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# Instructional Guidelines

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*Basic Concept Boosters* was created for children who have difficulty understanding and using concepts that are necessary for success in the classroom environment. Children who have difficulty understanding concept contrasts such as *same* and *different*, *on* and *under*, *full* and *empty*, *near* and *far*, etc. are likely to experience problems following directions presented by the classroom teacher.

Children acquire new concepts by making comparisons. To learn the concept *on*, for example, the child must be provided with opportunities to compare this concept with other concepts such as *under*. By using the picture worksheets in this book, a variety of concept contrasts can be presented.

The worksheet activities in this book can be administered by classroom teachers, speech-language pathologists, or by parents. Prior to presenting the worksheets, it is recommended that object manipulation tasks be presented to introduce the target concepts. Toy blocks and common objects can be used for this purpose. To introduce the concepts *on* and *under*, for example, blocks can be placed *on* and *under* other objects in the room. Begin with receptive language tasks by presenting instructions such as the following:

Find the block that is *under* the table.

Find the block that is *on* the table.

Find the cup that is *on* the book.

Find the cup that is *under* the book.

When the child has demonstrated an understanding of the new concepts, present situations in which he/she is asked to use these concepts to describe objects. One might, for example, point to a cup under a book and ask, "Is this cup *on* the book or *under* the book?"

The worksheets can be used in a variety of ways, depending on the needs and abilities of the individual. Sample instructional objectives and activities are listed below for a kindergarten student who required a structured program of instruction:

**Student's Name:** Charles Haywood      **Target Concepts:** *on* and *under*

1. Child will demonstrate comprehension of the concepts *on* and *under* by responding appropriately to questions requiring a *yes* or *no* response.

Sample Stimulus: "Is this dog on the chair?" (picture showing a dog *under* a chair)

Child's Response: "No."

2. Child will demonstrate correct usage of *on* and *under* in response to a question in which he/she is asked to choose between the two concepts.

Stimulus: "Is the dog *on* the chair or *under* the chair?" (picture showing dog *on* a chair)

Child's Response: "on the chair."

3. Child will demonstrate correct usage of *on* and *under* in complete sentences in response to the question, "Where is the \_\_\_\_\_?"

Stimulus: "Where is the dog?" (picture showing a dog *under* a chair.)

Child's Response: "The dog is under the chair."

## Presenting the Lessons

The individual lessons in this book include the following:

1. *Concept Contrast Pictures*. The first page in each lesson includes a separate picture for each of the target concepts. The contrast *on/under*, for example, is represented in pictures that show the following sentences:

The cat is on the car.

The cat is under the car.

Point to each picture and ask the child to respond to a question such as, "Where is the cat in this picture?" Sentences that include the target concept may need to be modeled for the student before asking him/her to respond. Children can also be asked to respond to verbal commands in which the target concepts are used (e.g., Put your hands under the table.)

2. *Concept Identification Worksheets*. Each worksheet includes three rows of pictures. Start with the row of pictures at the top. Read each sentence on the reproducible worksheet and ask the child to circle the appropriate picture. Responses produced by the child should be scored as *correct* (+) or *incorrect* (-) on the record form. The child can also be asked to create sentences describing the pictures on the worksheet. Space for recording verbal responses produced by the child is included on the response protocol.
3. *Listen and Draw Worksheets*. Each worksheet includes a picture scene in which the target concepts are depicted. The worksheet for the concepts *on* and *under*, for example, shows a bear on a tree, bear under a tree, snake on a rock, snake under a rock, etc. Present oral instructions such as, "Find the snake that is under the tree and color it red." Then ask the child to describe the action shown in the

picture and/or to tell a story about it. Provide social reinforcement for the correct use of the basic concepts represented in the picture.

Additional reproducible materials are included in the appendices:

1. **Appendix A - Assessment Checklist.** This reproducible form can be used to check off concepts that have been mastered and to indicate which concepts need to be taught.
2. **Appendix B - Informal Concept Assessment Probe.** This reproducible assessment probe can be used when conducting an informal assessment of the child's mastery of basic concepts.
3. **Appendix C - Letter to Parents.** This reproducible form includes suggested activities for parents to use in the home environment.
4. **Appendix D - Home Activity Lesson Plan.** This reproducible form can be used by the specialist as a "lesson plan" when sending worksheets home with students. Specific instructions for the parent should be recorded on this form. Space is included for the parents to record comments relevant to the child's performance.
5. **Appendix E - Oral Commands for Teaching Spatial Concepts.** This reproducible form includes a listing of oral commands that can be used to develop comprehension of basic spatial concepts.
6. **Appendix F - Manipulatives for Teaching Basic Concepts.** Pictures of animals and objects for the child to cut out are included. Oral instructions are then presented that require the child to manipulate the position of these "cut-out" materials.
7. **Appendix G - Reproducible Spatial Concept Picture Scenes.** These picture scenes can be used to practice correct usage of a variety of spatial concepts. The child is asked to describe the location of the various nouns depicted in these pictures.
8. **Appendix H - Spatial Concept Games.** Three reproducible gameboards are included. Each space on the gameboard includes a picture in which a specific spatial concept is represented. Students are asked to create sentences describing the pictures as they advance from one space to the next on the gameboard.

When the worksheets in this book are used in home programs for children with communicative disorders, it is important for the speech-language pathologist to work closely with the parents during all aspects of program implementation. Parents should be provided with specific guidelines for using the worksheets and for recording the child's responses.

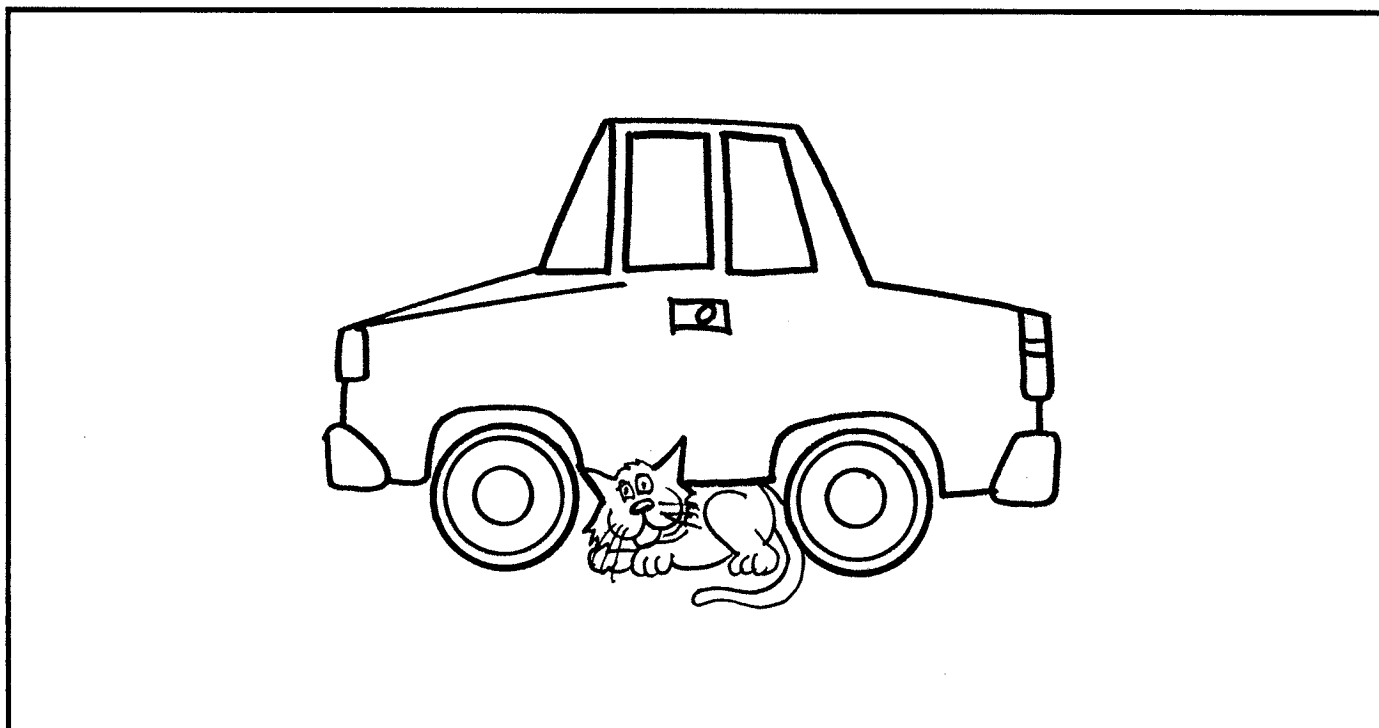
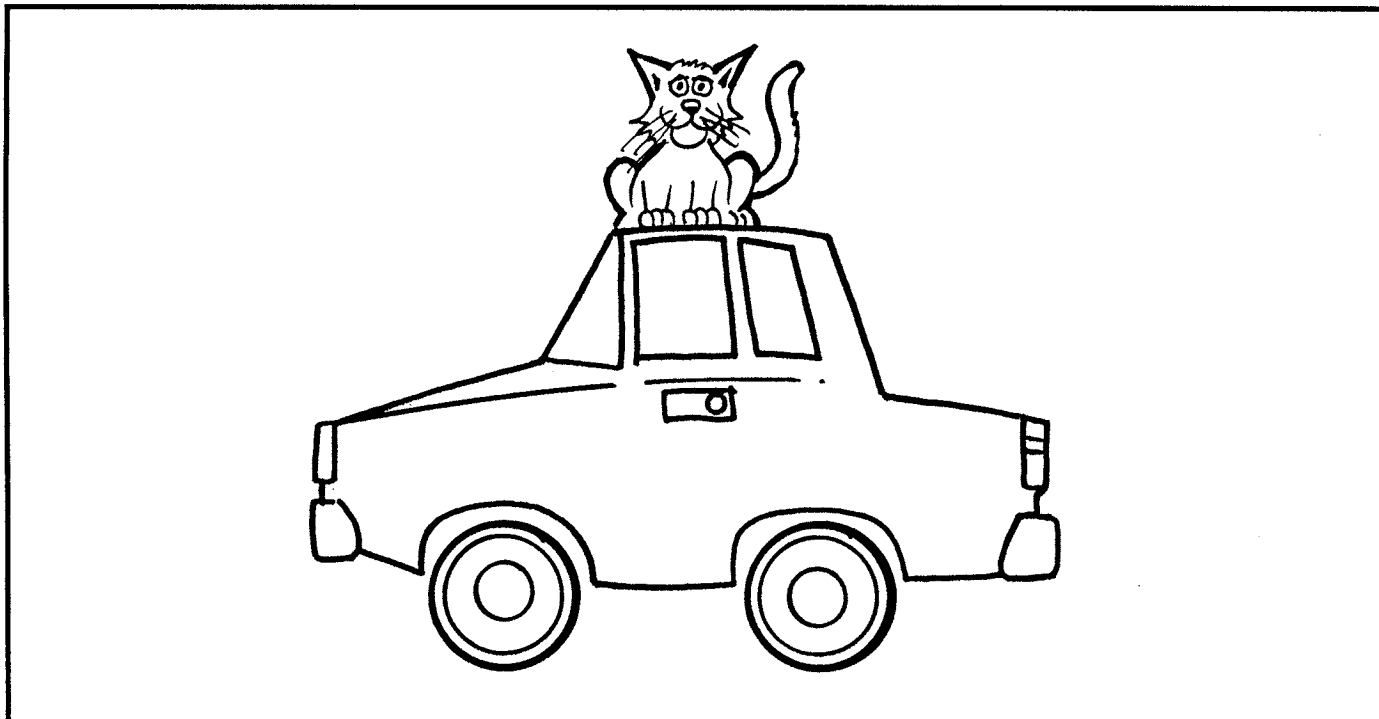


## ■ Concept Lesson 1: On and Under

*Instructions:* Reproduce this page and cut out the picture cards. Ask the child to point to the appropriate picture for each sentence below.

1. The cat is on the car.
2. The cat is under the car.

The child can also be asked to respond to the question, "Where is the cat in this picture?"



# ■ Concept Lesson 1: On and Under

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson administered by: \_\_\_\_\_

*Instructions:* Use the pictures on pages 9 through 11. Record a plus (+) for correct responses and a minus (-) for incorrect responses. The child's verbal responses may be recorded in the space beside each item.

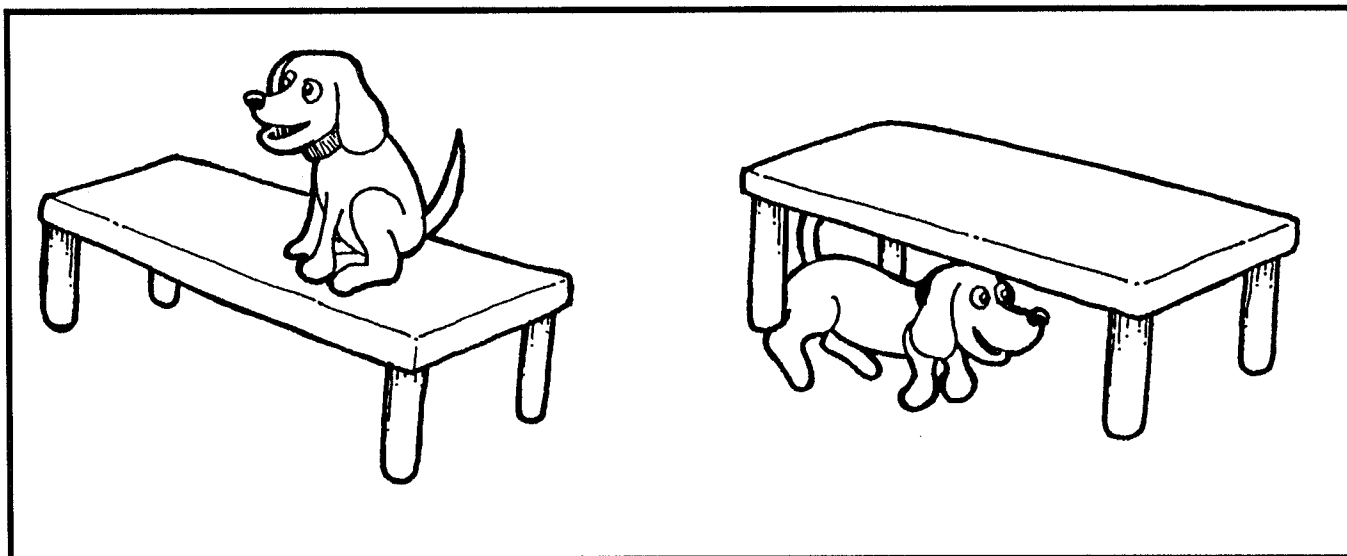
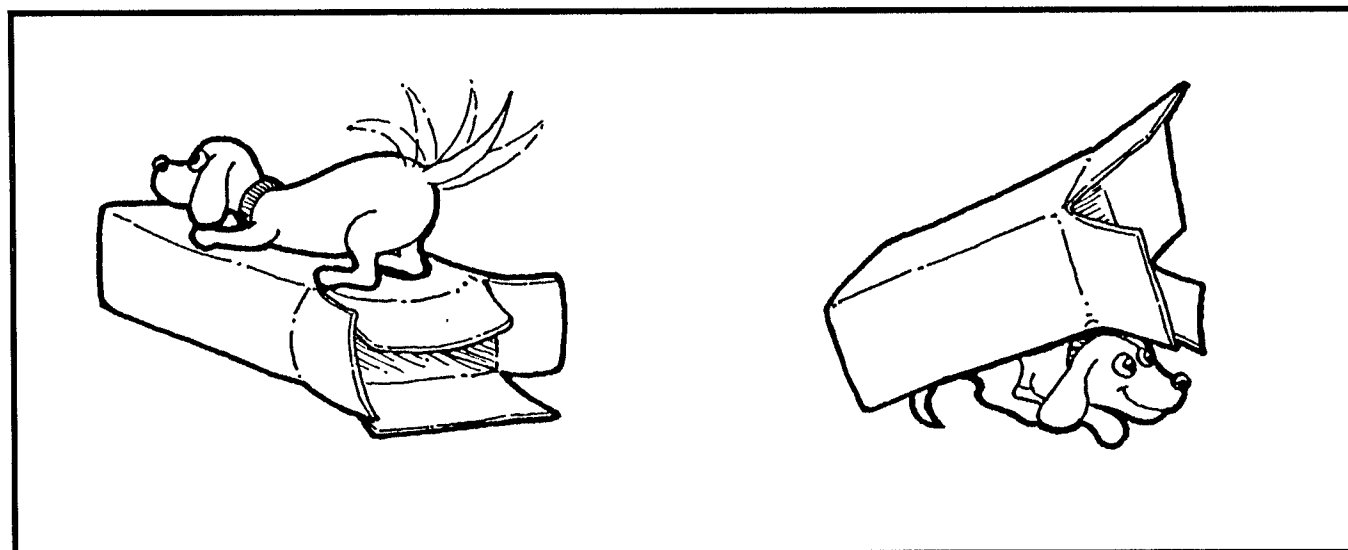
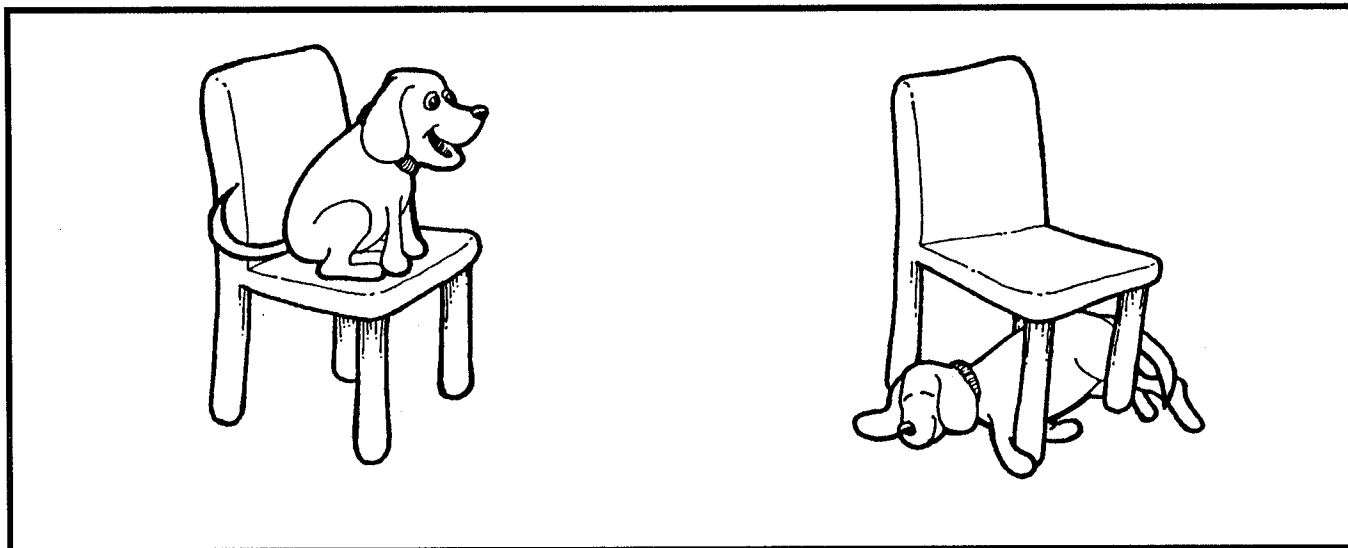
- |             |                                    |       |
|-------------|------------------------------------|-------|
| ___ ___ ___ | 1A. The dog is on the chair.       | _____ |
| ___ ___ ___ | 1B. The dog is under the chair.    | _____ |
| ___ ___ ___ | 2A. The dog is on the box.         | _____ |
| ___ ___ ___ | 2B. The dog is under the box.      | _____ |
| ___ ___ ___ | 3A. The dog is on the table.       | _____ |
| ___ ___ ___ | 3B. The dog is under the table.    | _____ |
| ___ ___ ___ | 4A. The car is under the paper.    | _____ |
| ___ ___ ___ | 4B. The car is on the paper.       | _____ |
| ___ ___ ___ | 5A. The boy is on the bed.         | _____ |
| ___ ___ ___ | 5B. The boy is under the bed.      | _____ |
| ___ ___ ___ | 6A. The pencil is under the book.  | _____ |
| ___ ___ ___ | 6B. The pencil is on the book.     | _____ |
| ___ ___ ___ | 7A. They are under the bridge.     | _____ |
| ___ ___ ___ | 7B. They are on the bridge.        | _____ |
| ___ ___ ___ | 8A. The bug is on the clock.       | _____ |
| ___ ___ ___ | 8B. The bug is under the clock.    | _____ |
| ___ ___ ___ | 9A. The bird is on the mailbox.    | _____ |
| ___ ___ ___ | 9B. The bird is under the mailbox. | _____ |

Comments:

# ■ Concept Lesson 1: On and Under

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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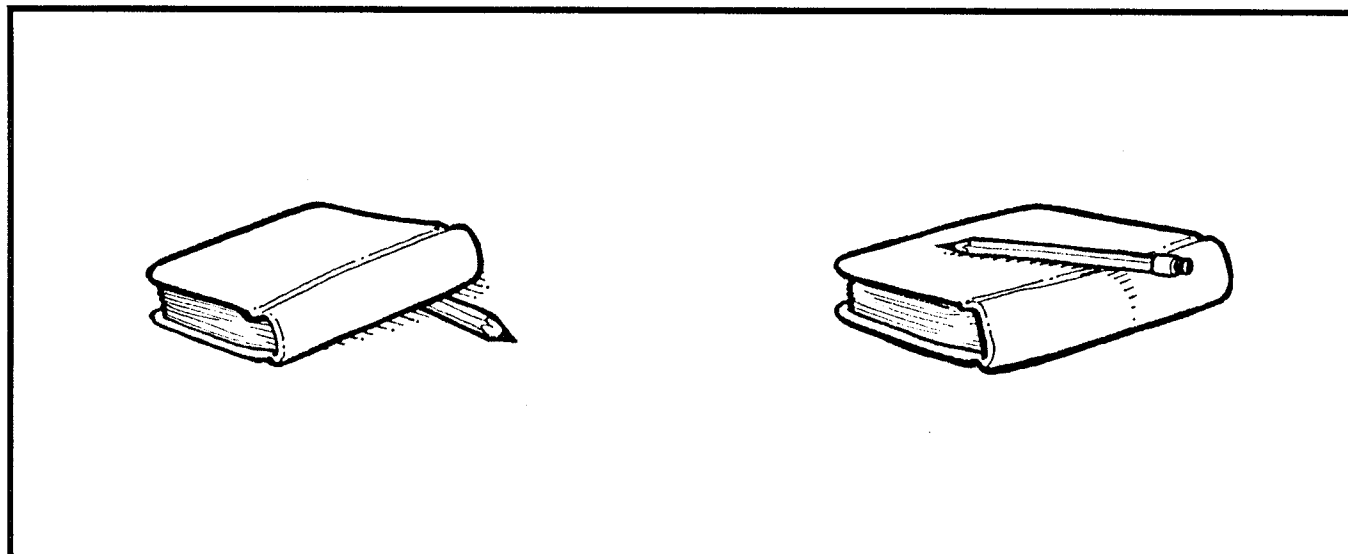
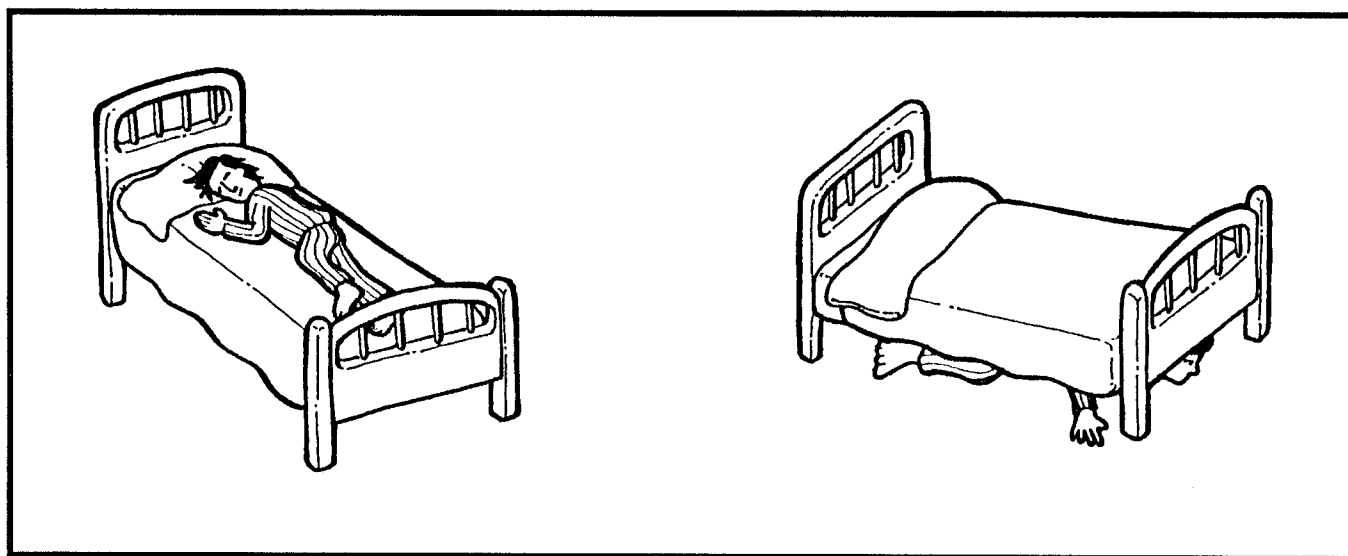
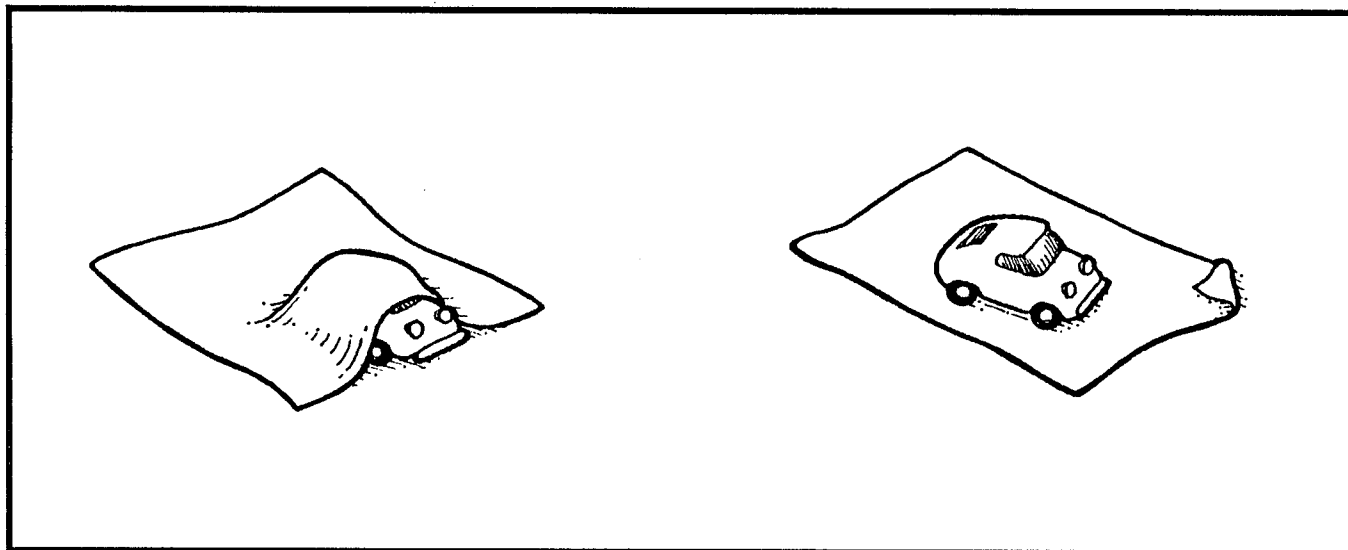


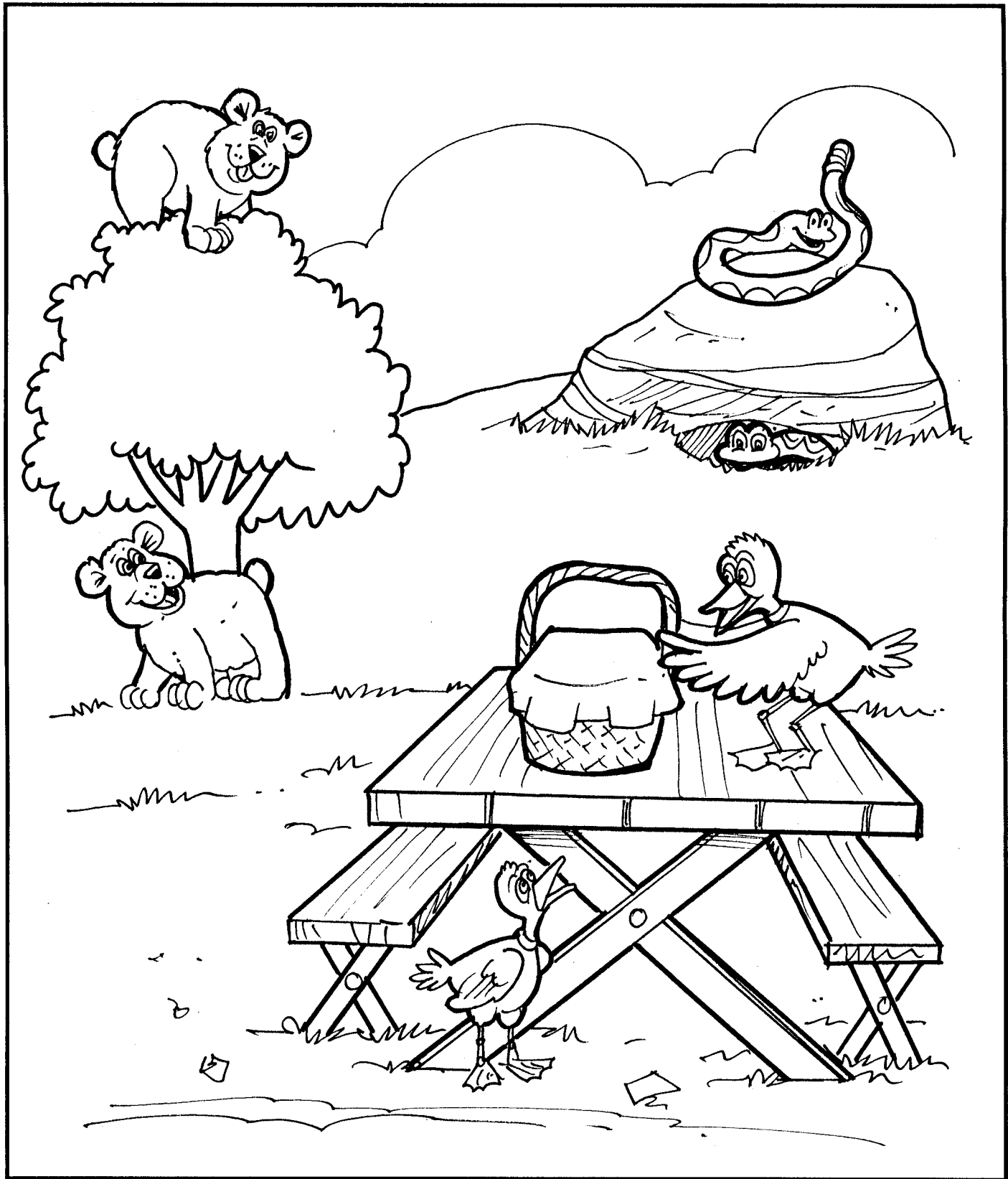


# ■ Concept Lesson 1: On and Under

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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## Listen and Draw Worksheet: On and Under

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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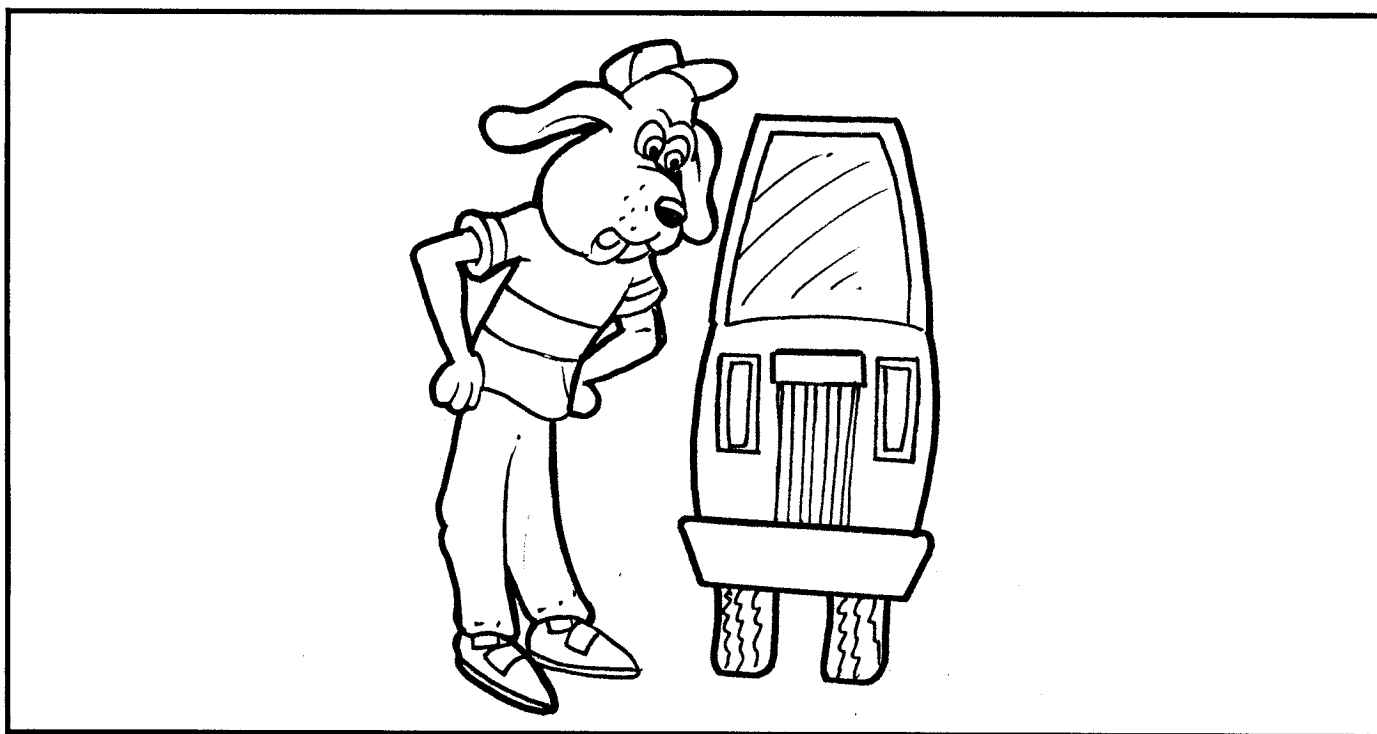
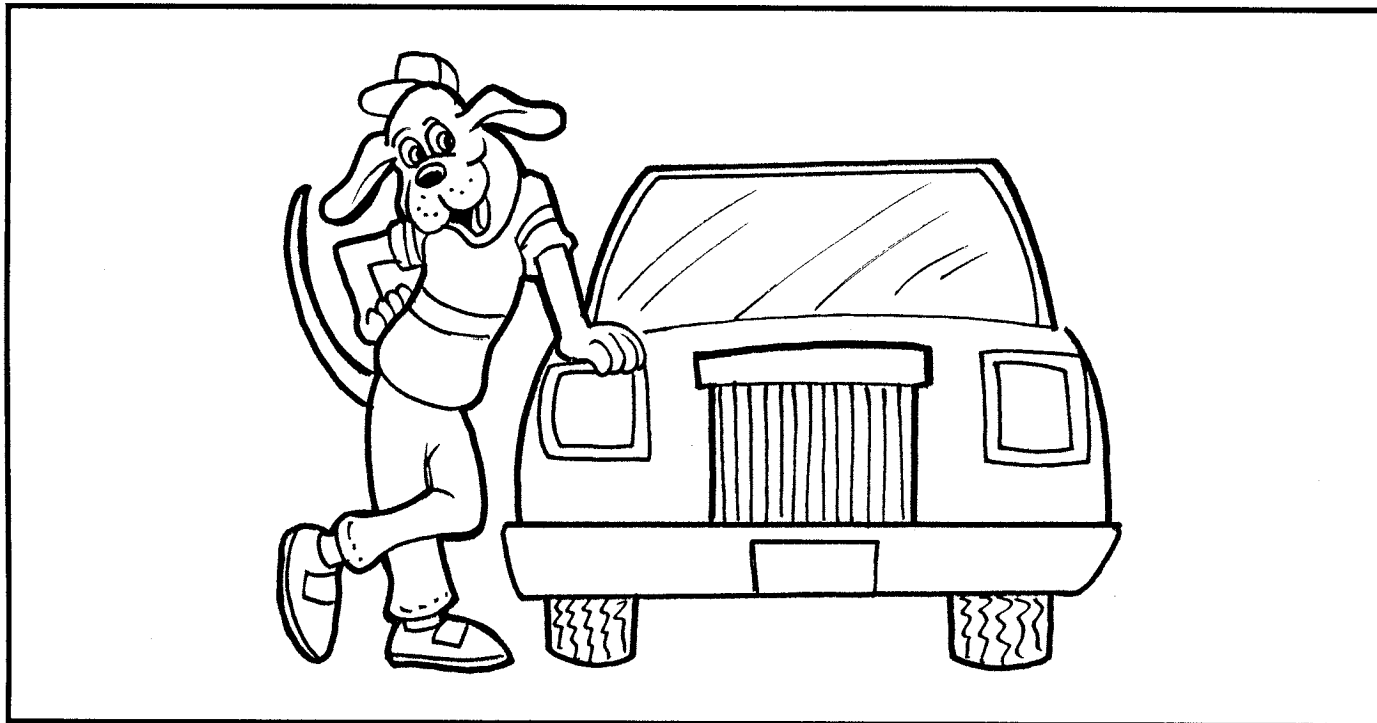
Task: Use the concepts *on* and *under* in oral instructions for coloring the worksheet.

## ■ Concept Lesson 9: Wide and Narrow

*Instructions:* Reproduce this page and cut out the picture cards. Ask the child to point to the appropriate picture for each sentence below.

1. The car is wide.
2. The car is narrow.

The child can also be asked to respond to the question, "Is the car in this picture wide or narrow?"

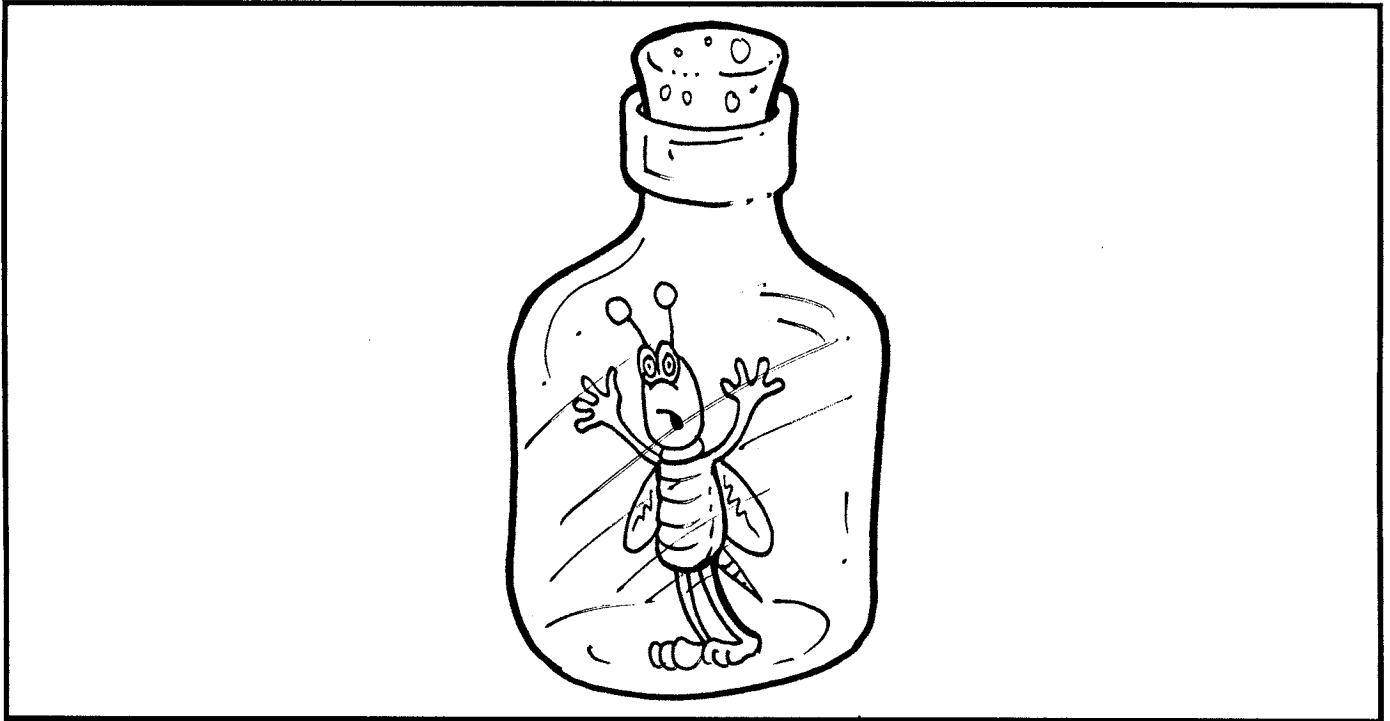


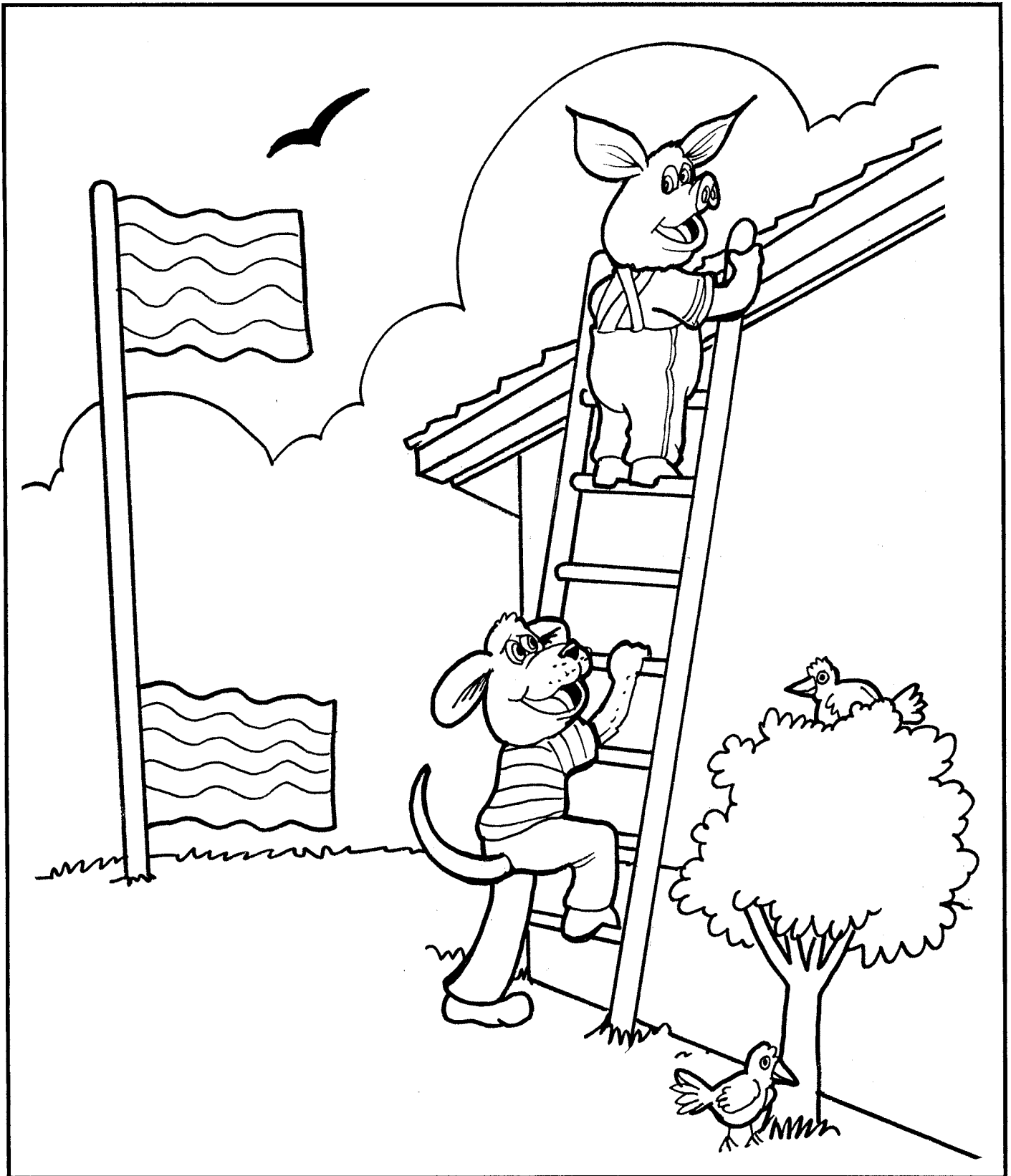
## ■ Concept Lesson 13: Inside and Outside

*Instructions:* Reproduce this page and cut out the picture cards. Ask the child to point to the appropriate picture for each sentence below.

1. The bug is inside the bottle.
2. The bug is outside the bottle.

The child can also be asked to respond to the question, "Where is the bug in this picture?"





## Listen and Draw Worksheet: Top and Bottom

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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Task: Use the concepts *top* and *bottom* in oral instructions for coloring the worksheet.

## ■ Concept Lesson 15: Near and Far

*Instructions:* Reproduce this page and cut out the picture cards. Ask the child to point to the appropriate picture for each sentence below.

1. The space creature is near the spaceship.
2. The space creature is far from the spaceship.

The child can also be asked to respond to the question, "Where is the space creature in this picture?"

