

Instructions for Educators

Language Builder

**PICTURE  
CARDS**

*The Professionals' Choice*



# **The Stages Learning Materials Philosophy**

*We all know that learning happens in stages. Learn to crawl before you walk, learn to walk before you run.*

*Language development also happens in stages. Children learn to match objects first (“put apple with apple”), then to identify objects receptively (“give me the apple”), and finally to identify objects expressively (“what is it?” “it is an apple”). Stages’ products are created to stimulate learning at each stage of language development.*

*As a company formed by a UCLA trained Behavioral Consultant and the parent of a child with autism, Stages Learning Materials is committed to providing parents, professionals, and educators with the highest quality educational materials in the industry. Stages’ photo flash card sets and posters offer a broad assortment of images to teach a wide range of language skills. We have cards that are identical to teach pre-language matching, cards to teach categorization and similarities, color cards, shape cards, and beautiful picture cards to capture your child’s attention while engaging their mind. Stages’ flash cards and posters are found in preschools, day care centers, early childhood classrooms, autism programs, speech language programs, and homes around the world.*

*The stages of your child’s development are precious and wonderful. Stages Learning Materials will partner with you to make the most of every stage.*

## Your Language Builder: Picture Noun Card set

*Congratulations* on your purchase of Stages Learning Materials' Language Builder: Picture Noun Cards. This quality set of flash cards has been specially designed as a tool for use by parents, professionals, and educators to teach key language concepts to preschool age children; children and adults with autism, speech and language disorders or developmental delays; and to anyone first learning basic language skills. The Language Builder: Picture Noun Card set is a comprehensive collection of basic vocabulary images that will work as an integrated system while your child's cognitive and language skills progress from beginning to more advanced stages.

The 350-card set includes photographic images from nine basic categories (animals, foods, vehicles, furniture, clothing, toys, everyday objects, shapes, and colors). Further, 15 selected images (the Basic Stage Set) come with an exact duplicate card and with five similar cards (5 different cats for example) so you can teach matching skills as well as labeling and categorization skills. The shape cards and the color cards also include exact duplicates so you can teach matching of shapes and of colors.

The back of each card is numbered and, for the convenience of the instructor, provides a label and category for the featured image, in addition to some suggested activities for which the card is targeted. The following is a list of the images included in the Language Builder: Picture Noun Card set:

## Basic Stage Set

1. Apple
2. Apple
3. Apple
4. Apples
5. Apple
6. Apple
7. Apples
8. Cookies
9. Cookies
10. Cookies
11. Cookies
12. Cookies
13. Cookies
14. Cookies
15. Cat
16. Cat
17. Cat
18. Cat
19. Cat
20. Cat
21. Cat
22. Bird
23. Bird
24. Bird
25. Bird
26. Bird

- |              |             |             |                      |                    |
|--------------|-------------|-------------|----------------------|--------------------|
| 27. Bird     | 55. Shirt   | 83. Ball    | 109. Watermelon      | 137. Bagel         |
| 28. Bird     | 56. Shirt   | 84. Ball    | 110. Strawberries    | 138. Bread         |
| 29. Airplane | 57. Chair   | 85. Spoon   | 111. Peach           | 139. Toast         |
| 30. Airplane | 58. Chair   | 86. Spoon   | 112. Grapefruit      | 140. Eggs          |
| 31. Airplane | 59. Chair   | 87. Spoon   | 113. Corn            | 141. Cheese        |
| 32. Airplane | 60. Chair   | 88. Spoon   | 114. Tomatoes        | 142. Butter        |
| 33. Airplane | 61. Chair   | 89. Spoon   | 115. Broccoli        | 143. Ketchup       |
| 34. Airplane | 62. Chair   | 90. Spoon   | 116. Carrots         | 144. Peanut Butter |
| 35. Airplane | 63. Chair   | 91. Spoon   | 117. Peas            | 145. Crackers      |
| 36. Car      | 64. Bed     | 92. Cup     | 118. Salad           | 146. Corn Chips    |
| 37. Car      | 65. Bed     | 93. Cup     | 119. Spaghetti       | 147. Cheese Puffs  |
| 38. Car      | 66. Bed     | 94. Cup     | 120. Noodles         | 148. Pretzels      |
| 39. Car      | 67. Bed     | 95. Cup     | 121. Rice            | 149. Popcorn       |
| 40. Car      | 68. Bed     | 96. Cup     | 122. Soup            | 150. Jello         |
| 41. Car      | 69. Bed     | 97. Cup     | 123. Sandwich        | 151. Ice Cream     |
| 42. Car      | 70. Bed     | 98. Cup     | 124. Tacos           | 152. Popsicle      |
| 43. Shoes    | 71. Bicycle | 99. Flower  | 125. Pizza           | 153. Raisins       |
| 44. Shoes    | 72. Bicycle | 100. Flower | 126. Burger          | 154. Fruit Roll    |
| 45. Shoes    | 73. Bicycle | 101. Flower | 127. Hot Dog         | 155. Candy         |
| 46. Shoes    | 74. Bicycle | 102. Flower | 128. Corn Dog        | 156. Gummy Bears   |
| 47. Shoes    | 75. Bicycle | 103. Flower | 129. Chicken         | 157. Gum           |
| 48. Shoes    | 76. Bicycle | 104. Flower | 130. Chicken Nuggets | 158. Milk          |
| 49. Shoes    | 77. Bicycle | 105. Flower | 131. French Fries    | 159. Soda          |
| 50. Shirt    | 78. Ball    |             | 132. Cake            | 160. Juice         |
| 51. Shirt    | 79. Ball    |             | 133. Cup Cake        |                    |
| 52. Shirt    | 80. Ball    |             | 134. Donuts          |                    |
| 53. Shirt    | 81. Ball    |             | 135. Cereal          |                    |
| 54. Shirt    | 82. Ball    |             | 136. Cereal          |                    |

### **Foods**

106. Banana  
107. Grapes  
108. Orange

### **Animals**

161. Lion  
162. Tiger

163. Elephant  
 164. Rhinoceros  
 165. Hippopotamus  
 166. Zebra  
 167. Giraffe  
 168. Kangaroo  
 169. Bear  
 170. Alligator  
 171. Snake  
 172. Lizard  
 173. Turtle  
 174. Spider  
 175. Frog  
 176. Fish  
 177. Duck  
 178. Turkey  
 179. Chicken  
 180. Pig  
 181. Sheep  
 182. Goat  
 183. Cow  
 184. Horse  
 185. Dog  
 186. Rabbit  
 187. Mouse
- Vehicles**
188. Truck  
 189. Van  
 190. Jeep  
 191. Motorcycle  
 192. Bus  
 193. Mail Truck  
 194. Fire Truck  
 195. Ambulance  
 196. Police Car  
 197. Tow Truck  
 198. Truck (shipping)  
 199. Dump Truck  
 200. Backhoe  
 201. Tractor  
 202. Train  
 203. Boat  
 204. Ship  
 205. Helicopter
- Clothing**
206. Pants  
 207. Jeans  
 208. Shorts  
 209. Dress  
 210. Skirt  
 211. Sweater  
 212. Jacket  
 213. Sweat Shirt  
 214. Swim Suit (girl's)

215. Swim Suit (boy's)  
 216. Underwear (boy's)  
 217. Underwear (girl's)  
 218. Socks  
 219. Belt  
 220. Hat  
 221. Gloves
- Furniture**
222. Couch  
 223. Table (coffee)  
 224. Table (dining)  
 225. Crib  
 226. Dresser  
 227. Desk

### **Toys**

228. Baseball Bat  
 229. Baseball Mitt  
 230. Wagon  
 231. Tricycle  
 232. Helmet  
 233. Roller Blades  
 234. Slide  
 235. Swing  
 236. Bucket  
 237. Shovel  
 238. Bubbles

239. Balloons  
 240. Legos  
 241. Blocks  
 242. Tinker Toys  
 243. Play Dough  
 244. Crayons  
 245. Paints  
 246. Dinosaurs  
 247. Teddy Bear  
 248. Doll  
 249. Doll  
 250. Puzzle  
 251. View Master  
 252. Cassette Player  
 253. Potato Head  
 254. Car (toy)

### **Everyday Objects**

255. Plate  
 256. Bowl  
 257. Knife  
 258. Fork  
 259. Frying Pan  
 260. Hammer  
 261. Pillow  
 262. Trash Can  
 263. Vacuum

264. Broom  
 265. Stove  
 266. Stairs  
 267. Lamp  
 268. Toilet  
 269. Bath Tub  
 270. Sink  
 271. Towel  
 272. Soap (liquid)  
 273. Soap (bar)  
 274. Toothbrush  
 275. Hair Brush  
 276. Comb  
 277. Telephone  
 278. Camera  
 279. Computer  
 280. Television  
 281. Radio  
 282. Cassette Tape  
 283. Compact Disk  
 284. Video  
 285. Umbrella  
 286. Keys  
 287. Glasses  
 288. Clock  
 289. Pencil  
 290. Scissors  
 291. Books

- 292. Back Pack
- 293. Lunch Box
- 294. Guitar
- 295. Stroller
- 296. Swimming Pool
- 297. Clouds
- 298. Grass
- 299. Leaf
- 300. Rocks
- 301. Dirt

### **Colors**

- 302. Red
- 303. Red
- 304. Orange
- 305. Orange
- 306. Yellow
- 307. Yellow
- 308. Green
- 309. Green
- 310. Blue
- 311. Blue
- 312. Purple
- 313. Purple
- 314. Black
- 315. Black
- 316. Brown
- 317. Brown

- 318. Pink
- 319. Pink
- 320. White
- 321. White
- 322. Grey
- 323. Grey

### **Shapes**

- 324. Square
- 325. Square
- 326. Circle
- 327. Circle
- 328. Triangle
- 329. Triangle
- 330. Rectangle
- 331. Rectangle
- 332. Diamond
- 333. Diamond
- 334. Oval
- 335. Oval
- 336. Heart
- 337. Heart
- 338. Star
- 339. Star
- 340. Moon
- 341. Moon
- 342. Octagon
- 343. Octagon

- 344. Hexagon
- 345. Hexagon
- 346. Arrow
- 347. Arrow

**The remaining 3 cards (348, 349, 350) are left blank, to be used as distracter cards as described in the following suggested activities.**

\*The card labels are only suggestions. You can, and should, choose to label the card by the word your student is most likely to hear you use (i.e. "sofa" rather than "couch" or "TV" rather than "Television.")

## Suggested Activities

*The following are very general descriptions of activities that can be carried out using Stages' Language Builder Picture Cards. This instruction manual is intended for basic reference only, not to be a step-by-step guide to language instruction. For guidance on intensive language instruction, consult a qualified therapist, clinician or educator.*

### **Basic Matching Activities**

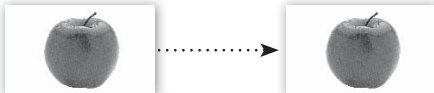
#### ***Identical Object Matching***

Use the first two cards in each Basic Stage Set (these cards appear on a white background and are exact duplicates). Place one of the cards on the table, facing your student. Hand your

student the corresponding card and ask him or her to match the two. Your student can progress through three steps with this activity:

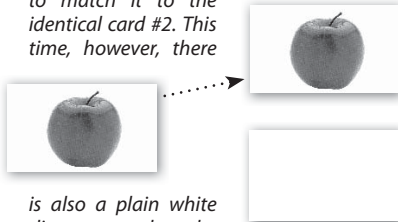
**(1) Matching the cards while only the target card is on the table.**

**Example:** Your student has card #1, the picture of an apple on a plain white background, and you ask him or her to match it to card #2, the identical picture of an apple on a plain white background. Try using a phrase such as “put with same.” There are no other cards on the table so the choice is clear. This allows you to reinforce the desired response and be certain your student understands that you expect him or her to place the card you have offered on top of the matching card, which is on the table.



**(2) Matching the cards with the target card when there is also a blank distracter card on the table (cards #348, 349, & 350 are blank distracter cards for this purpose).**

**Example:** Your student again has card #1, the picture of an apple on a plain white background, and you ask him or her to match it to the identical card #2. This time, however, there



is also a plain white distracter card on the table in addition to card #2. Your student has to select between the two cards on the table and place his or her card on its identical match. Try this activity several times, each time randomly

*changing the position of the target and the distracter cards. The goal is for your student to accurately match the cards regardless of the position of the cards on the table.*

### **(3) Matching the cards with both the target card and one or more other pictures on the table. (this is the task the previous two have been building up to)**

**Example:** *Again, your student has card #1 with the apple. But now, you have the #2 apple card on the table as well as one or more other picture cards on the table (start with only one extra picture and move up as your student masters this activity). Your student now has to look at each picture card and determine which*



*one matches the apple card you have given to him or her. Again, you should try this activity several times while randomly changing the position of the target card and the other picture card. You should also switch out the other picture cards a few times (i.e. use the school bus picture as a distracter one time, then switch to the picture of the chicken. When your student masters this stage with the apple cards, try this activity with each of the other 15 basic stage identical cards. If your student is having difficulty you can always go back to a previous stage.*

### **Similar Object Matching**

Use all seven similar cards in each of the fifteen Basic Stage Sets (#1 to #105). Place one of the cards on the table. Hand your student a different card from the Basic Stage Set and ask him or her to match it with the card on the table. Repeat this with all the cards in the Basic Stage Sets. Your student can progress through the same 3 steps described above:



**(1) Matching the similar cards while only the target card is on the table.**

**Example:** Your student has card #1, the picture of an apple on a plain white background, and you ask him or her to match it to card #3, the picture of the cut apple. There are no other cards on the table so the choice is clear. Your student needs to learn that even though these pictures are not identical, they are still both apples, and should be matched together. You can then hand your student card #4, the picture of many red apples and ask him or her to match that card to the other apple cards on the table. Repeat this with each of the other apple cards until all 7 apple cards are in the stack on the table.

**(2) Matching the similar cards with the target card when there is also a blank distracter card on the table.**

**Example:** Your student again has card #1, the picture of an apple on a plain white background, and you ask him or her to

match it to the similar card #3. This time, however, there is also a plain white distracter card on the table in addition to card #3. Your student has to select between the two cards on the table and place his or her card on its similar match. Follow up by handing your student each of the other apple cards to match to the apple card on the table. Again, you should randomly change the position of the target card and the distracter card to be sure that your student understands he or she should be matching cards based on the similar picture, rather than based on the position of the card.

**(3) Matching the cards with both the target card and one or more other pictures on the table.**

**Example:** Your student has card #1 with the apple. But now, you have the #3 cut apple card on the table as well as one or more other picture cards (the school bus, for example) on the table (start with only one extra picture and move up as your student masters

*this activity). Your student has to look at each picture card and determine which one is similar to the apple card you have given to him or her. Follow up by handing your student each of the other apple cards to match to the apple card on the table. Again, you should try this activity several times while randomly changing the position of the target card and*



*the other picture card. You should also switch out the other picture cards a few times (i.e. use the school bus picture as a distracter one time, then switch to the picture of the chicken. When your student masters this stage with the apple cards, try this activity with each of the other 15 basic stage similar card*

*sets. If your student is having difficulty you can always go back to a previous stage.*

### **Receptive Object Labeling**

Use any cards from #1 to #301. Place a card on the table facing your student. Ask your student to give you, or to touch, the card in question. Your student can progress through three steps with this activity:

#### **(1) Place only the target card on the table.**

**Example:** Place the picture of the horse (#184) on the table. Give your student the instruction "Give me the horse" or "touch the horse." When your student either touches the card or hands it to you, you know that he or she has received and understood the word.



**(2) Place the target card and a blank distracter card on the table.**

**Example:** Place the horse card (#184) as well as a blank distracter card on the table facing your student. Give your student the



instruction “Give me the horse” or “touch the horse.” You should try this activity several times while randomly changing the position of the target card and the distracter card. When your student either touches the card or hands it to you, regardless of the position of the card, you can feel even more confident that he or she has received and understood the word.

**(3) Place the target card and another picture card from the set on the table.**

**Example:** Place the horse card (#184) on the

table. This time, also place one of the other cards from the set on the table (#203, the boat, for example). Give your student the instruction “Give me the horse” or “touch the horse.” When your student either touches the card or hands it to you, you know that he or she has received and understood the word and distinguished the horse from the boat. Again, you should try this activity several times while randomly changing the position of the target card and the other picture card, and you should switch out the other picture cards a few times (i.e. use the boat picture as a distracter one time, then switch to the picture of the chicken. Start with only one other picture card on the table. Then increase the number of other cards so your student will have to carefully study all the cards before selecting the horse.



### **Expressive Object Labeling**

Use any cards from #1 to #301. Hold the card up for your student to see. Ask him or her to identify the picture.

**Example:** Hold up the picture of the motorcycle (#191) and ask your student, "What is it?" Your student should answer by verbalizing the correct label, "Motorcycle." Your student can start by giving a one word answer and progress to full sentence answers such as, "it is a motorcycle."

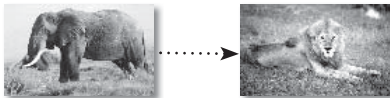
## **Categorization Activities**

### **Category Matching**

The cards which work best for this activity are #1 through #254. These cards all fall into a clear category (Animals, Foods, Vehicles, Furniture, Clothing, or Toys). The Everyday Object concept is a bit too vague. On the back of each card, #1 to #254, is printed the category to which it belongs. Place a card from one category on

the table facing your student. Hand your child another card from that category and ask him or her to match it with the card from the corresponding category.

**Example:** Hand your student card #163, the picture of an elephant, and ask him or her to match it to card #161, the picture of a lion, which you have already placed on



the table. Use the phrase, "put elephant with animals." Repeat this with each of the other animal cards until all 41 animal cards are in the stack on the table. As with the matching activities above, you can start with (1) no distracter cards on the table, then (2) a blank distracter card on the table, then (3) distracter cards from different categories on the table. Ideally, your student will work toward the ability to have 6 different category

*piles on the table, and match each of the pictures you had him or her to the appropriate category.*

### **Receptive Categories**

Use cards #1 through #254 from the categories of Animals, Foods, Vehicles, Furniture, Clothing, and Toys. As mentioned above, the back of each card, #1 to #254, is printed with the category to which it belongs. Place a card from one category on the table facing your student. Ask your student to give you, or to touch, the card from the category in question.

**Example:** Place #108, the picture of the orange, on the table. Tell your student to “Give me food,” or to “touch food.” Your student can again progress from doing this activity with (1) only the target card on the table, to (2) target card and a blank distracter card on the table, to (3) target card and a card from a different category on the table.

### **Expressive Categories**

Use cards #1 to #254. Hold a category card up for your student to see. Ask him or her to identify the category represented by the picture.



**Example:** Hold up #175, the picture of the frog. Ask your student, “What is a frog?” Your student should reply, “A frog is an animal.”

### **Sorting Categories**

Use cards #1 to #254. Place several cards from various categories on the table. Ask your child to sort the cards according to category.

## **Colors & Shapes**

### **Identical Color/Shape Matching**

Use cards #302 to #347. Each color and shape card has an exact duplicate to teach matching. Place one of the color or shape cards on the table, facing your student. Hand your stu-

dent the duplicate color or shape card and ask him or her to match the two. Your student can progress through the same three steps in this activity as described previously in the Identical Object Matching section. You can refer back to the Identical Object Matching section to review these steps and examples.

### ***Receptive Color/Shape Labels***

Use any cards #302 to #347. Place a color or shape card on the table, facing your student. Ask your student to give you, or to touch, the color or shape in question. Your student can progress through the same three steps in this activity as described previously in the Receptive Object Labeling section. You can refer back to the Receptive Object Labeling section to review these steps and examples.

### ***Expressive Color/Shape Labels***

Use any cards from #302 to #347. Hold a color or shape card up for your student to see. Ask him or her to identify the color or shape. You can re-

fer back to the Expressive Object Labeling section for examples.

## Advanced Activities

### ***Adjectives***

When you begin using the cards for more advanced activities, the setting may become less formal and more “conversation centered.” Many of the cards are ideal for practice using adjectives or descriptive terms. For example, use the picture of the frog and discuss the attributes of the frog. “The frog is green and slimy.” Be creative and prompt your students to use full sentences.

### ***Functions***

Choose pictures with obvious and familiar functions, and discuss with your student what you do with each of the items. “What do you do with a tricycle?” “You ride on a tricycle.” “What do you do with a hat?” “You wear it on your head.”

### **Tell me about ...**

Pick cards with which your student is familiar. Show your student the picture and ask them to tell you about the item in the picture. You can start with more scripted responses, using the picture to cue the student, and progress to more creative responses that may not be so obvious from the picture.

**Example:** Show your student the picture of the school bus. Ask your student to “tell you about a school bus.” By looking at the picture, your student



can get some basic answers. “A school bus is yellow.” “A school bus has wheels.” “A school

bus has windows.” As your student becomes more familiar with this activity you may progress to things about a school bus that are not readily apparent from the picture. “You ride on a school bus.” “A school bus picks me up in the morning.” “A school bus

takes me home after school.” When your student learns to write, this activity will transfer well from an oral activity to writing practice ... “Write down 3 things you know about a school bus.” Again the picture makes a wonderful cue to prompt this activity.

### **Guess what ...**

Once your student has mastered several descriptions from the “tell me about ...” exercise, you can turn the exercise around. This time, you give the descriptions, and ask your student to guess what you are talking about.

**Example:** Tell your student, “I’m thinking of something that is yellow, has wheels, and picks you up for school in the morning. Guess what it is.” If your student has trouble guessing you can use the pictures as a prompt.

**Variation:** Place several different pictures on the table at one time, then ask your student the “guess what” question.

Your student can answer by selecting the correct picture from among the other cards. This is a good option for non-verbal students.

### ***Storytelling***

Pick a card representing an object your student is particularly fond of (the school bus, for example). Show your student the picture and then ask them to tell you a story about the picture (i.e. "tell me a story about a school bus"). You can always use some of the descriptions your student has mastered from the Tell



me about..... activity to prompt the story.

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