Box 1: Lesson 33

Expressive Language: Expressive Labeling – in Books

Student will learn to expressively identify known labels found in books, including objects, shapes, colors, actions, emotions, locations, and people.

🎨 Suggested Materials

✳ This lesson requires a picture book that features images that the student has mastered labeling in flashcards.

✳ LB1 Language Builder: Picture Nouns Cards, LB4 Language Builder: Picture Nouns 2 Cards, or LB2 Language Builder: Occupations Cards may be used as a prompt if necessary.

Suggested Picture Books

✳ *Can You Make a Happy Face?* by Janice Behrens

✳ *My Big Animal Book* by Roger Priddy

✳ *My First Trucks and Diggers* by DK

✳ *The Alphabet Book ABC's of Healthy Food* by Steven Brusvale

✳ *Helpers in My Community* by Bobbie Kalman

For a list of additional picture books that work great for this activity, visit www.stageslearning.com/picture-books-for-language

Student:

Projected activities for: ___ / ___ / ___ to ___ / ___ / ___

Monday	Tuesday	Wednesday	Thursday	Friday

◎ IEP Goals

1. [Student] will expressively identify 20 pictures of common nouns, when presented an album created with 4-6 known pictures per page, when asked by an instructor to identify the pictures in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

2. [Student] will expressively identify 20 pictures of common nouns in 4 simple picture books, when asked by an instructor to identify the pictures in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

3. [Student] will expressively identify 40 pictures of common nouns in up to 8 simple picture books, when asked by an instructor to identify the pictures in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

4. [Student] will expressively identify 40 pictures of common nouns in up to 8 simple picture books, when asked by an instructor to identify the pictures during a normal story-time session across 2 or more environments, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

📝 Notes

STAGES® learning

aris LANGUAGE BUILDER
Academic Readiness Intervention System

Expressive Language: Expressive Labeling – in Books

🔍 Lesson Focus

Student will learn to expressively identify known labels found in books, including objects, shapes, colors, actions, emotions, locations, and people.

📁 Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

🧭 Location

This lesson is intended as an indoor, classroom setup activity in which the teacher and student are seated across from each other at a table.

✍️ Preparation

Select a simple picture book that contains pictures of items the student has mastered in the following:

Lesson 19: *2D Picture Noun Labeling*

Lesson 30: *Expressive Occupation & Community Helper Labels*

Lesson 31: *Expressive Colors*

Lesson 91: *Expressive 2D Shapes*

Lesson 93: *Object Placement*

📋 Procedures

Start with the student's preferred book.

1. Sit in a chair at the table (or other location) facing the student.
2. Make sure you have the student's attention.
3. Turn to a page that shows a picture of an item the student is able to expressively identify.
4. Ask the student:
   - "What is this?"
   - "What shape is this?"
   - "What color is this?"
   - "What job is this?"
   - "Where is the ball?"
5. Prompt if necessary.
6. Wait for student to respond with the requested label.
7. Reinforce the student.
8. Turn the page and repeat with a new word.

☑ Prerequisites

Expressive Labeling – in Books is an intermediate activity. The prerequisites include:

- ★ **Lesson 27:** *Expressive Labeling – Single Nouns*
- ★ **Lesson 30:** *Expressive Labeling – Occupations & Community Helpers*
- ★ **Lesson 31:** *Expressive Labeling – Colors*
- ★ **Lesson 91:** *Expressive Labeling – 2D Shapes*
- ★ **Lesson 36:** *Identifying Prepositions*

It is not necessary for the student to master all 5 prerequisite lessons. If the student has mastered noun labeling, but not occupation labeling, you can begin this activity with just the nouns.

⭐ Standards

Head Start

- ★ IT-LC 10
- ★ IT-LC 12

Common Core

- ★ CCSS.ELA-Literacy.RL.1.3

ABLLS-R

- ★ G39
- ★ G40
- ★ G44

VB MAPP

- ★ T 8-c
- ★ T 9-c

📖 Record Keeping

Data Sheet

- ★ *Vocabulary-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Vocabulary*

Teacher Tip

Use books that are attractive to the student before asking them to generalize objects in other books available in the classroom.

🔀 Lesson Progression

- If the student has trouble working with actual books for this activity, arrange Language Builder pictures that the student knows in a photo album. You can flip through the pages of the album like a picture book and have the student expressively identify images.

- When you start working with real books, begin this activity without actually reading the book. Just flip through the pages to identify objects.

- When the student understands how to identify known images within the book, start reading the actual story to the student. Pause after you finish the page where the target picture appears. Give instruction for the student to identify the item, shape, color, or person.

- Start with very basic picture books that have only 1 item per page.

- Move to books with more complicated artwork.

- Continue until the student can label all nouns, colors, shapes, people, and locations from the book.

- As the student gains mastery of 1 book, begin to introduce new books to the student.

⊕ Generalization

Once the student has mastered identifying objects, shapes, colors, people, and/or locations in a simple book:

- Find other books with more complicated artwork and have the student label items.

- Have the student practice identifying labels in books with another staff member.

- Have the student practice identifying colors, people, and locations in games, apps, and toys.

- Have the student practice identifying known labels in natural play settings.

- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Vocabulary Home Communication Sheet,* so parents know which labels the student is learning to identify in books and can ask for identification of these labels in books at home and in other environments outside of school.

◉ Prompting

Suggested prompt ideas, in general from least to most intrusive:

1. Point to the object.
2. Model an exaggerated vocalization of the object.
3. Model full vocalization of the object.
4. Use light physical prompting or touching to guide their mouth into position for vocalization of the object.
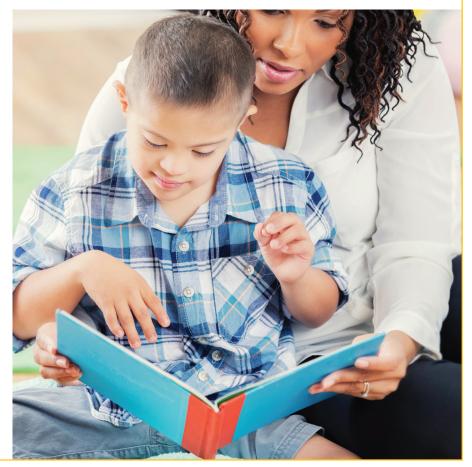
→ Next Steps

Once the student can expressively label objects, shapes, colors and people in books, move on to:

- ★ **Lesson 34:** *Expressive Labeling – in Environment*

◉ Whole-Child Lesson Ideas

I Spy...Book Edition

Use the traditional children's game "I Spy" to help practice identifying objects in books. You can use the book's cover image or open the book to a specific page. Place the book in front of the student and give the student a clue of what you see. For example, for an **Apple**, you can say: "I spy something red and delicious to eat." The student should say the name of the object after they find it. The clues can get increasingly subtle depending on the student's abilities and comfort level. Or, make the game harder by having multiple books on the table at once. Another variation is to hand the student the real object (a real **Apple**) and ask them to find the **Apple** in the book.

Vocabulary-Based Lessons
DATA SHEET

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME   *DATE*

Prompt Codes				Trial Types		Notes
V	Verbal	FP	Full Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Distractor Trial	
M	Model	G	Gesture	RR	Random Rotation	
PM	Partial Model	L	Location	REV	Review	

Words Practiced	MT	DT	RR	REV	Words Practiced	MT	DT	RR	REV	Distractors

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt Code										