

Talking Matters

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 Helping your child to reach their potential



Goal: CONCEPT WORDS

To develop the ability to understand and use concept words.

Concept words are important to understand so that instructions can be followed accurately and information can be passed on clearly and specifically

Concepts include:

- **Position concepts**
 - 2 to 3 years: on, off, in, out, up, down, under, top, open, shut
 - 3 to 4 years: bottom, behind, first, near
 - 4 1/2 years: middle, around, away from, between, through, next to, beside, last
 - 4 1/2 to 5 years: in front, in a line, corner
- **Size concepts**
 - 2 to 3 years: big, small/little, long
 - 3 to 4 years: short (length and height)
 - 4 1/2 years: tall, fat
 - 4 1/2 to 5 years: thin
- **Quantity**
 - 2 to 3 years: one, two
 - 3 to 4 years: three, every, none
 - 4 1/2 years: four, most, few
 - 4 1/2 to 5 years: five, pair
- **Other concepts**
 - 2 to 3 years: stop, start, loud, quiet, heavy, soft, fast
 - 3 to four years: hard, slow, light(weight)
 - 4 to 5 years: same, different



Teaching Concepts:

- Begin with the adult sorting objects or pictures while modeling the concept word. For example you might begin by putting big animals in a big box and small animals in a small box while saying “**big** bear, **small** dog” etc
- Next the child sorts objects or pictures, while the adult models the concept word. For example the child might put the animals into big and little boxes while you say “ big bear, small dog” etc
- Next the child sorts and imitates what you say.
- Then the child sorts and says the concept word by himself. If he is not correct to model the correct word and ask him to copy you.
- Finally the child practices the structure in information carrying words games or barrier games.

Modelling concept words in real situations:

1. Model these words as they occur in your child's real life experiences for example, "you are getting in the bath, you are climbing over the fence, put on your blue shirt, find your big teddy". etc.
2. Talk about these words as your child observes other people in kindergarten, in television and books. "Look, Sam has a red shirt, Jack is climbing over the log, Caitlin has the little pencil."
3. Play games asking your child to place the objects in the position you ask, "put the car in the box, put the biscuit on the blue plate."
5. When he/she can perform these tasks with you in a small structured situation, see if he/she can follow tasks in everyday activities. For example "Put your bottle in your bag". Begin with logical positions but try later illogical ones, for example, "put your bottle under your bag".
6. Playgrounds and kindergym are good places to model concept words as your child moves in, over, under and through the equipment. You could also make an indoor obstacle course with chairs, tables, boxes and blankets.
7. Books about concepts such as colours, shapes and numbers as well as flap books such as "spot books" are often good for talking about concept words.
8. Barrier games are also good for working on position words. With a screen between yourself and your child take it in turns to describe what you are creating on the other side of the screen, so the other person can copy, eg: building with blocks, setting up farm yard, placing pictures onto a scene etc. Each person must have the same items on each side of the screen. If the instructions were correct the creation on each side of the screen should be the same when the screen is removed.

