Instructions for Educators

Language Builder

PICTURE CARDS
The Professionals’ Choice

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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.

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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:

<table>
<thead>
<tr>
<th>Basic Stage Set</th>
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<tbody>
<tr>
<td>1. Apple</td>
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<td>26. Bird</td>
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Quality teaching tools for every stage of development
27. Bird  
28. Bird  
29. Airplane  
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35. Airplane  
36. Car  
37. Car  
38. Car  
39. Car  
40. Car  
41. Car  
42. Car  
43. Shoes  
44. Shoes  
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64. Bed  
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80. Ball  
81. Ball  
82. Ball  
83. Ball  
84. Ball  
85. Spoon  
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88. Spoon  
89. Spoon  
90. Spoon  
91. Spoon  
92. Cup  
93. Cup  
94. Cup  
95. Cup  
96. Cup  
97. Cup  
98. Cup  
99. Flower  
100. Flower  
101. Flower  
102. Flower  
103. Flower  
104. Flower  
105. Flower  
106. Banana  
107. Grapes  
108. Orange

Foods
109. Watermelon  
110. Strawberries  
111. Peach  
112. Grapefruit  
113. Corn  
114. Tomatoes  
115. Broccoli  
116. Carrots  
117. Peas  
118. Salad  
119. Spaghetti  
120. Noodles  
121. Rice  
122. Soup  
123. Sandwich  
124. Tacos  
125. Pizza  
126. Burger  
127. Hot Dog  
128. Corn Dog  
129. Chicken  
130. Chicken Nuggets  
131. French Fries  
132. Cake  
133. Cup Cake  
134. Donuts  
135. Cereal  
136. Cereal

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

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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 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.”)
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 refer 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.