Narrative and Comprehension: Tell Me 3 Things

Student will learn to describe 3 salient features of an image, item, person, or animal.

🎨 Suggested Materials

- ✶ LB1 Language Builder: Picture Nouns Cards
- ✶ LB2 Language Builder: Occupations Cards
- ✶ LB4 Language Builder: Picture Nouns 2 Cards
- ✶ LB7 Language Builder: 3D-2D Matching Kit: Foods
- ✶ LB8 Language Builder: 3D-2D Matching Kit: Animals
- ✶ LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects
- ✶ LB10 Language Builder: 3D-2D Matching Kit: Vehicles

📖 Notes

_____

_____

_____

_____

_____

_____

_____

Student: _____

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

Monday	Tuesday	Wednesday	Thursday	Friday

◎ IEP Goals

1. When presented a 3D item and asked by an instructor to tell 3 descriptive or functional statements about the item, [Student] will make 3 separate descriptive or functional statements about the item, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

2. When presented a picture of an item and asked by an instructor to tell 3 statements about the pictured item, [Student] will make 3 separate statements describing the item in the picture, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

3. When asked by an instructor to tell 3 statements about an item in the environment, [Student] will make 3 separate statements describing the indicated item, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

4. When asked by an instructor about an item, or picture of an item, to tell 4 or more statements about an the item or picture, [Student] will make 4 or more separate statements describing the indicated item, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

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🔍 Lesson Focus

Student will learn to describe 3 salient features of an image, item, person, or animal.

📂 Lesson Format

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

📍 Location

This lesson begins as an indoor activity that requires the teacher and student to be seated across from each other at a table or on the floor. The lesson will transition to the natural school environment.
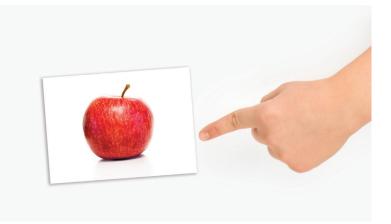
✏️ Preparation

Pull cards from:

- LB1 Language Builder: Picture Nouns Cards
- LB2 Language Builder: Occupations Cards
- LB4 Language Builder: Picture Nouns 2 Cards
- Alternatively, you can select familiar items from LB7-LB10 Language Builder: 3D-2D Matching Kits or from around the school environment.
- For a list of potential stories with good picture pairings, you can refer back to the list we offered for **Lesson 125**: *Narrated Play* on www. stageslearning.com/scripted-story-play-for-ABA.

📋 Procedures

1. Sit in a chair or on the floor facing the student.
2. Make sure you have the student's attention.
3. Place 1 picture card in front of the student.
4. Give the instruction: "Tell me 3 things about an **Apple**."
5. Prompt if necessary.
6. Wait for the student to respond correctly, such as:
   a. "An **Apple** is a **Fruit**."
   b. "An **Apple** is **Sweet**."
   c. "You eat an **Apple**."
7. Reinforce the student with verbal praise after each correct statement.
8. After the student gives all 3 descriptive statements, provide primary reinforcement.

☑ Prerequisites

To be successful at *Tell Me 3 Things*, the student will need the descriptive skills learned in:

- ★ **Lesson 112**: *Expressive Labeling by Feature*
- ★ **Lesson 113**: *Expressive Labeling by Function*
- ★ **Lesson 114**: *Expressive Labeling – Classification*
- ★ **Lesson 127**: *What Object Would You Use?*
- ★ **Lesson 190**: *Expressive Comparisons*

⭐ Standards

Head Start
- ★ IT-LC 5

Common Core
- ★ CCSS.ELA-Literacy.SL.K.4

ABLLS-R
- ★ G18
- ★ G20
- ★ H46
- ★ H47

VB MAPP
- ★ R 14-d

🖥 Record Keeping

Data Sheet
- ★ *Communication-Based Lessons*

Home Communication Sheet
- ★ *Communication Skills*

Teacher Tip

Students struggling with this lesson may need a boost in adjective vocabulary. A good way to start is to teach adjectives according to the five senses. What words does the student know to describe how something looks, sounds, feels, smells, or tastes?

🎵 Lesson Progression

- Provide the student with 3D items to describe.
    - » Place 1 known item in front of the student.
    - » Give the instruction: "Tell me 3 things about an **Apple**."
    - » Prompt if necessary.
    - » Wait for the student to respond correctly, such as:
        - › "An **Apple** is a **Fruit**."
        - › "An **Apple** is **Sweet**."
        - › "You eat an **Apple**."
    - » Reinforce the student with verbal praise after each correct statement.
    - » After the student gives all 3 descriptive statements, provide primary reinforcement.
- Provide the student an image to describe, following the above steps.
- Refer to items around the classroom and school, and ask the student to tell you 3 descriptive statements about each item.
- Encourage the student to come up with more than 3 descriptive statements about various images and items.
- Encourage increasing variety in the kinds of descriptive responses your student can come up with.

⊕ Generalization

As the student builds a range of items and descriptions they can use in *Tell Me 3 Things*:

- Have the student practice describing objects in the greater school environment.
- Have the student play a guessing game, such as "I Spy," to practice using multiple descriptors of things in the environment.
- Expand the activity beyond nouns by having the student tell you 3 things about their day or an activity they completed.
- Use the *Communication Skills Home Communication Sheet* to keep parents and home staff informed of the student's ability to list multiple descriptions of an image, item, person, or animal. This will allow parents to practice this skill at home with the student.

◎ Whole-Child Lesson Ideas

Picture Taboo

Create a custom deck of photo cards consisting of familiar objects or easy-to-describe scenes. Divide the deck so that each player has the same number of cards. When it is your turn, describe the image, using three phrases. The other players should try to guess what is depicted on the photo card. Rotate roles until all the cards have been guessed.

◉ Prompting

Providing a visual or physical prompt can help the student remember how many descriptive items to give. For example:

1. Place 3 blocks on the table and have the student throw a block in a bucket each time they give a description. Throwing the block in the bucket can provide a built-in reinforcer for some students.
2. Provide 3 number cards with a 1, 2, and 3 printed on them to help the student remember to give another description.
3. Provide word cards as a prompt for students who are able to read.
4. Provide picture cards that highlight specific features of what you would like them to describe. For example:
    a. A picture of a flame to remind the student to say: "A firefighter puts out fires."
    b. A picture of someone taking a bite of an apple to prompt: "You eat an apple."
    c. A green card to suggest that the student say: "A leaf is green."

Use verbal prompts to help remind the student of some possible descriptions. For example:

1. Use partial verbal prompts and have the student complete the sentence:
    a. "You use a fork to eee…." --- "Eat."
    b. "A bicycle has whhhh…" --- "Wheels."
    c. "A cat is an aaaannn…" --- "Animal."
2. Provide a full verbal prompt to the student.

⊙ Next Steps

Once the student has mastered *Tell Me 3 Things*, move on to:

★ **Lesson 152**: *Tell Me A Story*

Communication-Based Lessons
DATA SHEET

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME   _DATE_

Instructions or Stimulus Provided: _____

Desired Response: _____

Target Words or Utterances to Practice: _____

_____

_____

Typical Setting for Communication: _____

Each time you practice this communication activity, record notes on success of communication, behavior, pronunciation, prompting, or any other information which will be useful to other instructors practicing this communication activity with the student.

Date:		Time:		Setting:			Instructor:	

Date:		Time:		Setting:			Instructor:	

Date:		Time:		Setting:			Instructor:	