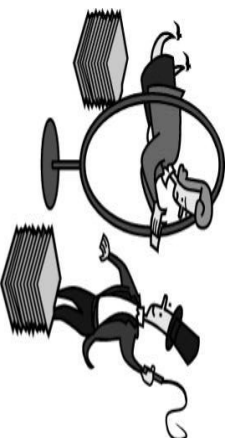
above the flowers



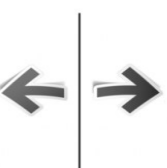
below the bees



next to the cactus



through the hoop



above the line

Picture Cards for Spatial Concepts



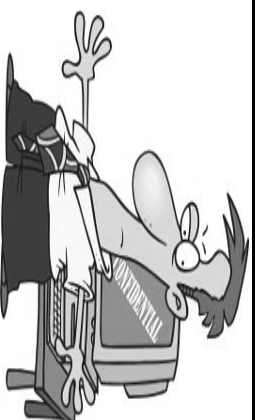
beside the dog



behind the fence



between the houses



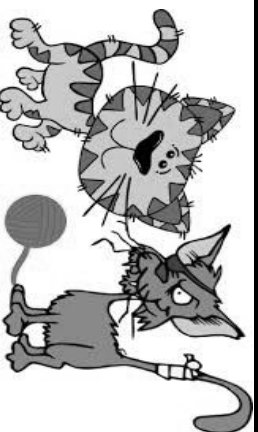
In front of the desk



beside the chair



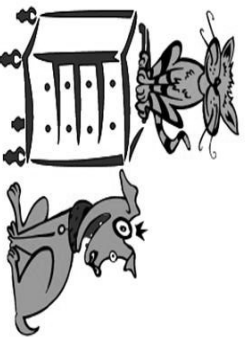
behind the pumpkin



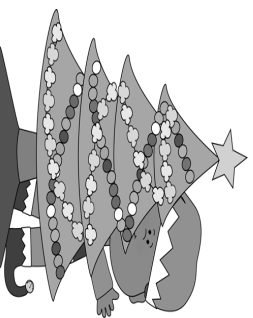
between



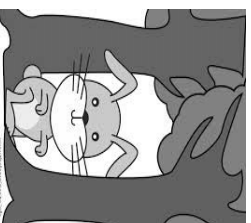
in front of the tree



beside the dresser



behind the tree



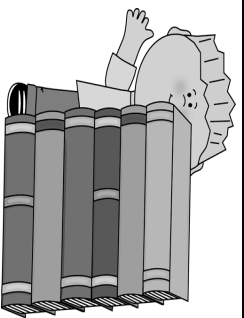
between the trees



in front of the mirror



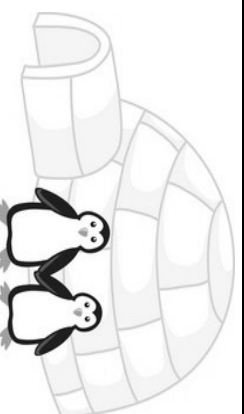
beside the cat



behind the books

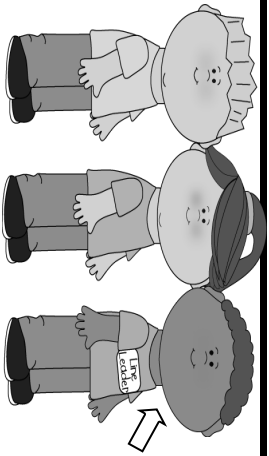


between the circles



in front of the igloo

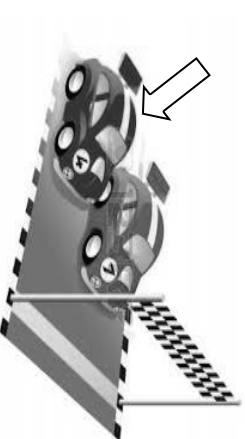
Picture Cards for Sequence Concepts



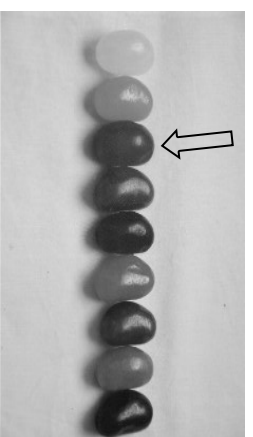
first in line



last slice of pie



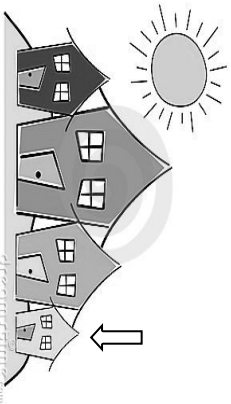
second



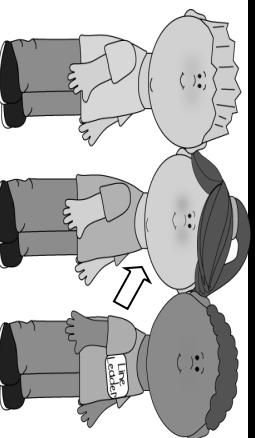
third



first in line



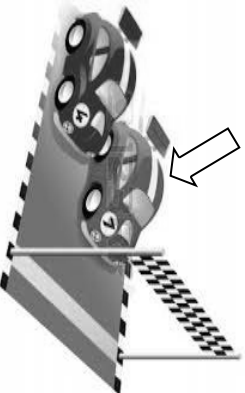
last house in the row



second in line



third



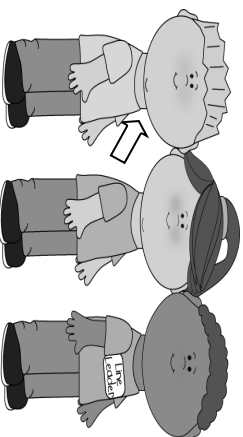
first in the race



last turtle



second in checkout line



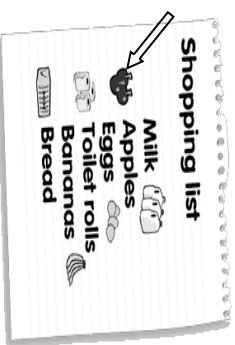
third in line



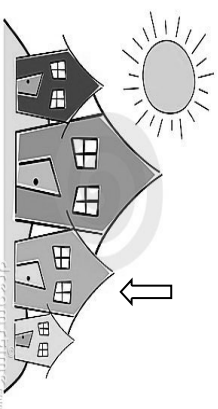
first piece of pie



last

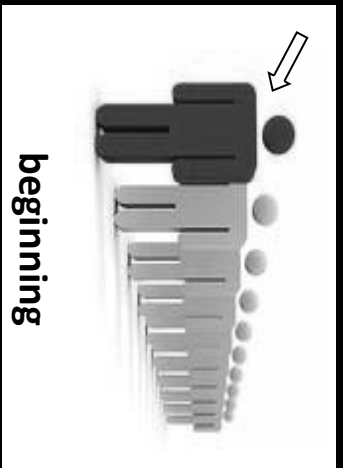


second item on the list

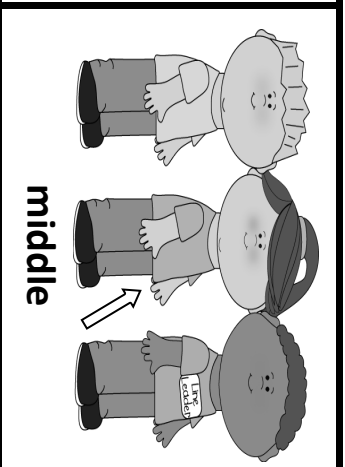


third

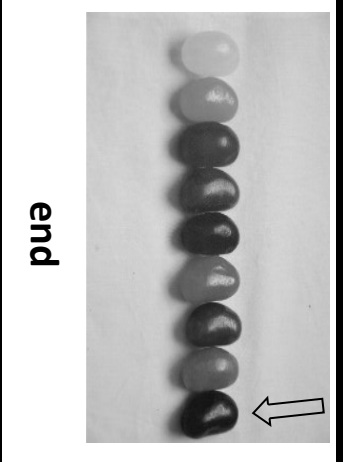
Picture Cards for Sequence Concepts



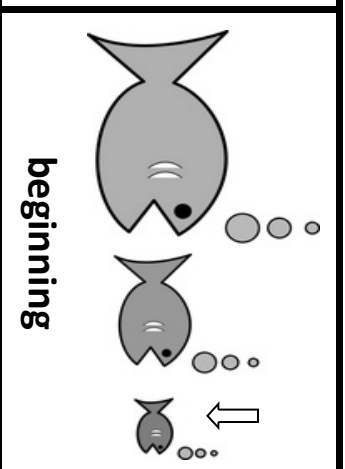
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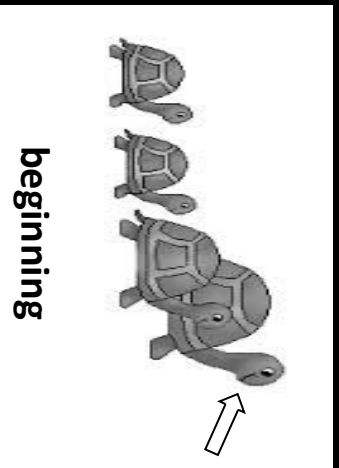
middle



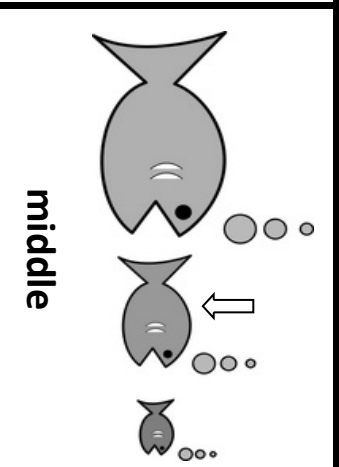
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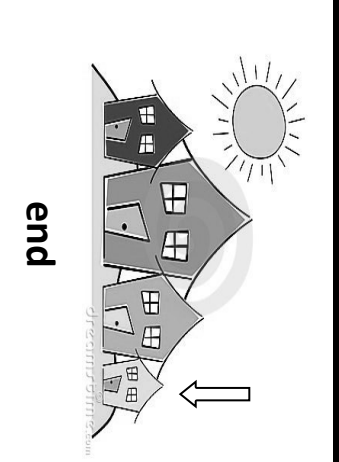
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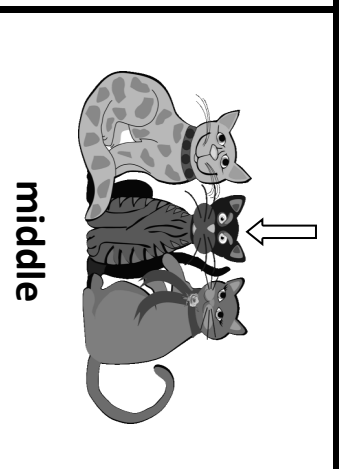
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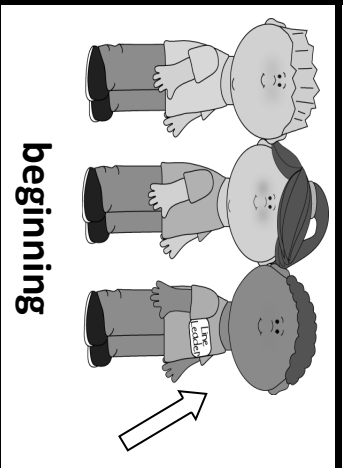
middle



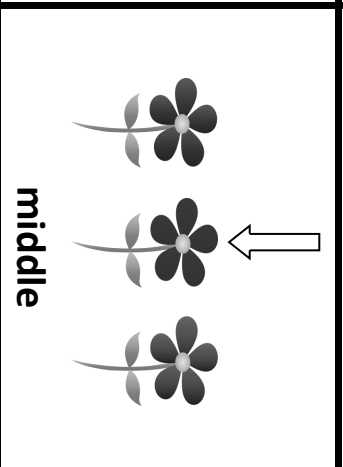
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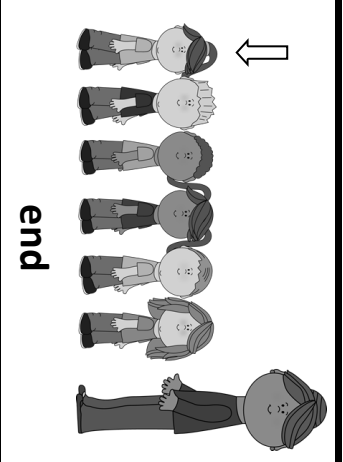
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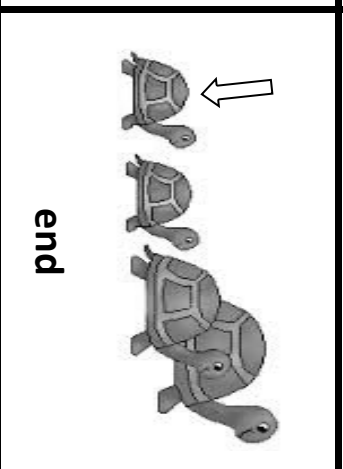
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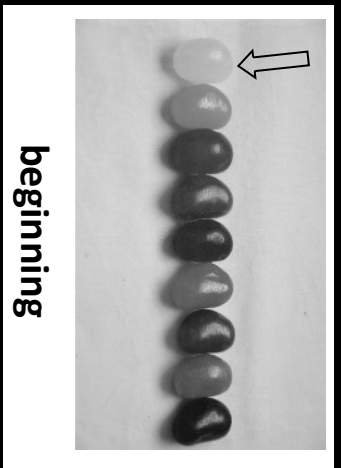
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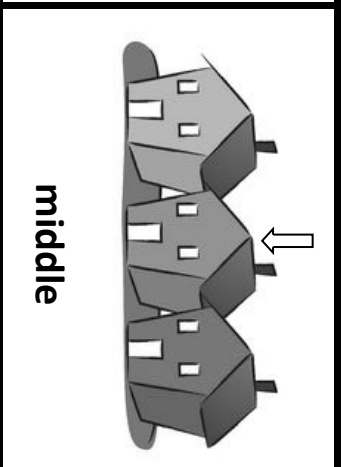
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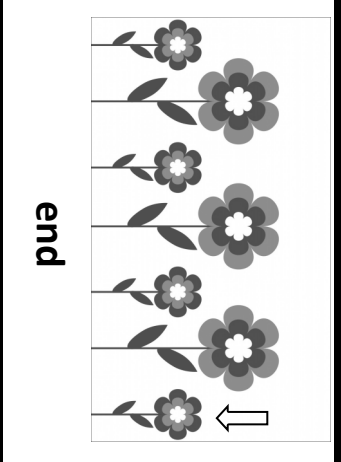
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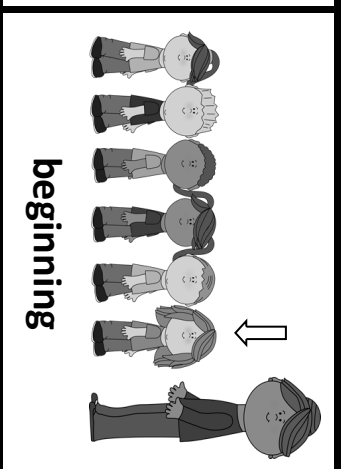
beginning



middle

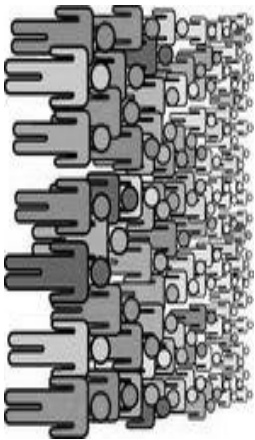
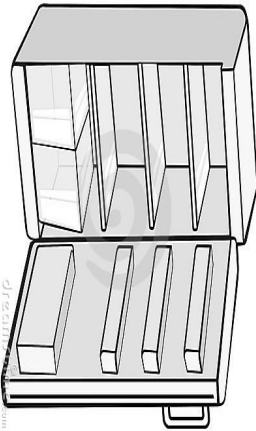
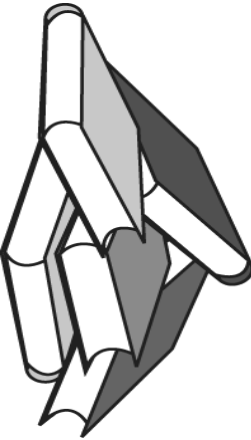
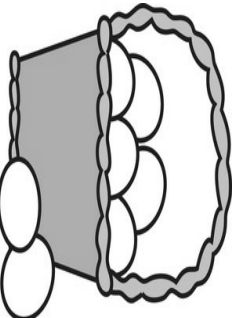
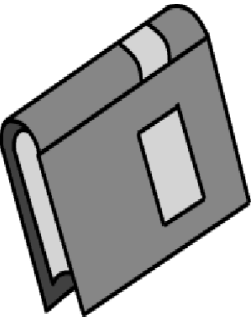
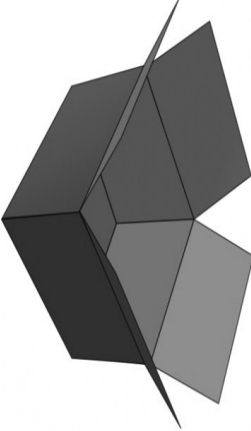
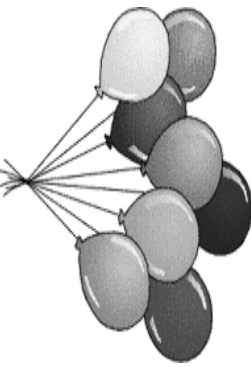
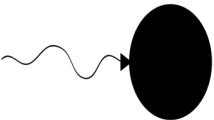
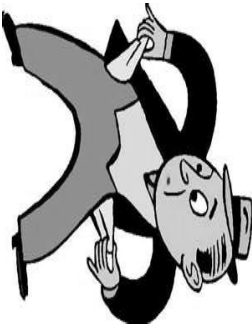
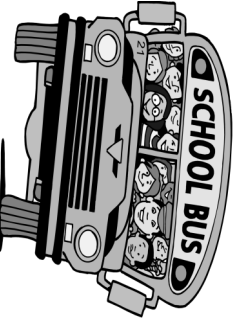


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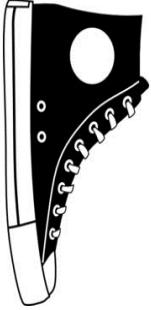
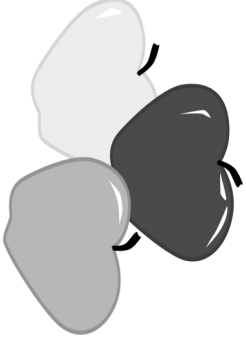
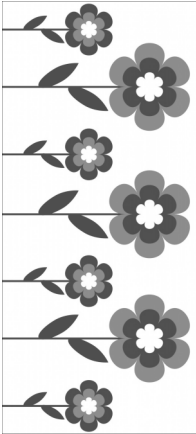
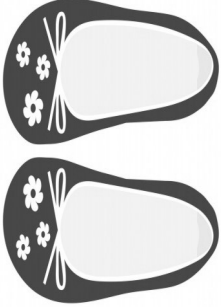
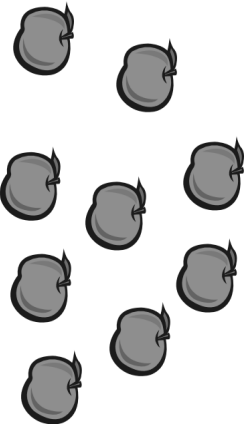
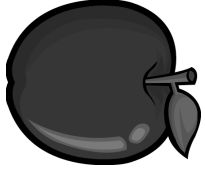
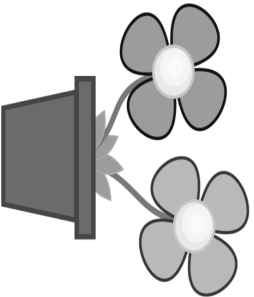
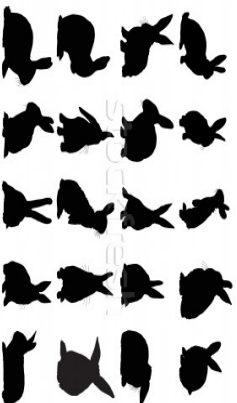
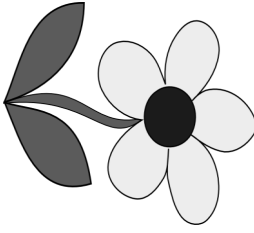
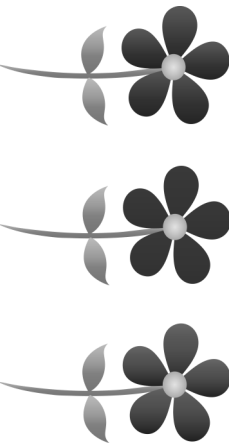


beginning

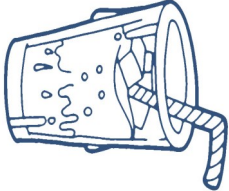
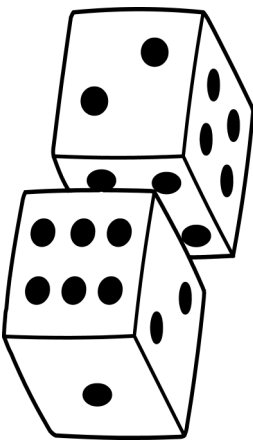
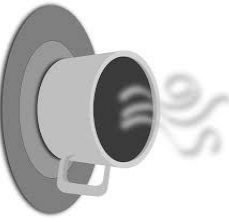
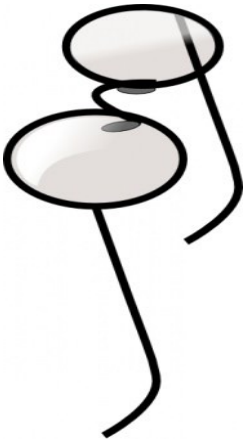
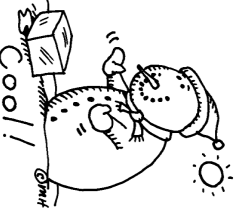
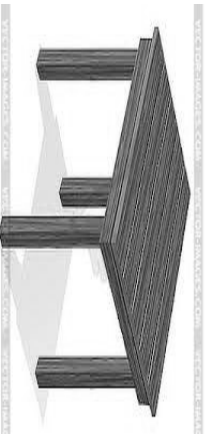
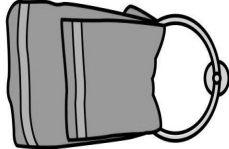
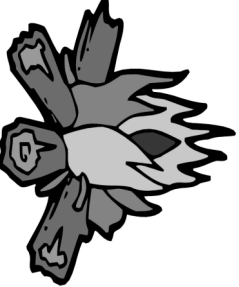
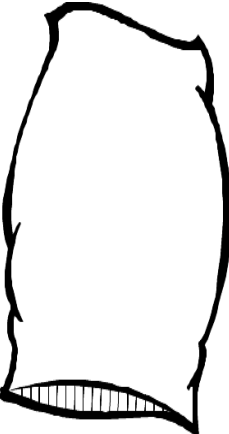
Picture Cards for Number/Quantity Concepts

 empty	 many	 full	 one
 empty	 many	 full	 one
 empty	 many	 full	 one
 empty	 many	 full	 one

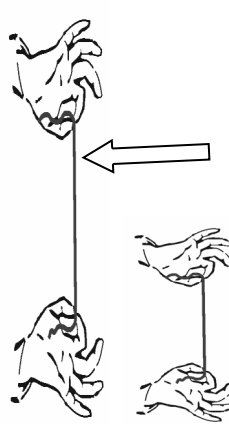
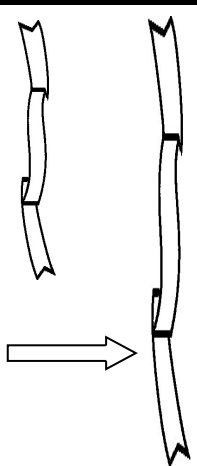
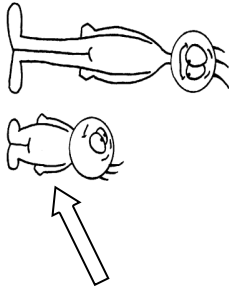
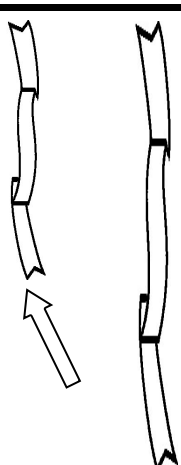
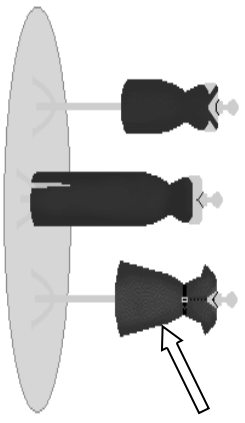
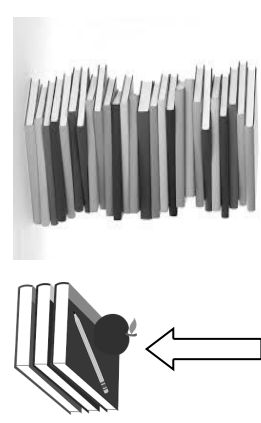
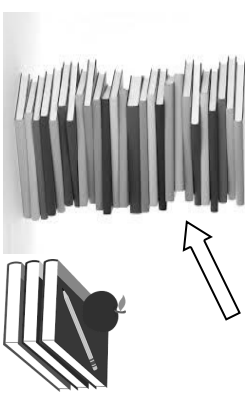
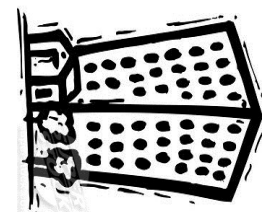
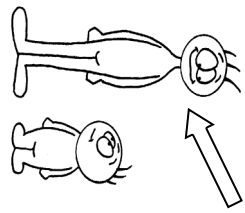
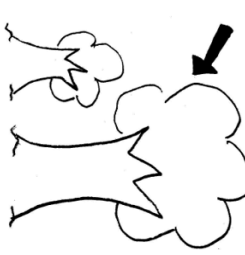
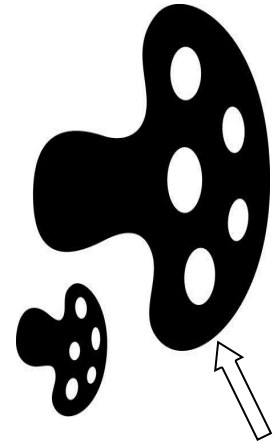
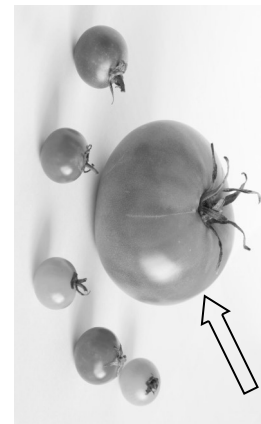
Picture Cards for Number/Quantity Concepts

 one	 two	 some	 many
 one	 two	 some	 many
 one	 two	 some	 many
 one	 two	 some	 many

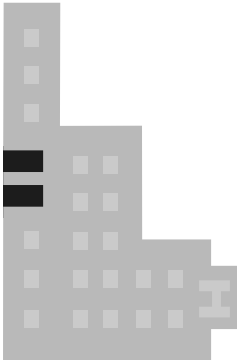
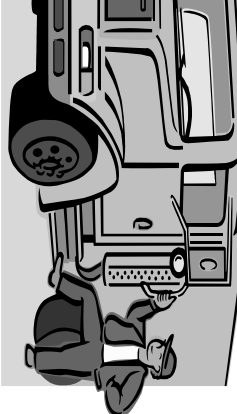
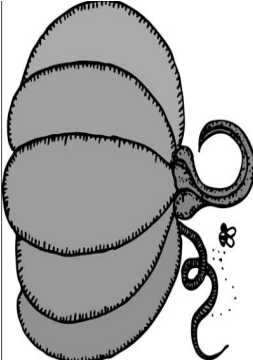
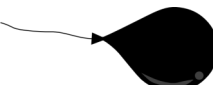
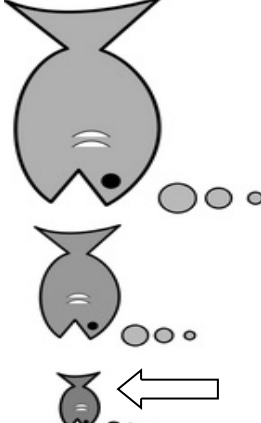
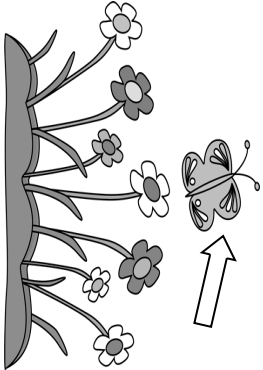
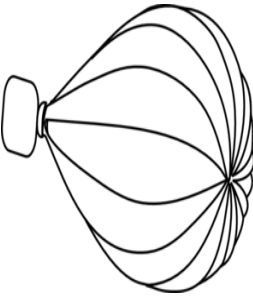
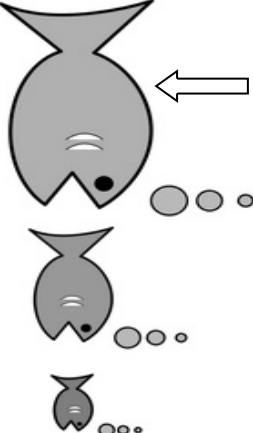
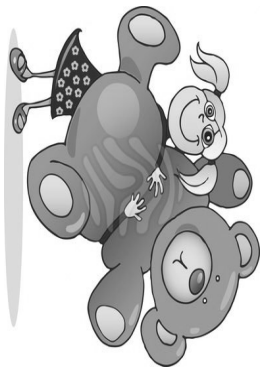
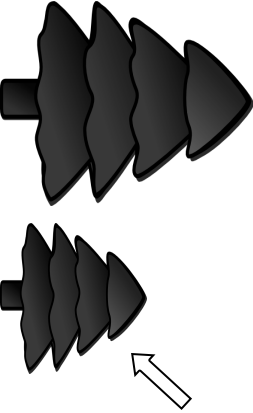
Picture Cards for Attributes

 round	 wet	 cold	 hard
 square	 dry	 hot	 soft
 round	 wet	 cold	 hard
 square	 dry	 hot	 soft

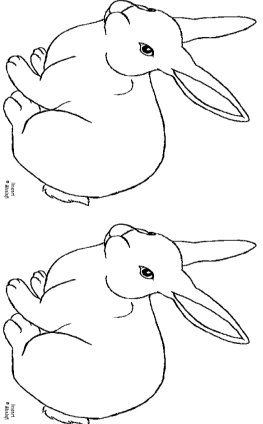
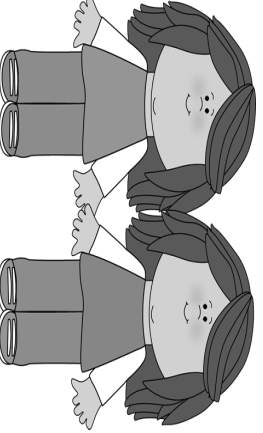
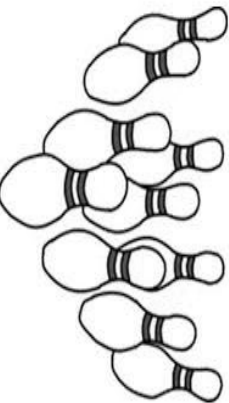
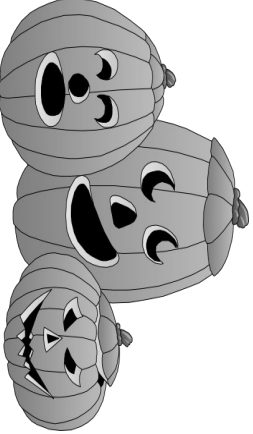
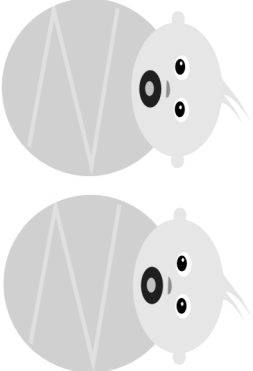
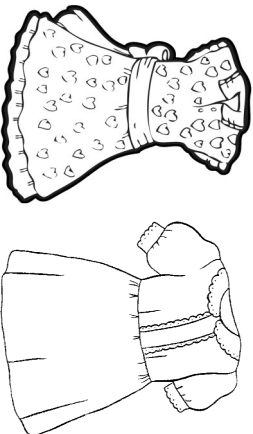
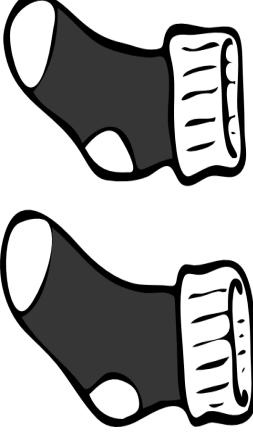
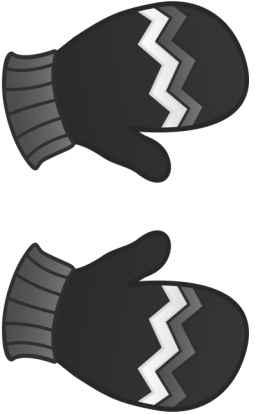
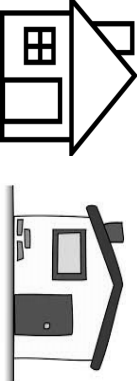
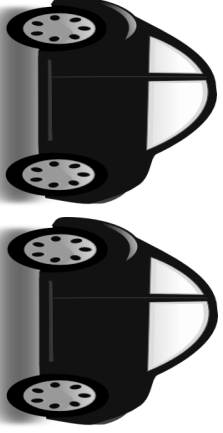
Picture Cards for Dimension

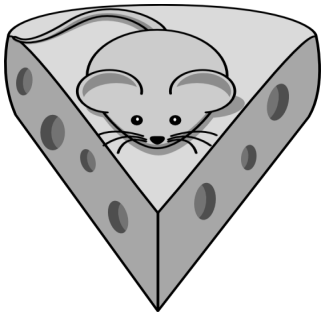
long 	long 	long 	long 
short 	short 	short 	short 
tall 	tall 	tall 	tall 
large 	large 	large 	large 

Picture Cards for Dimension

huge building 	huge truck 	huge 	huge 
little 	little 	little 	little 
big 	big 	big 	big 
small 	small 	small 	small 

Picture Cards for Same/Different

 same	 different	 same	 different
 same	 different	 same	 different
 same	 different	 same	 different
 same	 different	 same	 different



Game Board for Spatial Concepts

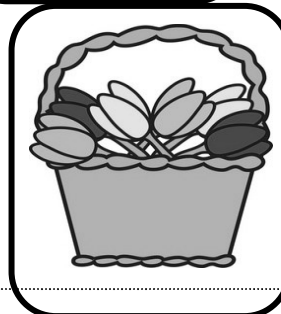
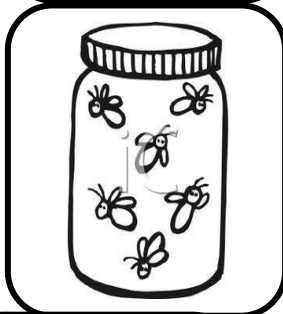
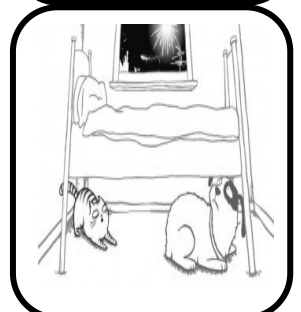
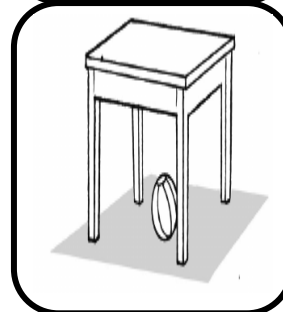
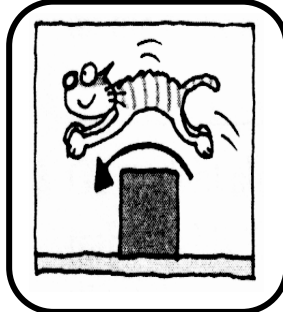
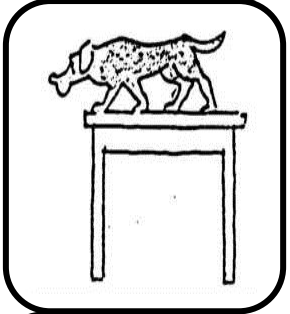
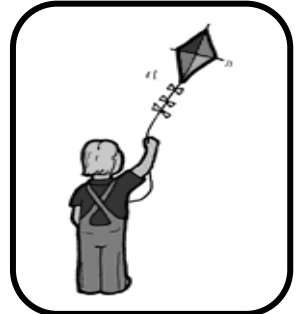
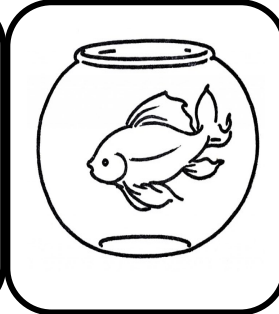
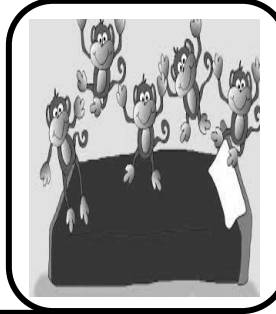
***Over-Under * In-On ***

Have fun practicing making sentences using Spatial Concepts vocabulary. Flip a coin to move 1 (heads) or 2 (tails) spaces. Make a sentence about the picture as you land on each space.



START

END

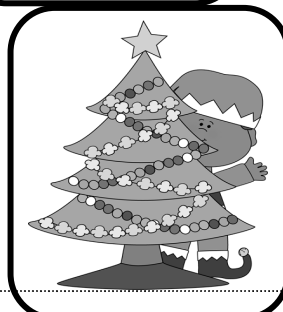
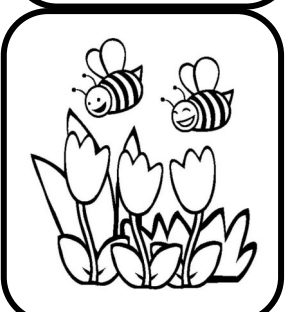
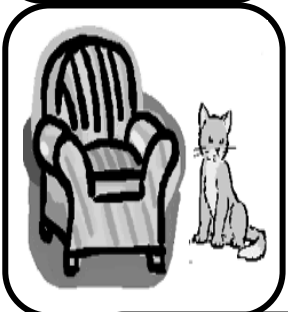
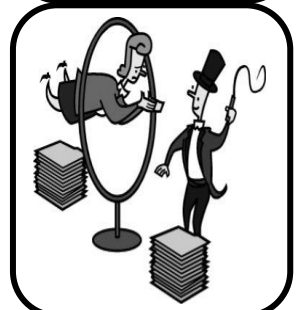
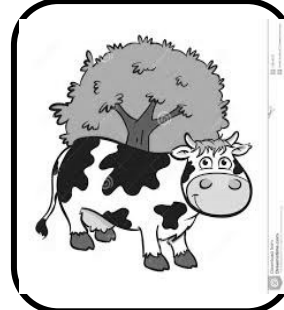
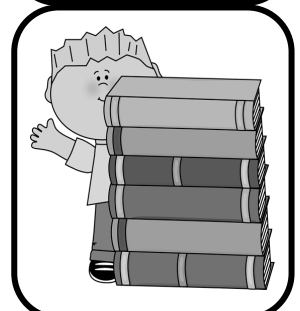
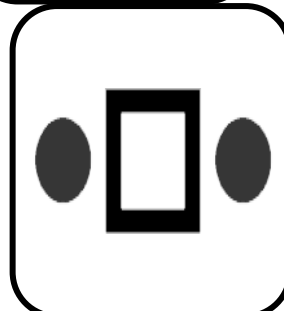
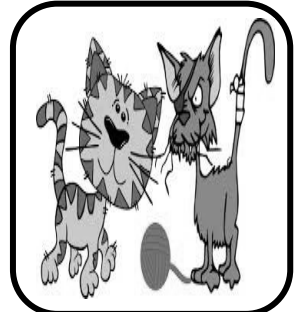
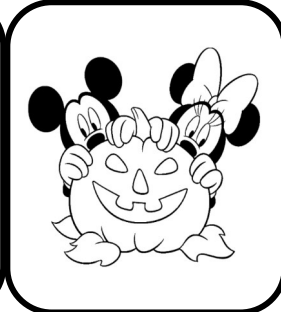


Can You Tell Where?

Have fun practicing making sentences using your **concept words**. Flip a coin to move 1 (heads) or 2 (tails) spaces. Describe **"Where"** key objects are for each picture as you land on each space.

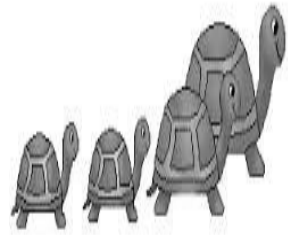
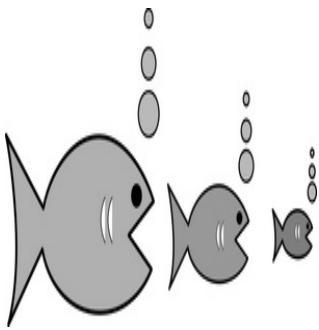
START

END



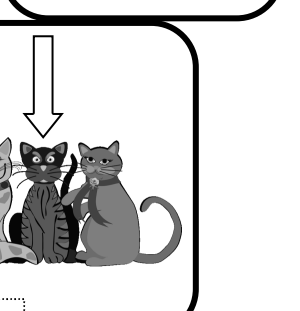
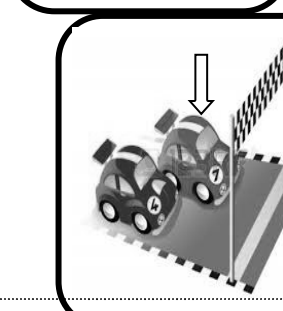
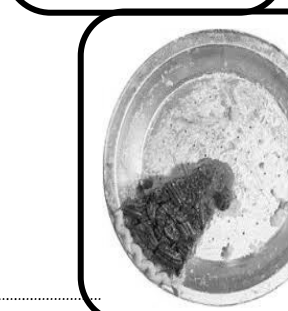
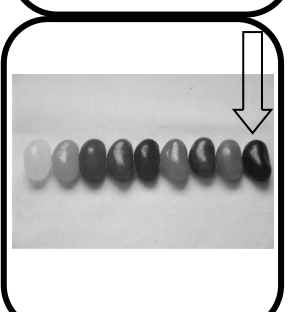
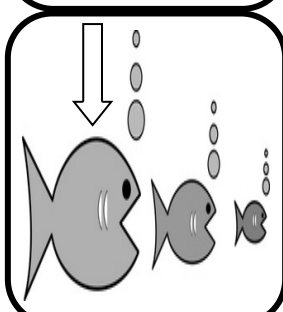
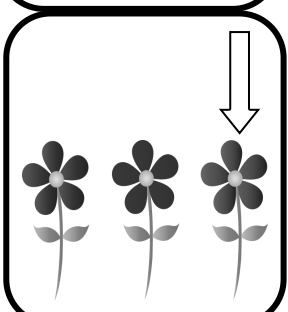
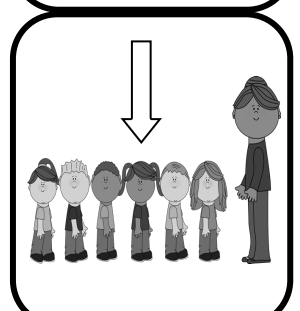
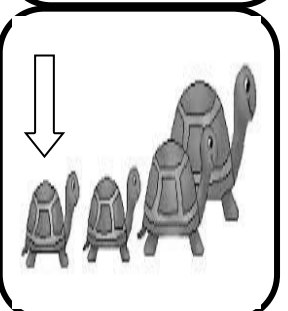
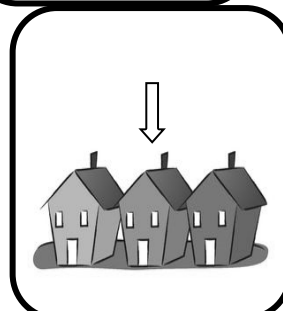
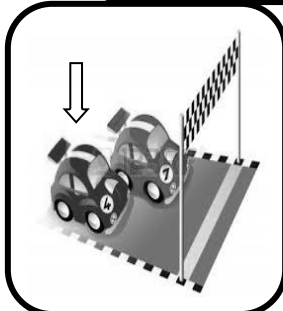
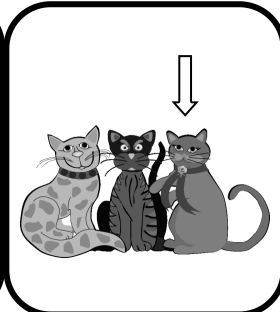
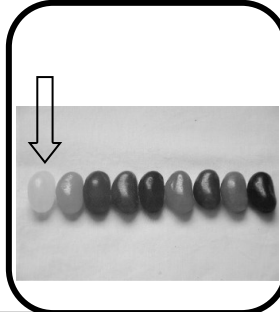
Sequence!

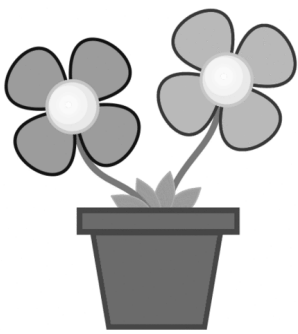
Have fun practicing making sentences using Sequence concepts (e.g., first, last, second, third, beginning, middle & end). Flip a coin to move 1 (heads) or 2 (tails) spaces. Describe each picture as you land on each space.



START

END





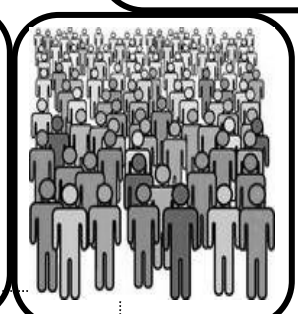
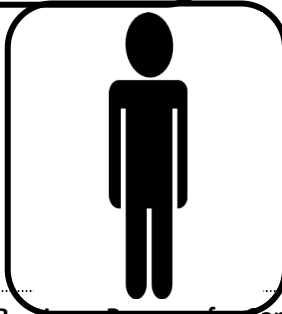
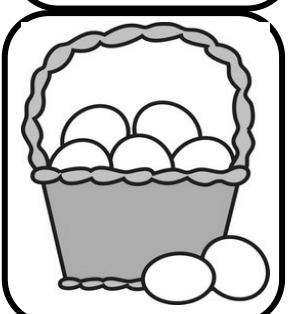
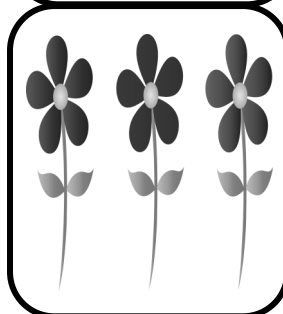
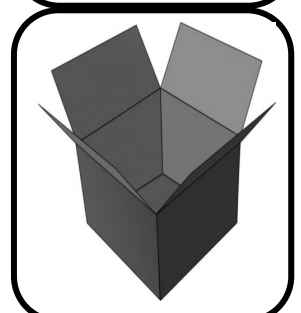
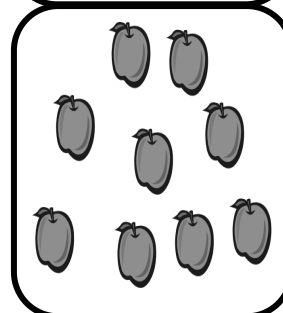
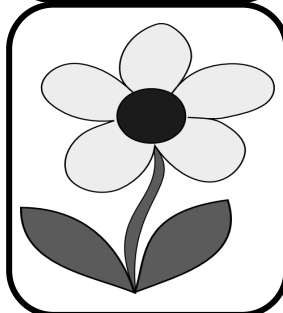
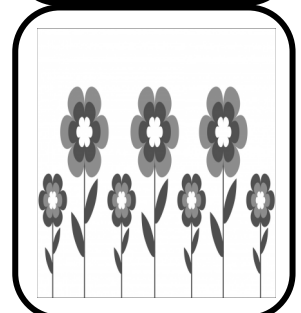
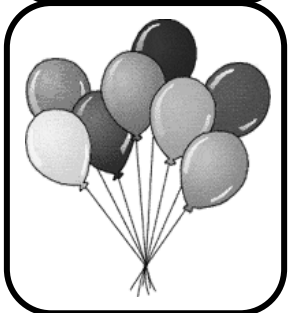
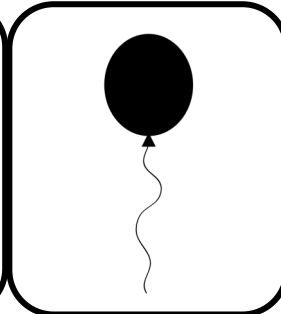
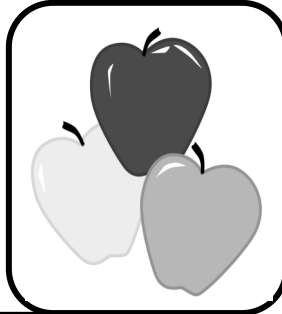
How Many?



Have fun practicing making sentences using Number/Quantity concepts (e.g., many, empty, full, one, some, etc). Flip a coin to move 1 (heads) or 2 (tails) spaces. Describe each picture as you land on each space.

START

END



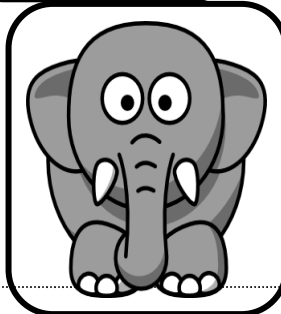
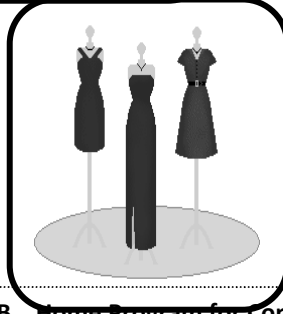
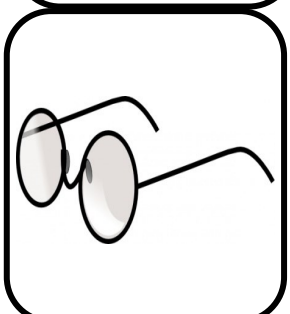
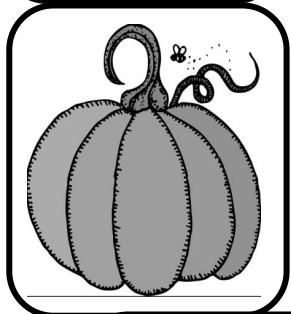
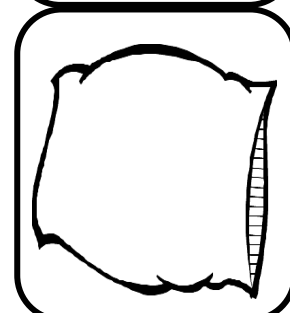
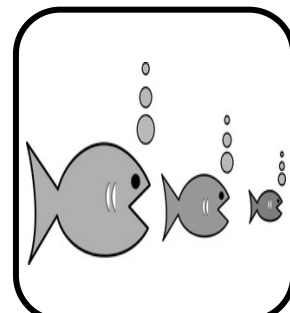
Game Board for Attributes/Dimension

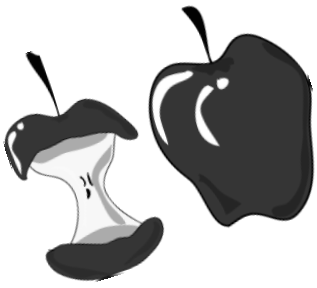
Describe to Win!

Have fun practicing your **Attributes/Dimension** concepts. Flip a coin to move 1 (heads) or 2 (tails) spaces. Describe each picture using **Attributes/Dimension** concept words as you land on each space.

START

END





Game Board for Same/Different

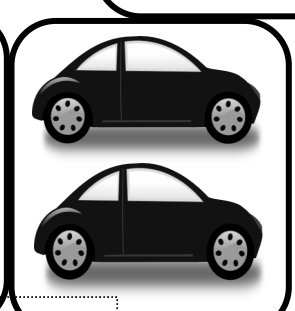
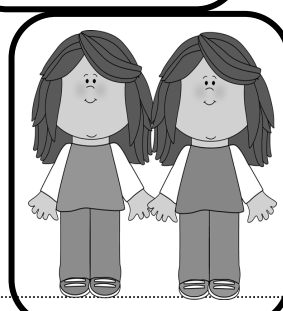
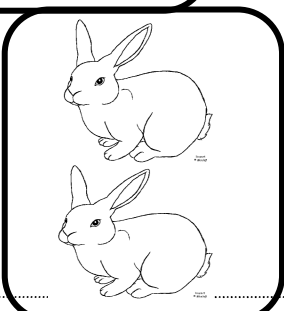
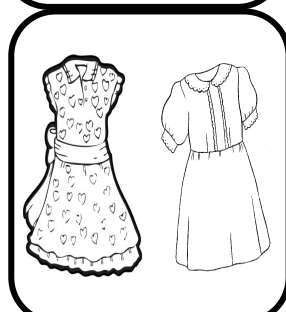
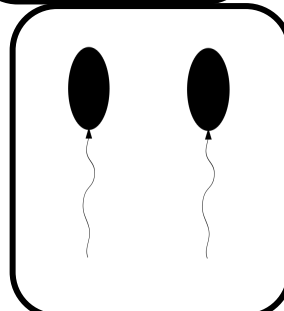
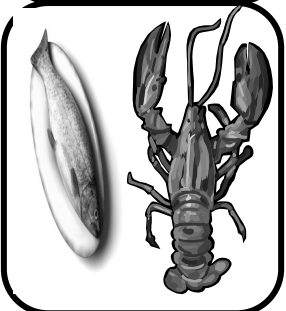
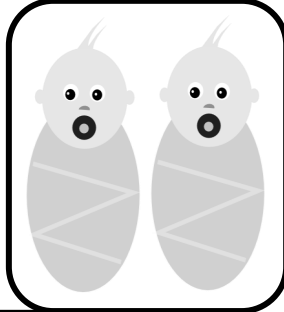
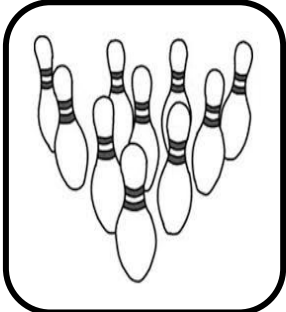
Same or Different?



Have fun practicing deciding whether the pictures below are the same or different. Flip a coin to move 1 (heads) or 2 (tails) spaces. Indicate whether the pictures the **Same** or **Different** as you land on each space.

START

END



Language Games Calendar — *Pick and choose what you like or try them all!*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
While walking look for girls and boys doing things and make sentences using concept words.	Play the provided board games . Make sentences using your concept words as you land on each space.	Play a game of Right or Wrong? Say a sentence and ask your child if you used the correct concept word. Make mistakes on purpose!	Put cards in a bag . Have your child close his/her eyes, pick a card, and make a sentence.	Cut out pictures in a magazine of boys and girls (men or women) doing activities. Make up sentences as you make a collage.	Play Tic-tac-toe with a partner using your concept cards. Place cards in a grid of 9 pictures. Use chips to mark your spot.	Look at pictures in a picture story book . Make sentences using these pictures.
While watching TV , comment on actions and use your concept words in your sentences. Have your child make sentences too.	Create an 'Concept Word Box' . Find pictures in magazines that show the concepts. Describe the picture and put it in the box. Can you fill the box ?!.	Play a listening game on the way to school. Say a sentence and ask your child if you used the concept words correctly. Make mistakes on purpose!	Play 'Go Fish' or 'Memory' using pairs of your concept cards.	At the grocery store , label foods you see and make up sentences using concept words about the foods you see and buy.	Place your cards around a room and turn off the lights. Use a flashlight to find the cards and make up sentences.	Make a puzzle together. Give your child a puzzle piece for each sentence made using your cards.
Read a book together and help your child make sentences about the characters in the book using key vocab from the story.	While at the park or on a walk , listen for your child to use concept words. If a mistake is made, give your child a choice, (i.e. "She is behind the swing" or "She is on the swing"?)	Make a doorknob hanger using a piece of paper with a hole cut in it. Glue picture cards on the paper. Hang it on the door. Say sentences when you walk by.	Play a matching game with pairs of cards. Mix them up and put them face down on a table. Take turns choosing and naming 2 cards as you find the matched pairs.	Draw pictures on blank paper and take turns with your child guessing what the concept is.	Tape a few picture cards to the bathroom mirror . Say a sentence for each picture before your child brushes his/her teeth.	Choose a favourite toy (action figure or doll) and make sentences together as the toy is used to do different actions.
Put paperclips on cards and place them on the table or floor. Use a magnet to lift them up. Describe the card you lift up.	Read a book together and help your child make sentences about the characters in the book using key concept vocabulary.	Put your cards on the floor . Hop to each card and say a sentence.	Make a road using your cards. Make sentences as you drive over the cards with a toy car.	While colouring make up sentences for the characters as you colour the pictures.	Make 2 or more sentences from your cards and get a sticker or stamp .	Tape cards on toy bowling pins . Line them up and roll a ball. Make up sentences for the cards that are knocked down.