

**STAGES**  
learning materials

Instructions for Educators

Language Builder

# PICTURE NOUNS 2



[www.stageslearning.com](http://www.stageslearning.com)

# 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. Our products are created to stimulate learning and provide tools and strategies for creative, effective language building at every stage.

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, games, puzzles, books and posters use beautiful pictures and effective lessons to teach a variety of early language and critical thinking skills. Stages Learning Materials 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 Nouns 2***

Congratulations on your purchase of Stages Learning Materials Language Builder: Picture Nouns 2. 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 Nouns 2 cards are intended to be

an advance vocabulary set to follow the Language Builder: Picture Noun Set 1. Together these two sets form a comprehensive collection of basic vocabulary images. These images will work as an integrated system while your child's cognitive and language skills progress from beginning to more advanced stages.

This 200-card set includes photographic images from twelve basic categories (Body Parts, Insects & Bugs, Sea Life, Animals, Transportation, Foods, Tools, Musical Instruments, Farm, Clothing, Everyday Objects, and Safety Signs). The Language Builder: Picture

Nouns 2 is designed to stand alone as an advanced vocabulary tool, and to integrate with the other Language Builder Sets to create numerous language-learning activities.

| SB. KILLER WHALE Category: Sea Life |                 |              |
|-------------------------------------|-----------------|--------------|
| Program                             | Date Introduced | Date Retired |
| Receptive Labels                    | _____           | _____        |
| Expressive Labels                   | _____           | _____        |
| Reading Comprehension               | _____           | _____        |
| Spelling Strategies                 | _____           | _____        |
| _____                               | _____           | _____        |
| _____                               | _____           | _____        |

For the convenience of the instructor, the back of each card is numbered, provides

a label for the featured image, and lists suggested activities for which the card is targeted. Each hi-gloss card is 3 ½" x 5" and fits seamlessly into the rest of the Language Builder Program. The following is a list of the images included in the Language Builder: Picture Nouns 2:

## Body Parts

1. Eyes
2. Ear
3. Nose
4. Mouth
5. Hand
6. Fingers
7. Thumb
8. Arm
9. Wrist
10. Elbow
11. Shoulder
12. Foot
13. Toes
14. Heel
15. Ankle
16. Knee
17. Leg
18. Back
19. Head
20. Stomach

## Insects & Bugs

21. Ant
22. Bee
23. Beetle
24. Butterfly
25. Caterpillar
26. Centipede
27. Cricket
28. Dragonfly
29. Earwig
30. Fly
31. Grasshopper
32. Ladybug
33. Mosquito
34. Praying Mantis
35. Roach
36. Scorpion
37. Snail
38. Wasp
39. Worm
40. Walking Stick
41. Stink Bug
42. Katydid

## Sea Life

43. Crab
44. Dolphin
45. Eel
46. Hermit Crab
47. Jelly Fish
48. Lobster
49. Ray
50. Octopus
51. Seahorse
52. Sea Turtle
53. Sea Urchin
54. Seal
55. Shark
56. Starfish
57. Swordfish
58. Killer Whale
59. Manatee
60. Squid
61. Walrus
62. Clam
63. Clownfish

## Animals

64. Beaver
65. Deer
66. Fox
67. Raccoon
68. Squirrel
69. Buffalo
70. Camel
71. Ferret
72. Guinea Pig
73. Hamster
74. Donkey
75. Rat
76. Ostrich
77. Pelican
78. Penguins
79. Puffin
80. Quail
81. Flamingo
82. Swan
83. Eagle

## Transportation

84. Cable Car
85. Garbage Truck
86. Fork Lift
87. Motor Home
88. Race Car
89. Taxi Cab
90. Station Wagon
91. Harvester
92. Golf Cart
93. Unicycle
94. Wheelchair
95. Scooter
96. Skateboard
97. Canoe
98. Jet Ski
99. Escalator
100. Roller Coaster
101. Skis
102. Sled
103. Snow Mobile
104. Surfboard

105. Hang Glider
106. Hot Air Balloon
107. Space Shuttle

## Foods

108. Avocado
109. Cucumber
110. Green Beans
111. Asparagus
112. Artichoke
113. Bell Peppers
114. Eggplant
115. Pumpkin
116. Garlic
117. Onion
118. Pear
119. Pineapple
120. Kiwi
121. Cherries
122. Blueberries
123. Nuts
124. Muffin
125. Pie

- 126. Steak
- 127. Bacon

### **Tools**

- 128. Nails
- 129. Screw
- 130. Saw
- 131. Screw Driver
- 132. Wrench

### **Musical Instruments**

- 133. Trumpet
- 134. Piano
- 135. Drums
- 136. Saxophone
- 137. Violin
- 138. Harp
- 139. Flute
- 140. Trombone
- 141. Clarinet
- 142. Cymbals
- 143. Tambourine

### **On The Farm**

- 144. Barn
- 145. Hay
- 146. Pitchfork
- 147. Saddle
- 148. Shovel
- 149. Wheelbarrow
- 150. Plough
- 151. Wheat

### **Clothing**

- 152. Scarf
- 153. Tie
- 154. Pajamas

### **Everyday Objects**

- 155. Blender
- 156. Measuring Cup
- 157. Rolling Pin
- 158. Paper Towels
- 159. Vase
- 160. Iron
- 161. Sewing Machine

- 162. Light Bulb
- 163. Envelope
- 164. Toilet Paper
- 165. Toothpaste
- 166. Calculator
- 167. Pen
- 168. Pencil Sharpener
- 169. Eraser
- 170. Globe
- 171. Fire Hydrant
- 172. Birdhouse
- 173. Mailbox
- 174. Lock

### **Safety Signs**

- 175. Stop
- 176. Walk
- 177. Don't Walk
- 178. Yield
- 179. Exit
- 180. School Crossing
- 181. Bike Route
- 182. No Bikes
- 183. No Pedestrians
- 184. Pedestrian Crossing
- 185. Rail Road
- 186. Hospital
- 187. Fire Station
- 188. Phone
- 189. Do Not Enter
- 190. Poison
- 191. Caution
- 192. No Trespassing
- 193. Flammable
- 194. High Voltage
- 195. Wet Floor
- 196. Handicap Access
- 197. Men's Restroom
- 198. Women's Restroom
- 199. First Aid Box
- 200. Fire Extinguisher
- 201. Blank  
(use as distractor)

## Suggested Activities:

- **Receptive Object Labeling**

Use any of the noun cards. 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 butterfly (#24) on the table. Give your student the instruction "Give me the



*butterfly" or "touch the butterfly."*  
*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 butterfly card (#24) as well as blank distracter card (#201) on the table facing your student. Give your student the instruction "Give me the butterfly" or "touch the butterfly."*

*You should try this activity several times while randomly changing the position of the butterfly 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:**

a. Place the butterfly card (#24) on the table. This time, also place one of the other cards from the set on the table (#147, the saddle, for example).

*Give your student the instruction “Give me the butterfly,” or “touch the butterfly.” When your student either touches the butterfly card or hands it to you, you know that he or she has received and understood the word and distinguished the butterfly from the saddle.*



b. You should try this activity several times while randomly changing the position of the butterfly card and the saddle card.



- c. *When your student can correctly select the butterfly card, you should switch out the saddle picture card a few times (i.e. use the saddle picture as a distracter one time, then switch to the picture of the piano.*
- d. *Increase the number of other cards so your student will have to carefully study all the cards before selecting the butterfly. For example: place the butterfly card, as well as the Saddle, the Piano, and the Onions on the table.*

### • **Expressive Object Labeling**

Use any cards from #1 to #200. Hold the card up for your student to see.

Ask him or her to identify the picture.

#### **Example:**

*Hold up the picture of the pear (#118) and ask your student, "What is it?" Your student should answer by verbalizing the correct label, "Pear." Your student can start by giving a one word answer and progress to full sentence answers such as, "It is a pear."*



### • **Categorization Activities** — **Category Matching**

On the back of each card 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 #121, the picture of cherries, and ask him or her to match it to card #119, the picture of a pineapple, which you have already placed on the table. Use the phrase, “put cherries with food.” Repeat this with each of the other food cards until all 20 food*

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

**• Receptive Categories**

As mentioned above, the back of each card 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 #130, the picture of the saw, on the table. Tell your student to “Give me tool,” or to “touch tool.”



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**

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 #78, the picture of the penguin. Ask your student, “What is a penguin?” Your student should reply, “A penguin is a bird.”

• **Sorting Categories**

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

## • **Advanced Activities**

### — **Adjectives**

Many of the cards are ideal for practice using adjectives or descriptive terms.

For example, use the picture of the pumpkin and discuss the attributes of the pumpkin. “The pumpkin is orange and round.” 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

light bulb?” “It helps you see at night.”  
“What do you do with an envelope?” “You use it to mail a letter.”



### — **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 shark. Ask your student to “tell me about a shark.” By looking at the picture, your student can get some basic answers. “A shark lives in the ocean.” “A shark has sharp teeth.” “A shark has a pointy fin on



his back.” As your student becomes more familiar with this activity you may progress to things about a shark that are not readily apparent from the picture. “A shark is a fish.” “A shark eats other small fish and ocean animals.” 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 shark.” 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 lives in the ocean, has sharp teeth, and a pointy fin on its back. Guess what it is.” If your

student has trouble guessing you can use a picture 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 cherries, 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 cherries”). You can always use some of the descriptions your student has mastered from the Tell me about activity to prompt the story.

• **Special activities for the Body Parts Cards and the Safety Signs Cards**

The Body Parts cards and Safety signs have special teaching opportunities.

— ***Safety Signs***

Teach students to identify, recognize and know the meaning of the different signs they will see in the community.

**Example:**

Hold up card #177, the “Don’t Walk” symbol, ask your student, “what does this sign mean?” “What should you do when you see this sign?” You can also lay multiple pictures out on the table and ask, “Which sign means you should not cross the street?” Your student can select the correct picture.

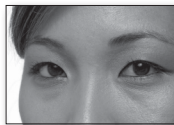


— **Body Parts**

Teach students to recognize and identify the different parts of their body.

**Example:**

Hold up card #1, the picture of the eyes. Ask your student, “What is this picture of?” “Where are your eyes?” “What do you do with your eyes?” ■



**Use the Language Builder: Picture Nouns 2 with other Stages Learning Materials products!**

Stages’ products are created to work together. The original Language Builder Picture Noun set includes hundreds of images from some of the same categories as your Picture Nouns 2. You can combine **Animals, Vehicles, Clothing, and Foods** cards from both sets for even more category labeling and matching opportunities.

**Other Quality Products from Stages Learning Materials:**

*Language Builder: Picture Noun Cards Set 1*

*Language Builder: Occupation Cards*

*Language Builder: Emotion Cards*

*Language Builder: Sequencing Cards*

*Lang-O-Learn Cards: Labeled in 17 languages*

*Real Life Learning Poster Sets*

*Memory Games*

*Bingo Games*

*Wooden Photo Cube Puzzles with Fun Fact Learning Cards*

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