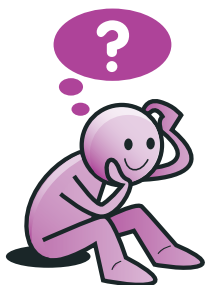


Section 3.8

Naming more everyday things

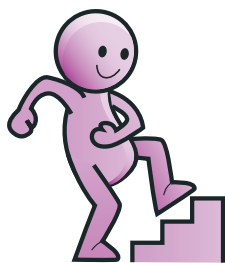


Why is this important?

Children need to hear words many times before they begin to use them. Everyday objects/photos/favourite toys are the words that children will be most familiar with and therefore the ones they will be motivated to use first. Expanding vocabulary is an important aspect of language learning.

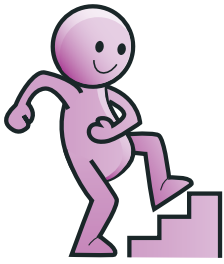
What to do

- Use a bag (e.g. felt bag/PE bag/pillowcase) and put a selection of everyday objects (about ten items) inside:
 - ★ Brush, cup, shoe, book, teddy, etc.
- Let the child feel inside the bag and pull something out.
- As this happens, pause to see if he/she spontaneously names the item.
- If this doesn't happen, offer a choice (e.g. 'Is it a *brush* or a *car*?').
- If this doesn't prompt the name, *you* name the item. Use lots of repetition to give the child the opportunity to listen to the word.
- Demonstrate what the item is for as you say the word (e.g. pretend to drink as you say 'cup').
- When the bag is empty, reverse the activity so the child is picking up an object, naming it as it goes back into the bag.



Step up

- Ask the child to take *two* things out of the bag. Can he/she name both (e.g. ball *and* car)?
- Increase the number and variety of things in the bag.
- Include less familiar items.
- Look at books with the child and talk about what's going on in the pictures. Try to use one or two words at a time. Take it in turns to point to a picture and say what it is.



- As the child gets into the 'naming game', try adding another word: this could be a describing word like 'car' (e.g. 'blue car', 'big car') or an action word (e.g. 'drive car') or perhaps one of those useful 'more' and 'gone' words learnt earlier!
- Put the pieces from a form board/lift-out puzzle into the bag. As the child pulls out a piece, encourage him/her to name it. As the piece goes into the puzzle, name it again and add a word (e.g. for a car, *you* say 'blue car' or 'big car').

Step down

- Use familiar objects and things of high interest.
- Use photos of familiar people.
- Keep your language simple; use one or two words only so that it's easier to focus on the names of things.
- Use gestures/signs alongside the word.
- Don't worry if it takes time for the child to begin to copy; remember children need to hear things many times before they begin to use them.
- There is less pressure if you take it in turns to take something out of the bag.
- Use a small number of items and repeat several times during the day.
- Start the child off by saying 'It's a ...'

