

**Developmental Language Disorders II - Final Project**

**Word Classes - Dynamic Assessment Lesson Plan**

**Emily Patrick**

**Purpose:**

The purpose of this project was to develop a lesson plan that clinicians could use following administering of the subtest Word Classes of the Clinical Evaluation of Language Fundamentals – 5<sup>th</sup> edition (CELF-5). In Word Classes, a child must decide which 2 from a set of pictures or words go together. Children often have difficulty with this obscure subtest. The idea is that if a student performed poorly on this subtest, and the clinician was unsure if the child didn't know the answers or didn't understand the test, the clinician could use my lesson plan to investigate. The lesson plan teaches the skills necessary to complete the test, which should then allow a more accurate assessment of the child's word class knowledge. I designed the lesson plan to be implemented with students aged 5-10, but it could be adapted to work with older students.

**Overview:**

I followed the protocol outlined in "Dynamic Assessment: Overview and Tools". I will refer to this as the UOregon document. My protocol follows a Test-Teach-Retest approach. This package includes:

***1. Pre-test and Post-Test Portion***

- Scoring Sheet
- PowerPoint of Stimuli
- Word document breaking down the stimuli
  - Includes stimuli that is covered in the "Teach" portion of the protocol as well as novel new stimuli
- It is very similar to the CELF-5 Word Class format, however it does not contain any of the CELF-5 stimuli
- This is to be administered informally before and after the mediation section as per the protocol outlined in the UOregon document.

***2. Mediation Portion – Lesson plans***

- This is the "Teach" portion of the Test-Teach-Retest
- Includes lesson plans for three different activities to be taught over a course of a week (as stipulated in the UOregon document)

- The CELF-5 manual states that the Word Classes subtest “evaluates the student’s ability to understand the relationships between words based on semantic class features, function, or place or time of occurrence” (Wig et al., 2013, pg 46). So I formed my lesson plans around teaching how words can be associated together.
- The Activities are: i) Groups, ii) Antonyms and Synonyms, iii) Parts of Whole and Use – these are common ways you can make associations between words and useful to explicitly teach.
- Each activity includes the main components of mediation: Intentionality, Meaning, Transcendence, and Competence. Please refer to the UOregon document for further information about these components.
- Each lesson plan contains a material list – it is the responsibility of the clinician to create and obtain the materials.
- Please refer to the UOregon document about how to score the students effort and the amount of mediation and involvement that was needed from the clinician during each activity.

***Reference:***

Wig, E.H., Semel, E., & Secord, W.A. (2013). Clinical Evaluation Of Language Fundamentals – Fifth Edition (CELF-5) Manual [Assessment Instrument]. Bloomington MN: NCS Pearson.

“Dyanmic Assessment: Overview and Tools”. Downloaded from: <https://coe.uoregon.edu/cds/files/2017/02/Dynamic-Assessment-Info-Protocol-and-Scoring-Criteria.pdf>, July 20<sup>th</sup>, 2018.

## **Part One – Pre-test and Post-test Portion**

- ❖ Word document breaking down the stimuli ○ Includes stimuli that is covered in the “Teach” portion of the protocol as well as novel new stimuli
- ❖ Scoring Sheet
- ❖ PowerPoint of Stimuli

**Pre & Post Test – Word Classes: Stimuli Breakdown**  
**Activity One – Groups: 8 taught, 8 unfamiliar**

Easy – **harder (subgroups)**

*\*see PowerPoint for pictures*

Stimuli used in Teaching Phase:

- Cheese/Milk/Horse
- Meat/Cat/Dog
- Plane/Train/Lion
- Grapes/Carrots/Car
- Bed/Couch/Shirt
- Refrigerator/Table/Toilet
- Giraffe/Rhino/Pig
- Yogurt/Grapes/Apple

Unfamiliar stimuli:

- Bacon/Bread/Bird
- Van/Boat/Mittens
- Crayons/Tape/Juice
- Chair/Lamp/Jacket
- Snake/Hippo/Pears
- Bathtub/Sink/Desk
- Shirt/Scarf/Toque
- Alligator/Cheetah/chicken

**Activity Two – Antonyms and Synonyms: 6 taught, 6 unfamiliar**

*\*These are done without pictures. If having the words will help the student remember the items, I made a PowerPoint with the words as stimuli*

Stimuli used in Teaching Phase:

- Women/Lady/Night
- Small/Big/Dry
- Cold/Chilly/Fast
- Sick/Healthy/Sad
- Wet/Soaked/Land
- Tired/Energetic/Huge

Unfamiliar stimuli:

- Left/Right/Next
- Long/Short/Smart
- Skinny/Slim/Boring
- Full/Empty/Cute
- Strong/Powerful/Comfortable
- Near/Close/Broken

### **Activity Three – Parts of a Whole and Use: 6 taught, 6 unfamiliar**

*\*See PowerPoint for stimuli*

Stimuli Used in Teaching Phase:

- Tooth/Toothbrush/Knife
- Broom/Mop/Glue
- Sunglasses/Eyes/Pizza
- Window/House/Forrest
- Wheel/Car/Chair
- Keyboard/Computer/Shower

Unfamiliar Stimuli:

- Hands/Mittens/Flower
- Bowl/Plate/Foot
- Ring/Necklace/TV
- Cushion/Couch/Door
- Water/Pool/Moon
- Igloo/ice/Camera

I have provided a scoring sheet for to mark Pre-test and Post-test performance

Dynamic Assessment of Word Classes  
 Criterion Reference Pre/Post Test  
 Scoring Sheet

1 - for correct, 0 for incorrect

Item	Pre-Test	Comments	Post-Tests	Comment
<b>Activity One - Groups</b>				
Cheese/Milk/Horse				
Meat/Cat/Dog				
Plane/Lion/Train				
Car/Grapes/Carrot				
Bed/Shirt/Couch				
Refrigerator/Table/Toilet				
Pig/Rhino/Giraffe				
Yogurt/Grapes/Apples				
Bacon/Bread/Bird				
Van/Mittens/Boat				
Juice/Crayons/Tape				
Chair/Jacket/Lamp				
Snake/Hippo/Pears				
Desk/Sink/Bathtub				
Toque (hat)/T-shirt/Scarf				
Chicken/Alligator/Cheetah				
<b>Subtotal</b>				
<b>General Comments</b>				

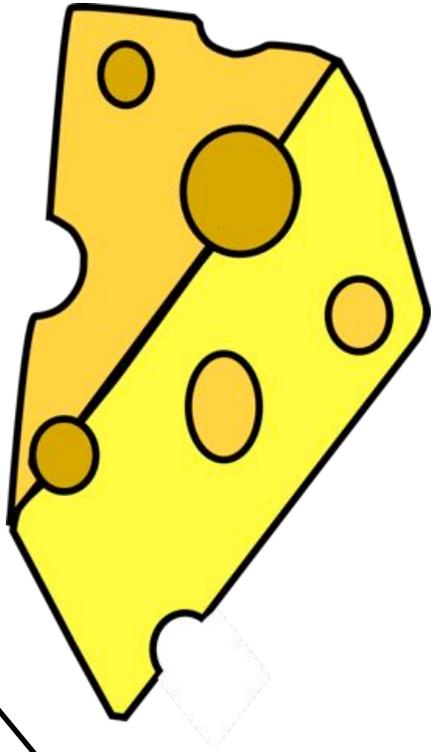
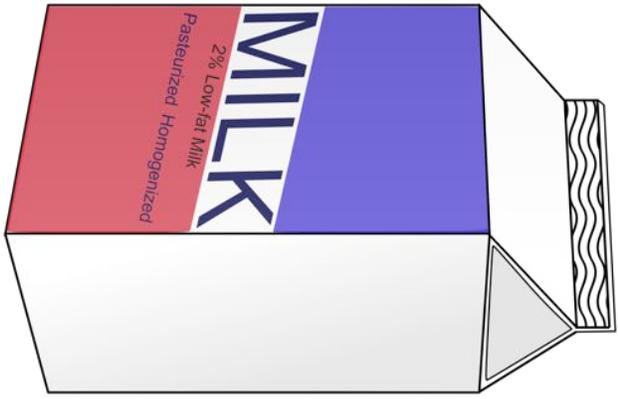
**Activity Two - Antonyms and Synonyms**

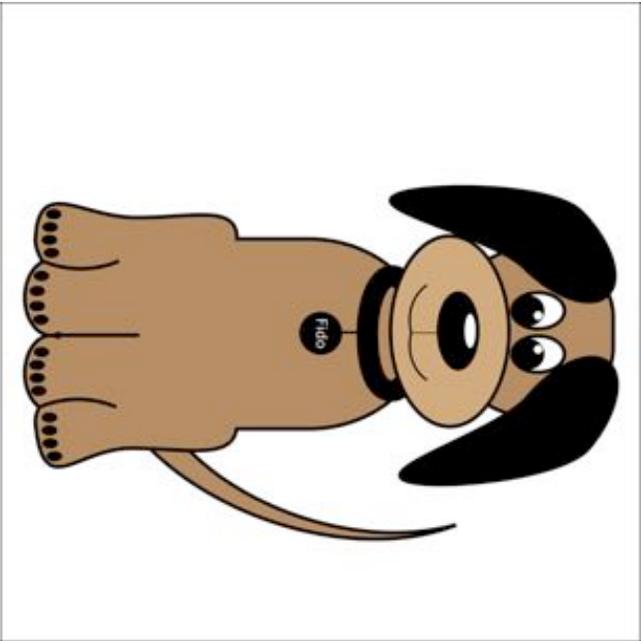
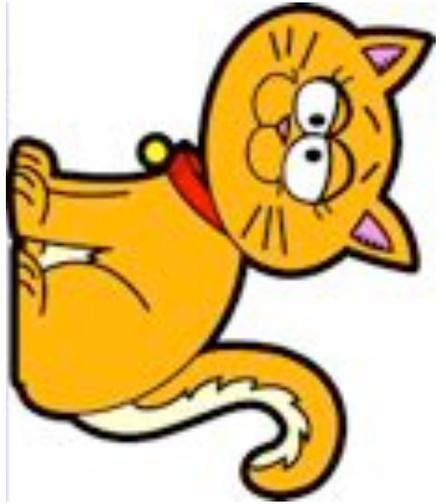
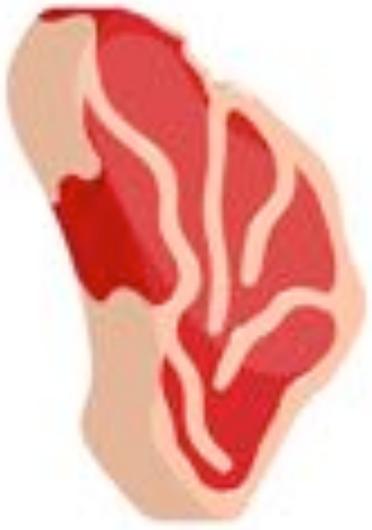
Night/Women/Lady				
Small/Dry/Big				
Cold/Chilly/Fast				
Sick/Healthy/Sad				
Land/Wet/Soaked				
Energetic/Huge/Tired				
Left/Right/Next				
Smart/Long/Short				
Skinny/Slim/Boring				
Full/Cute/Empty				
Strong/Powerful/Comfortable				
Broken/Near/Close				
<b>Subtotal</b>				
<b>General Comments:</b>				

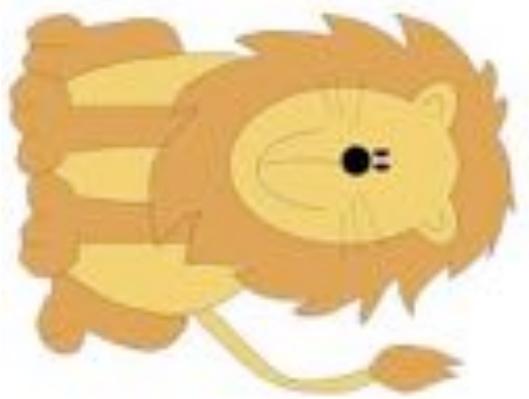
**Activity Three - Parts of a Whole and Use**

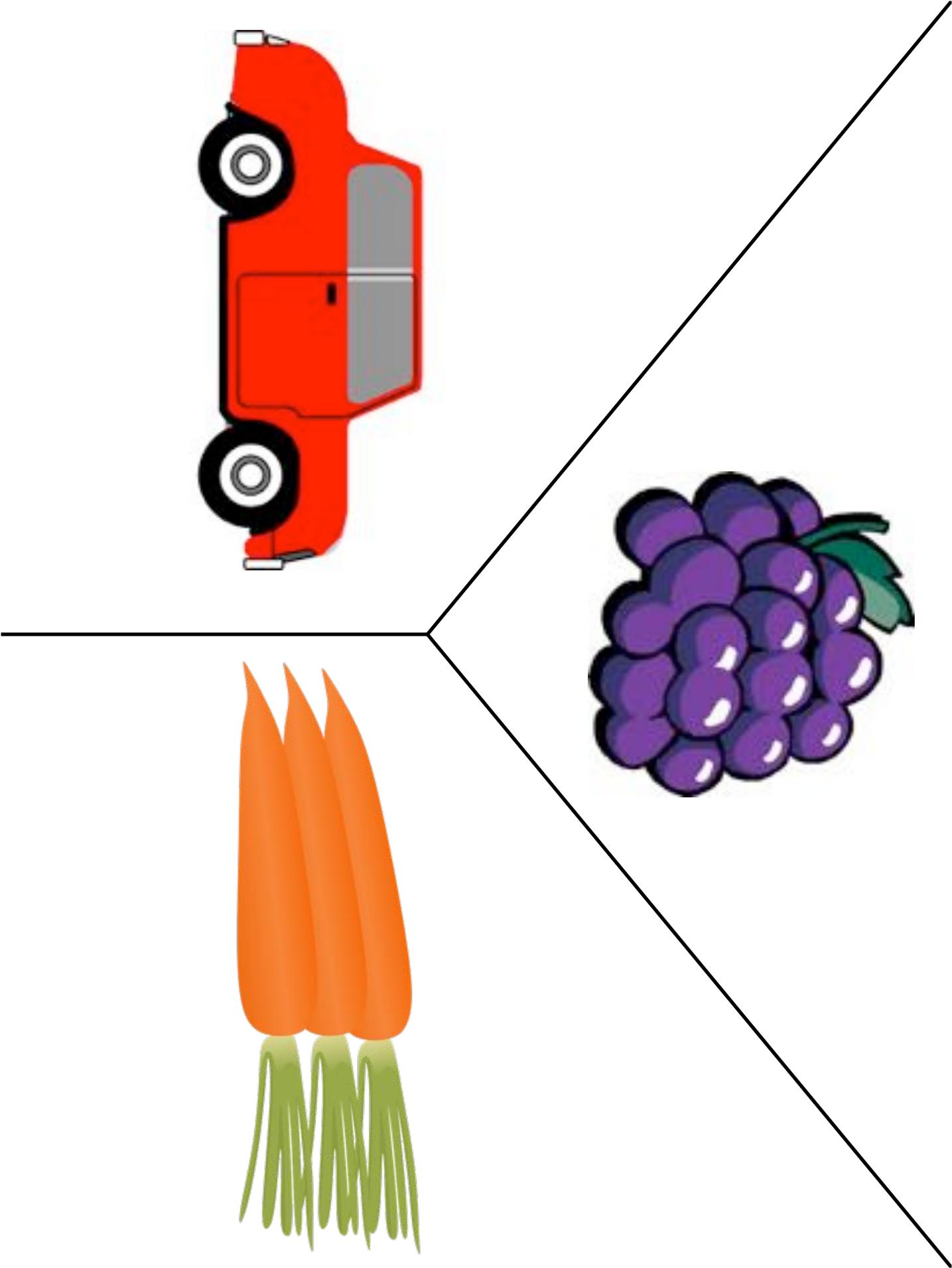
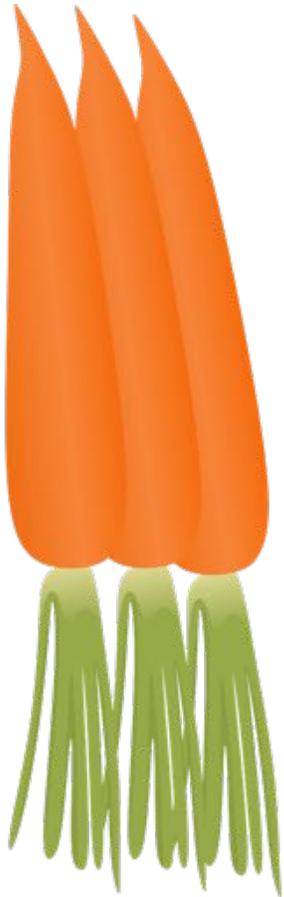
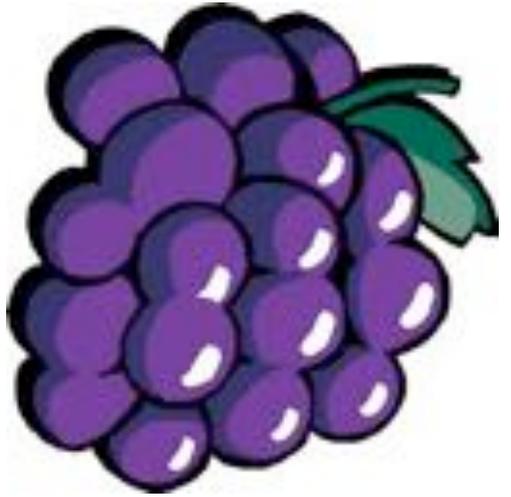
Toothbrush/Knife/Tooth				
Broom/Mop/Glue				
Eyes/Sunglasses/Pizza				
Window/Forrest/House				
Car/Wheel/Chair				
Keyboard/Shower/Computer				
Hands/Mittens/Flower				
Foot/Bowl/Plate				
Ring/Necklace/TV				
Cushion/Door/Couch				
Moon/Pool/Water				
Ice/Camera/Igloo				
<b>Subtotal</b>				
<b>General Comments</b>				

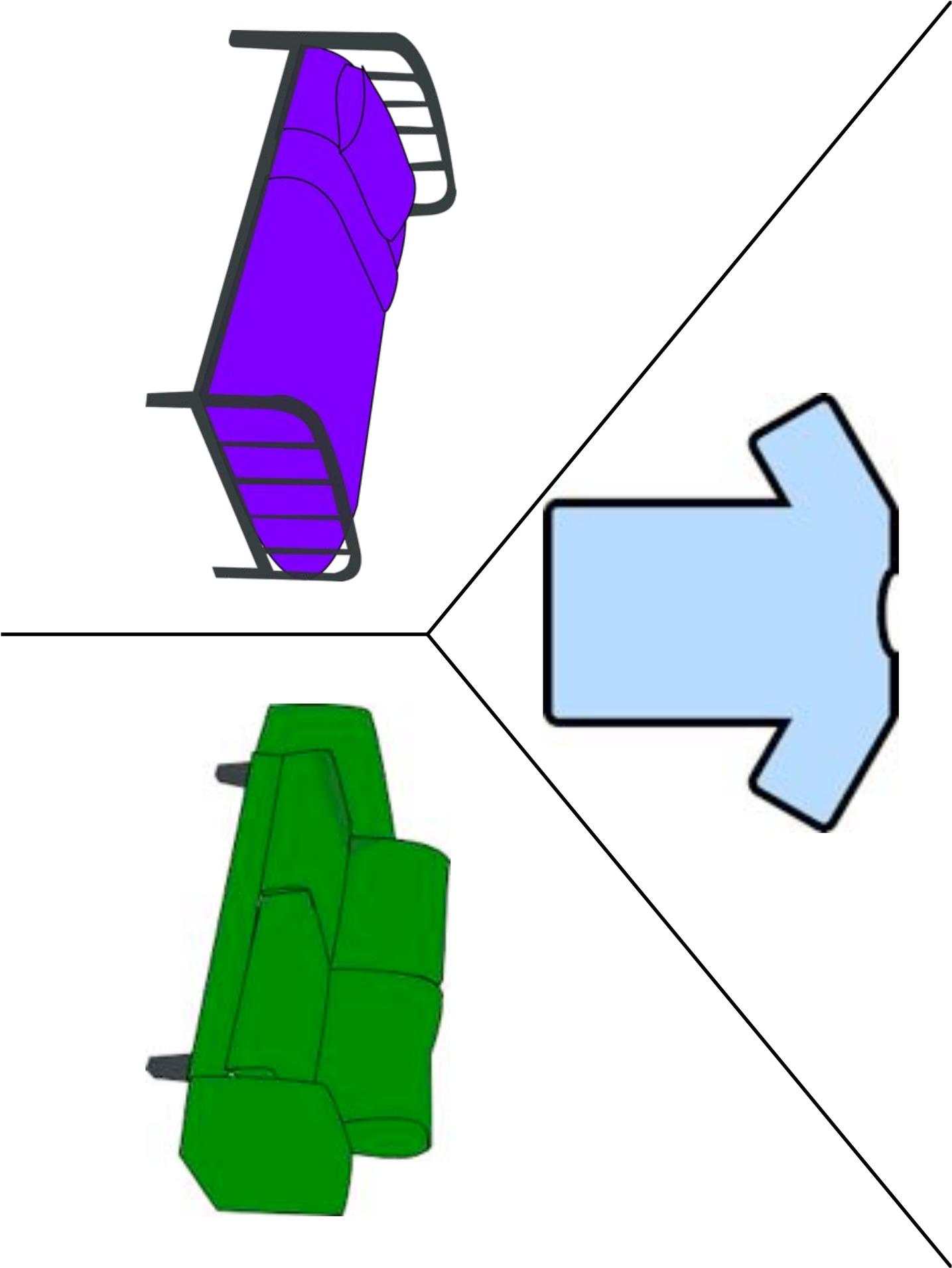
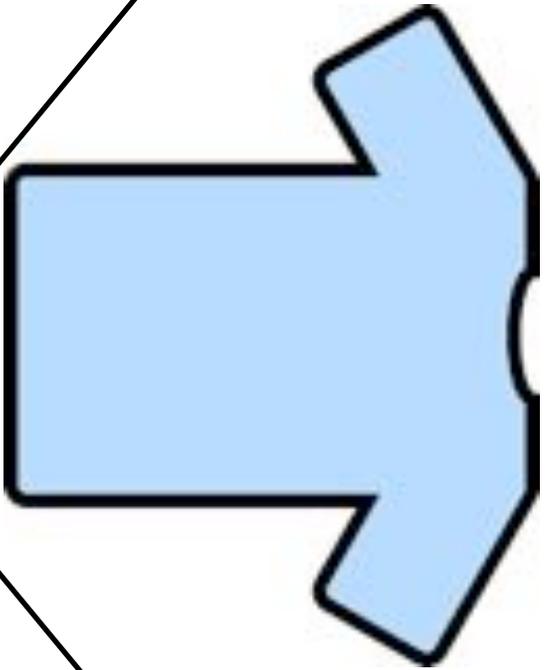
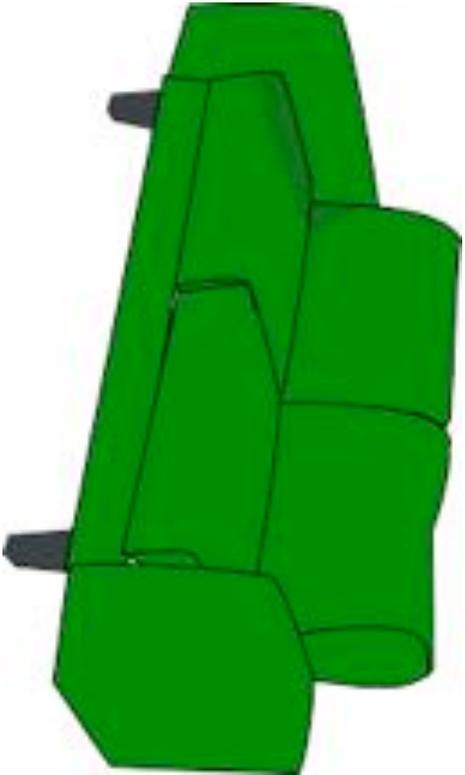
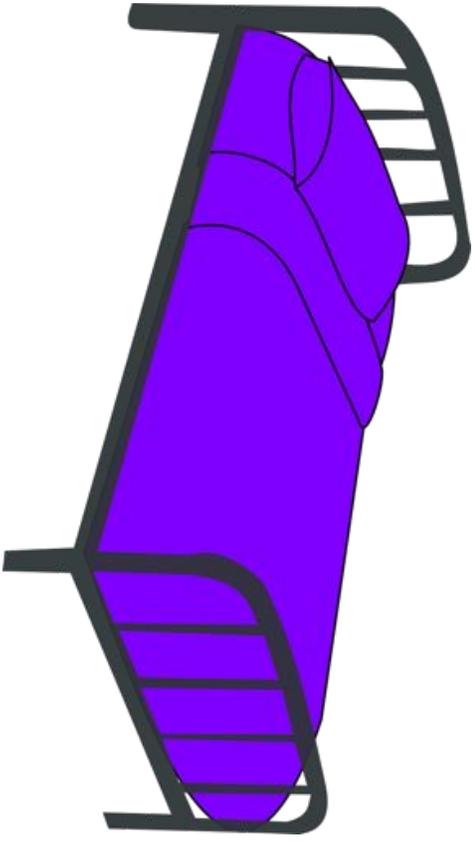
# **Activity One – Groups**

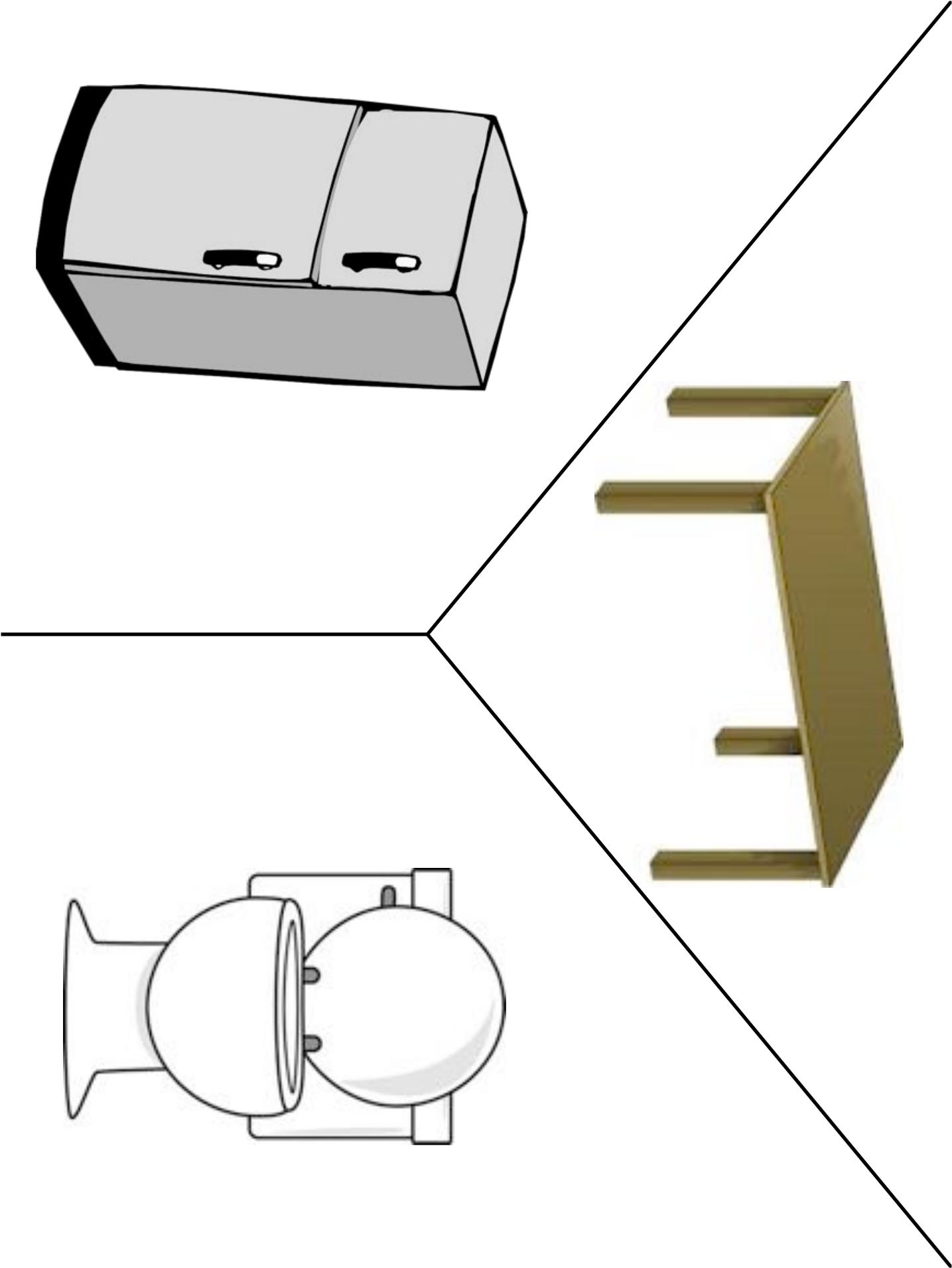
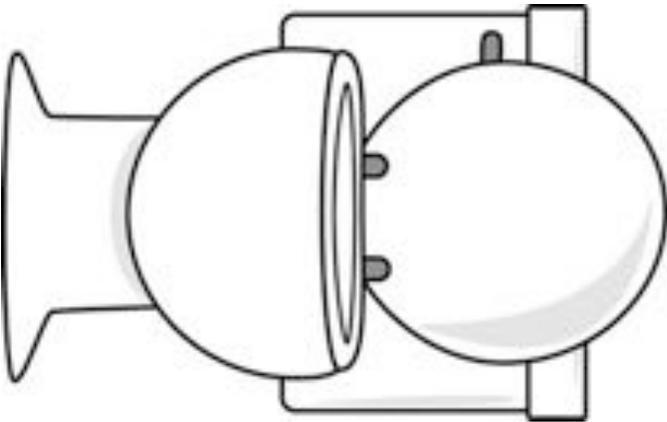
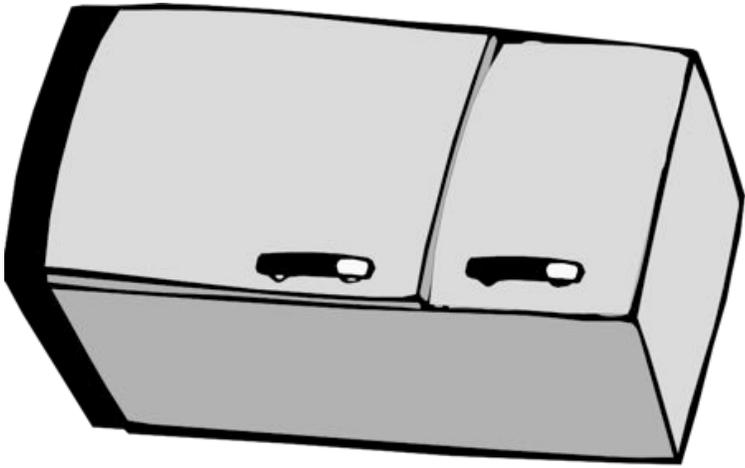


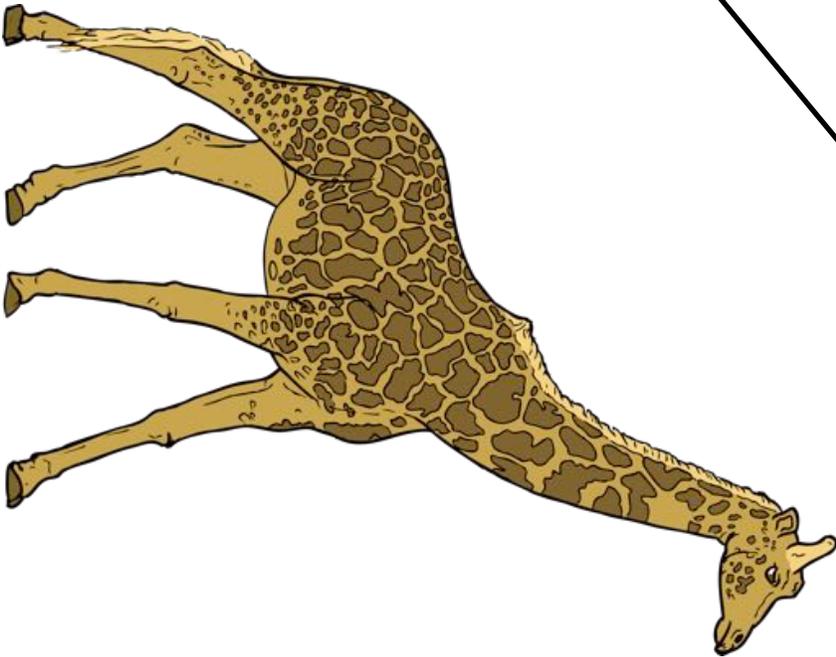
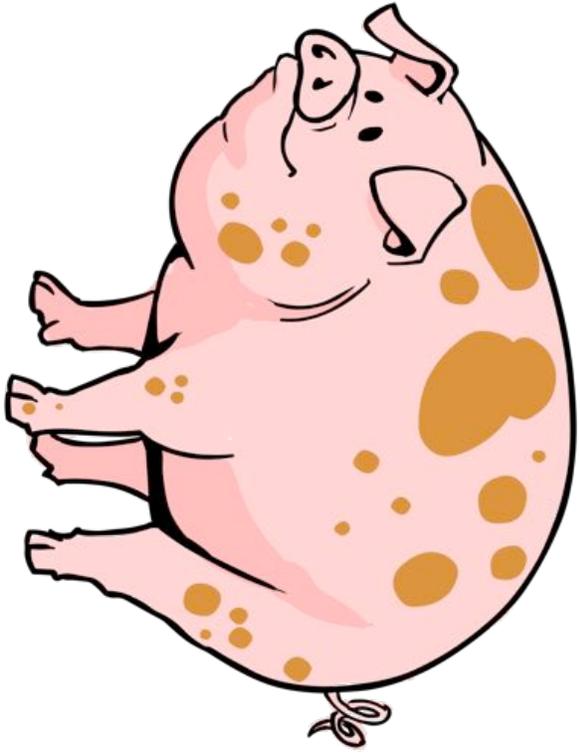


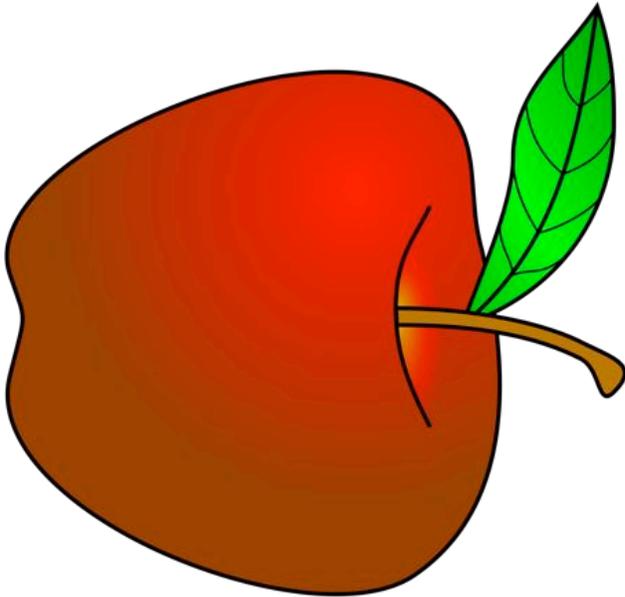


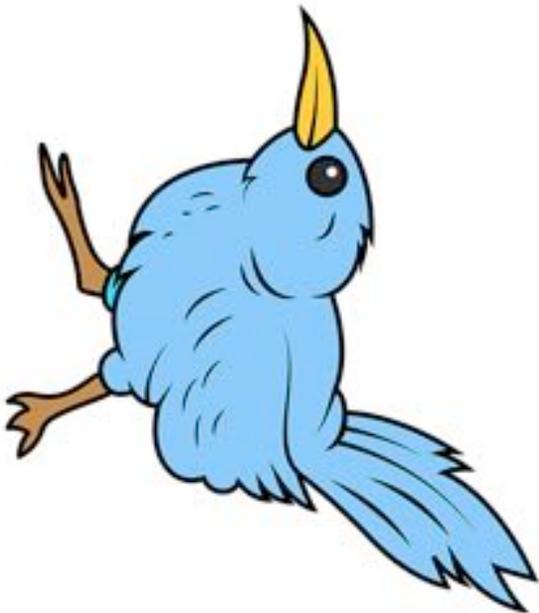


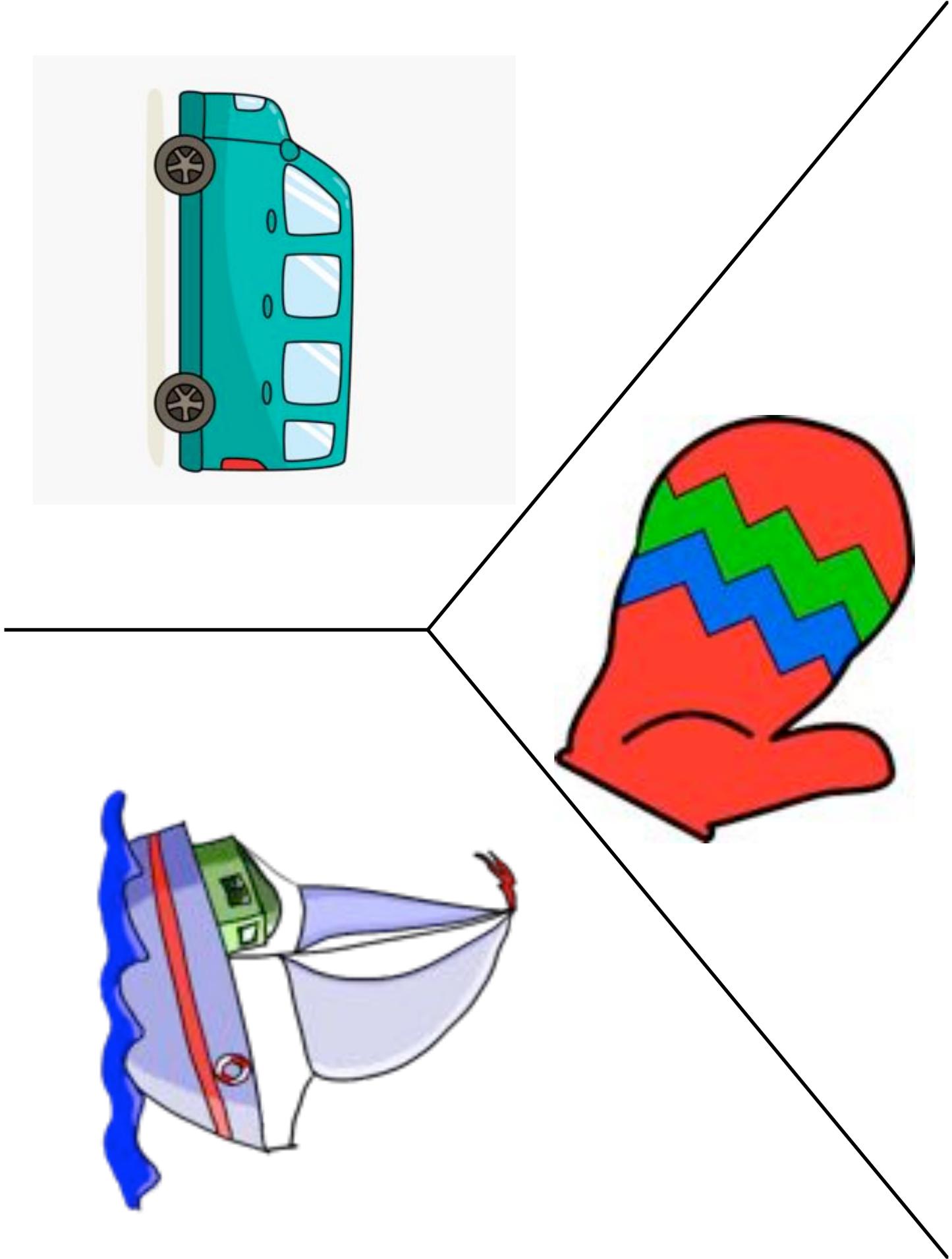
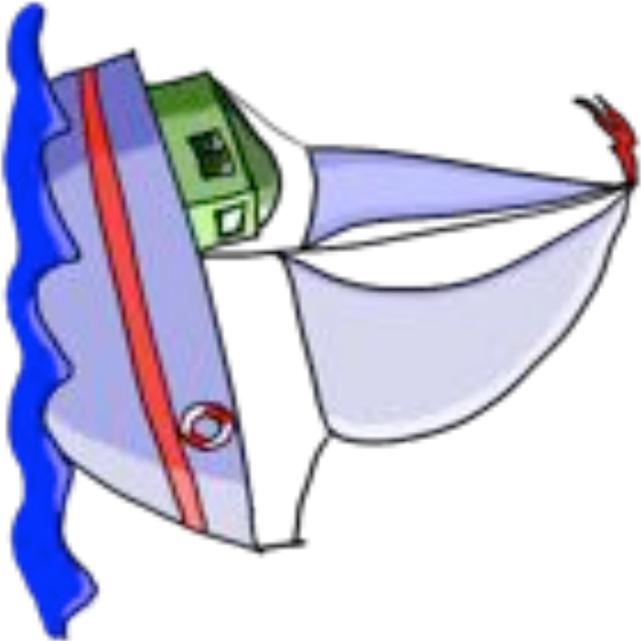
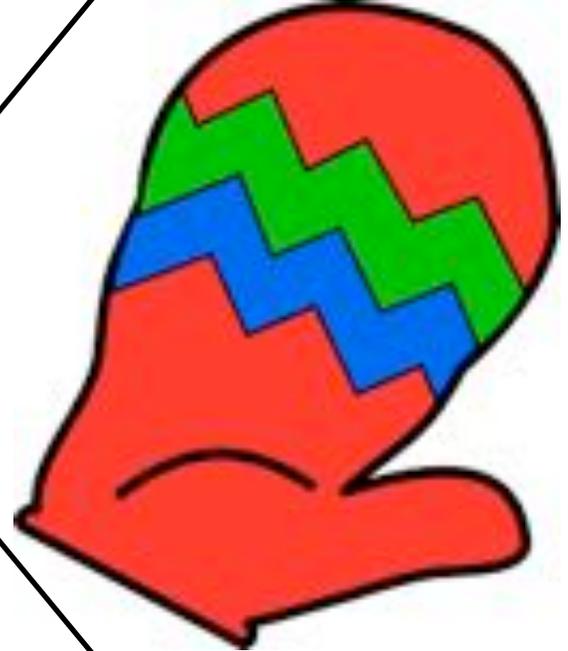
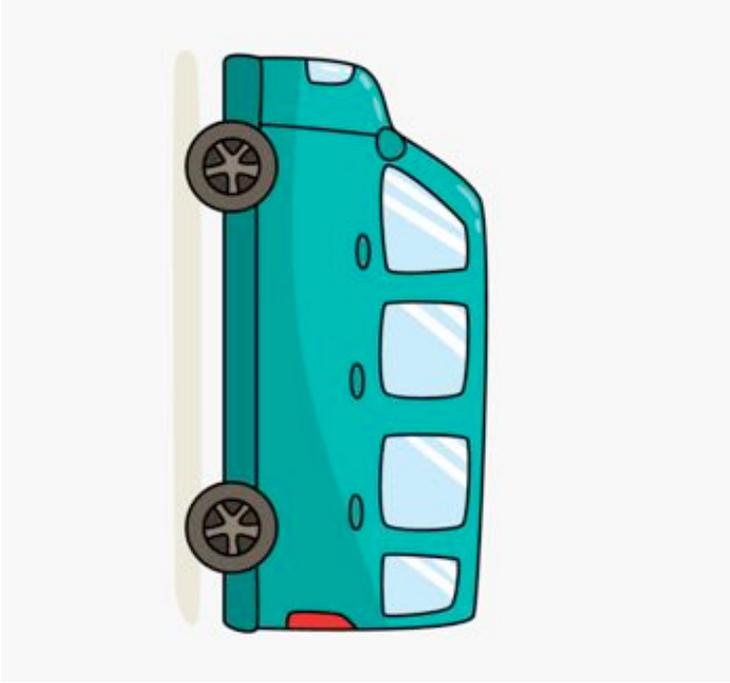


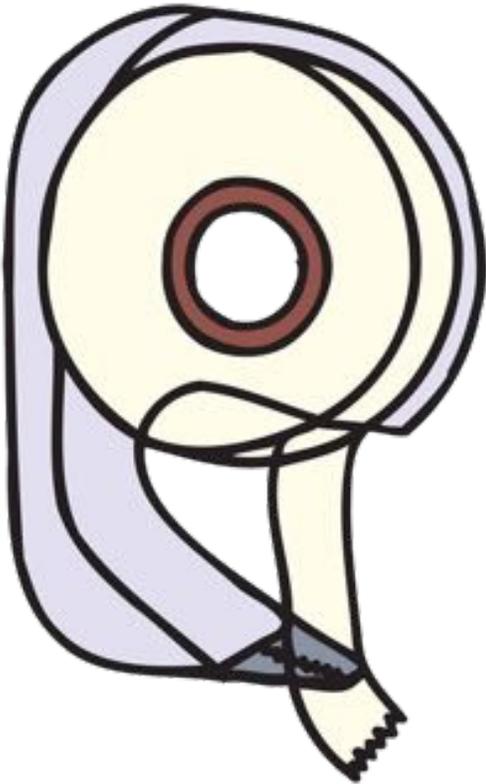
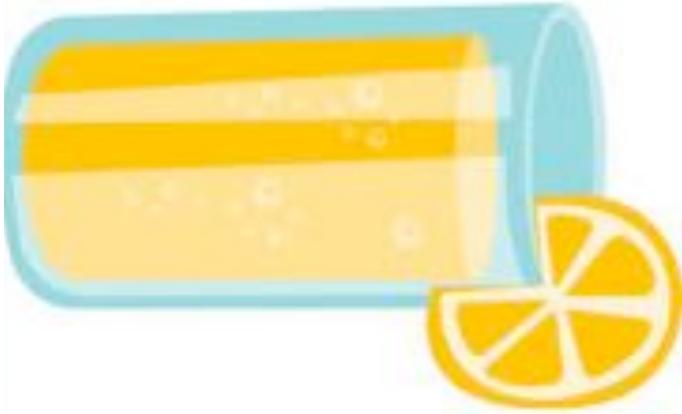


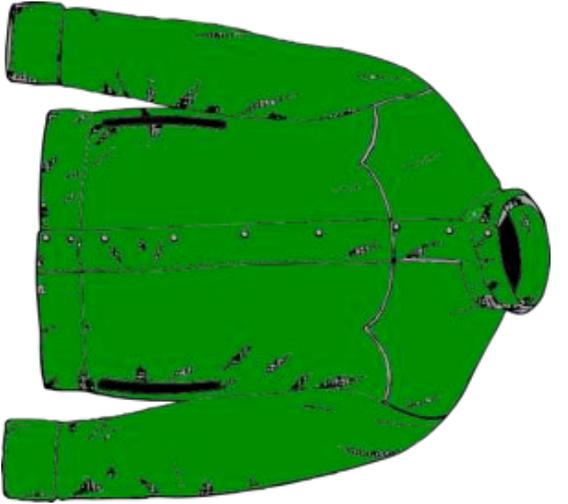
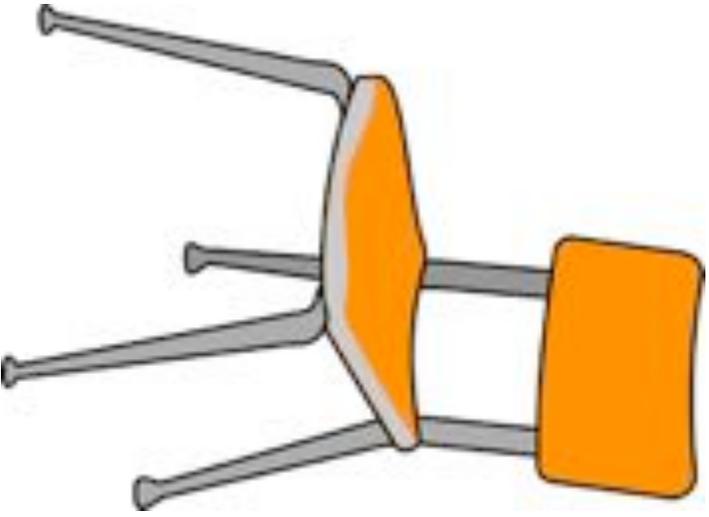


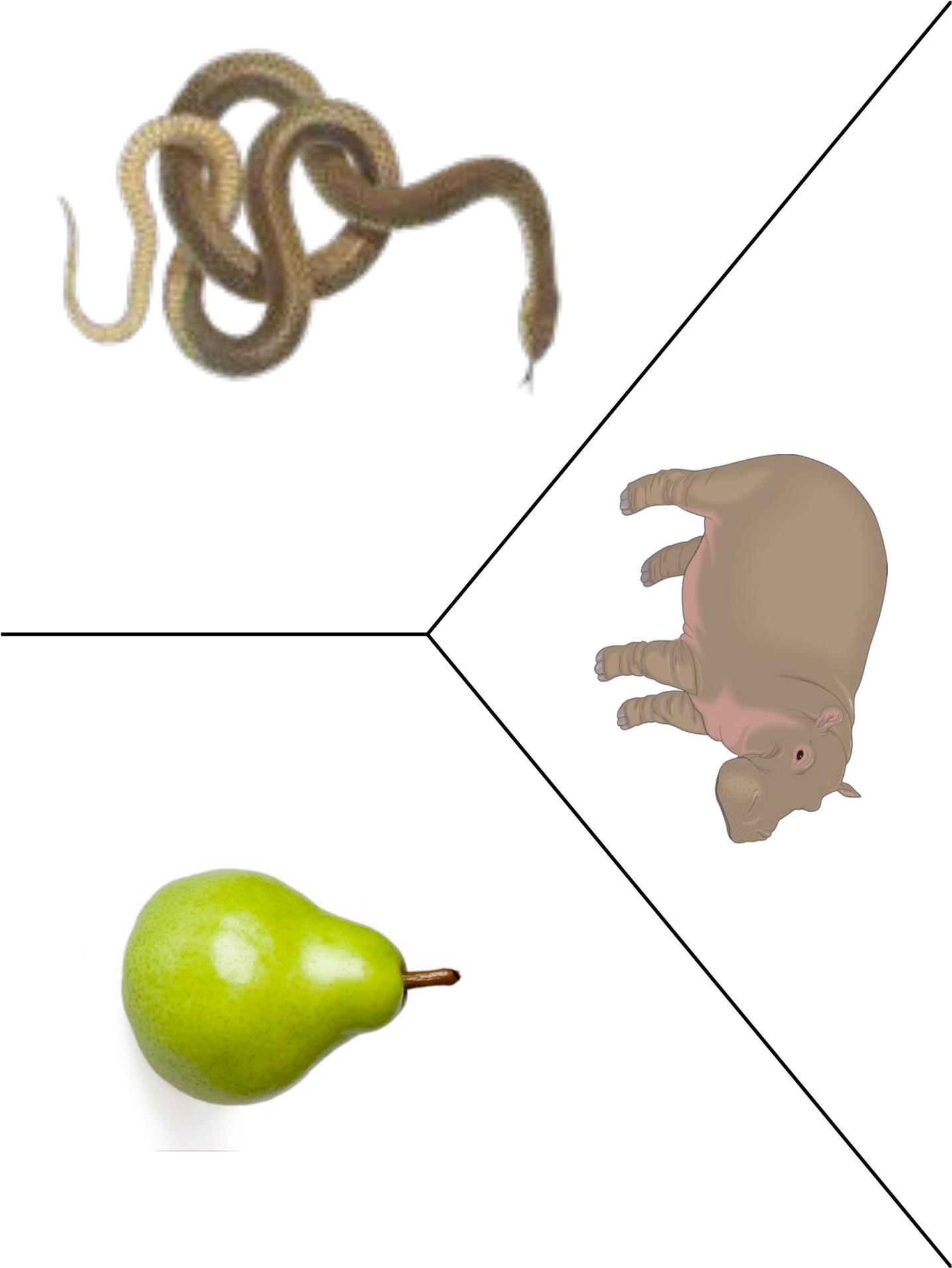
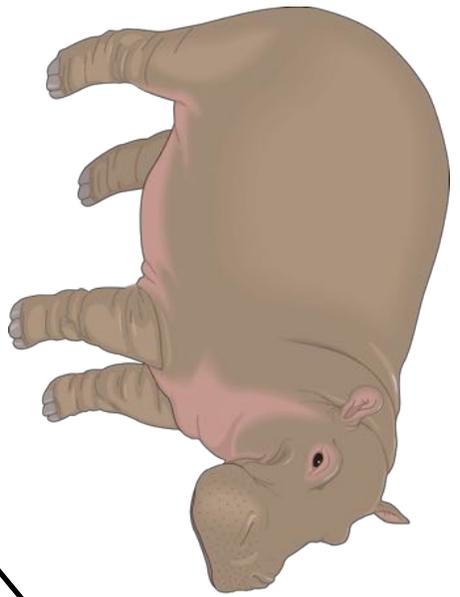
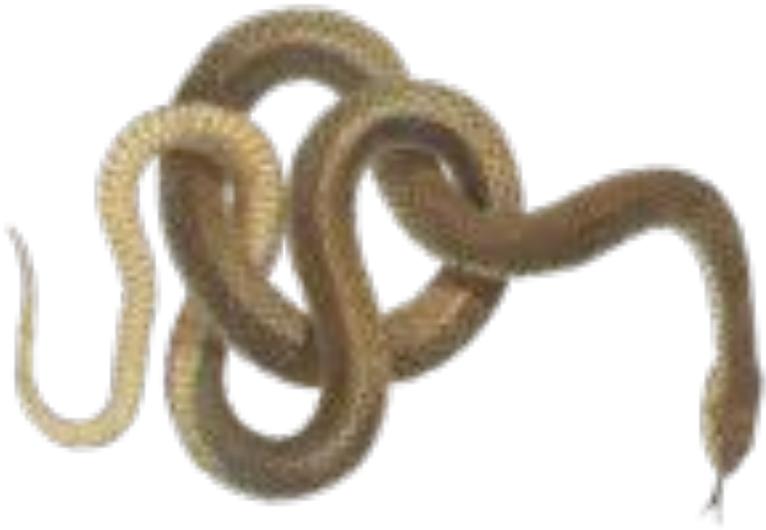


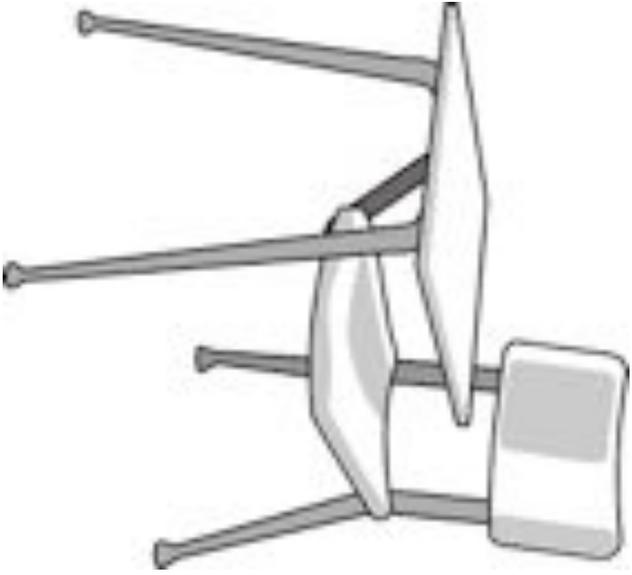


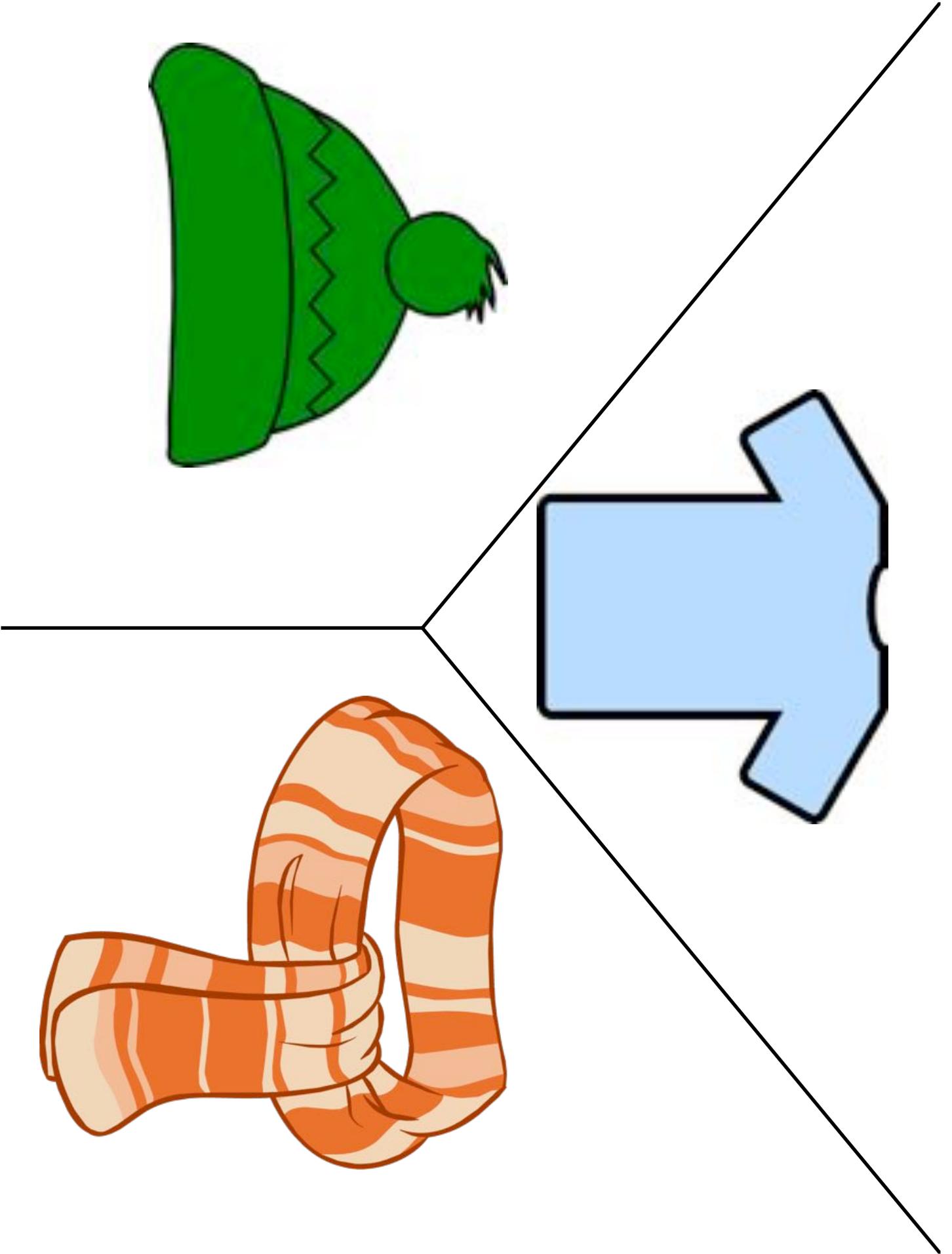
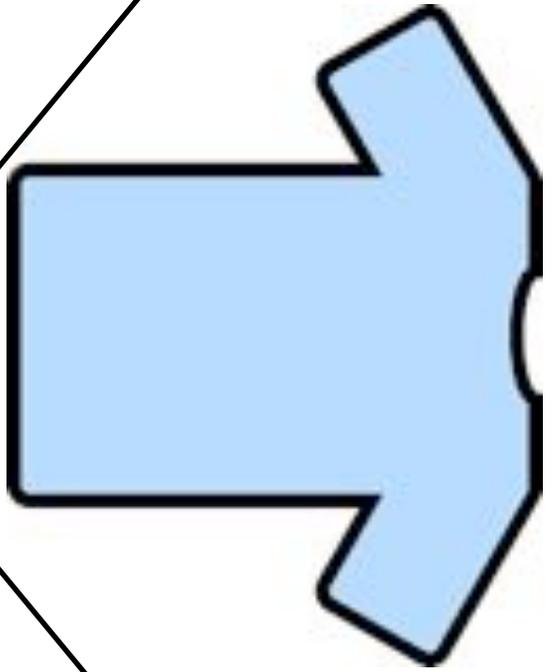
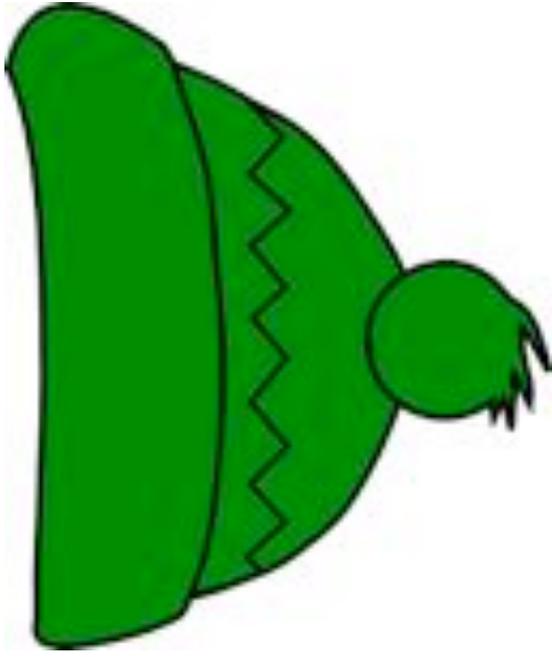


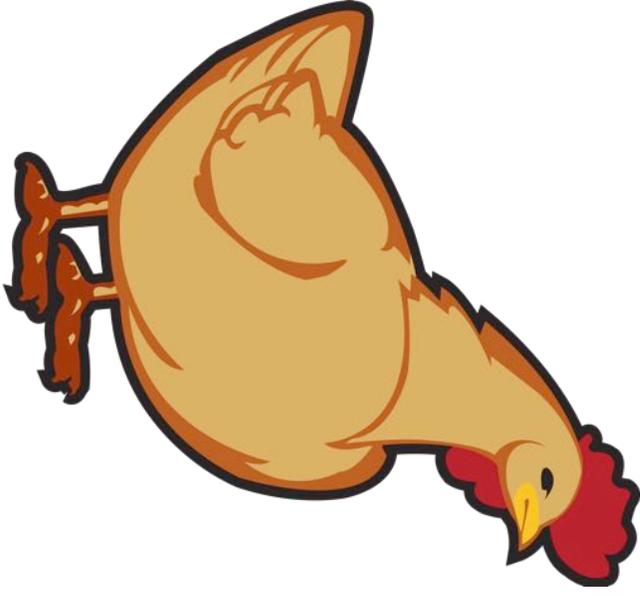




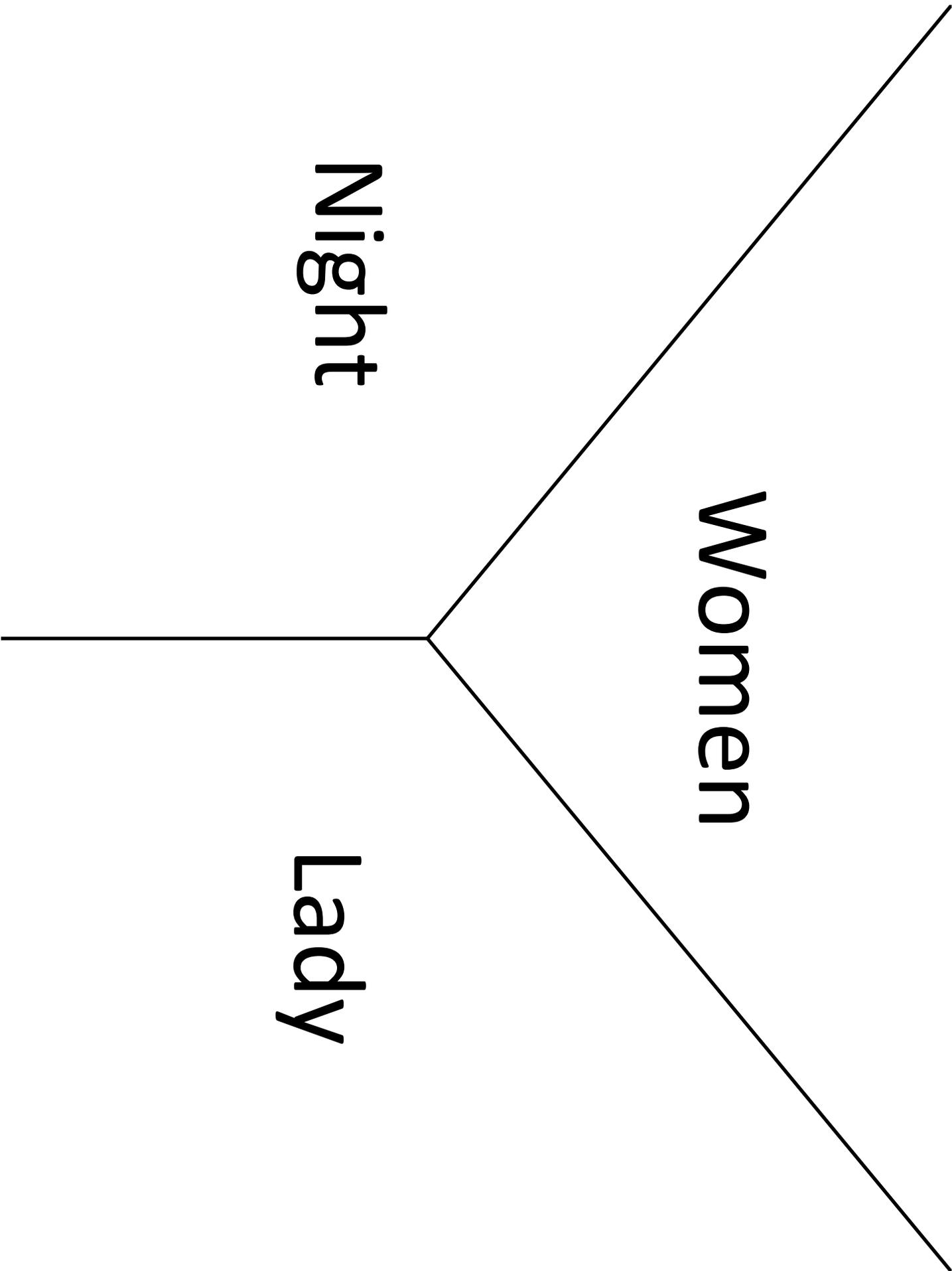


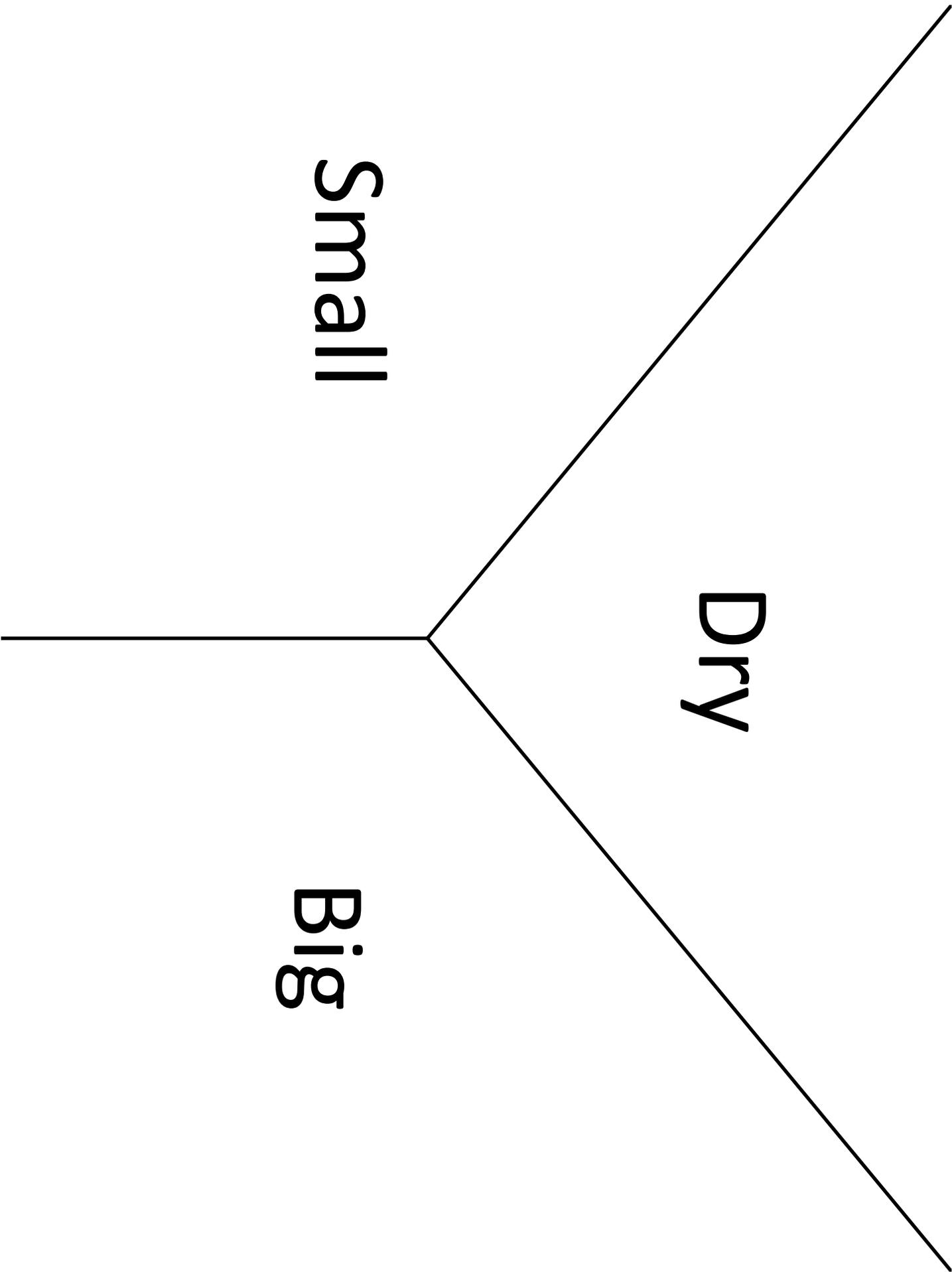






# **Activity Two – Antonyms and Synonyms**





**Chilly**

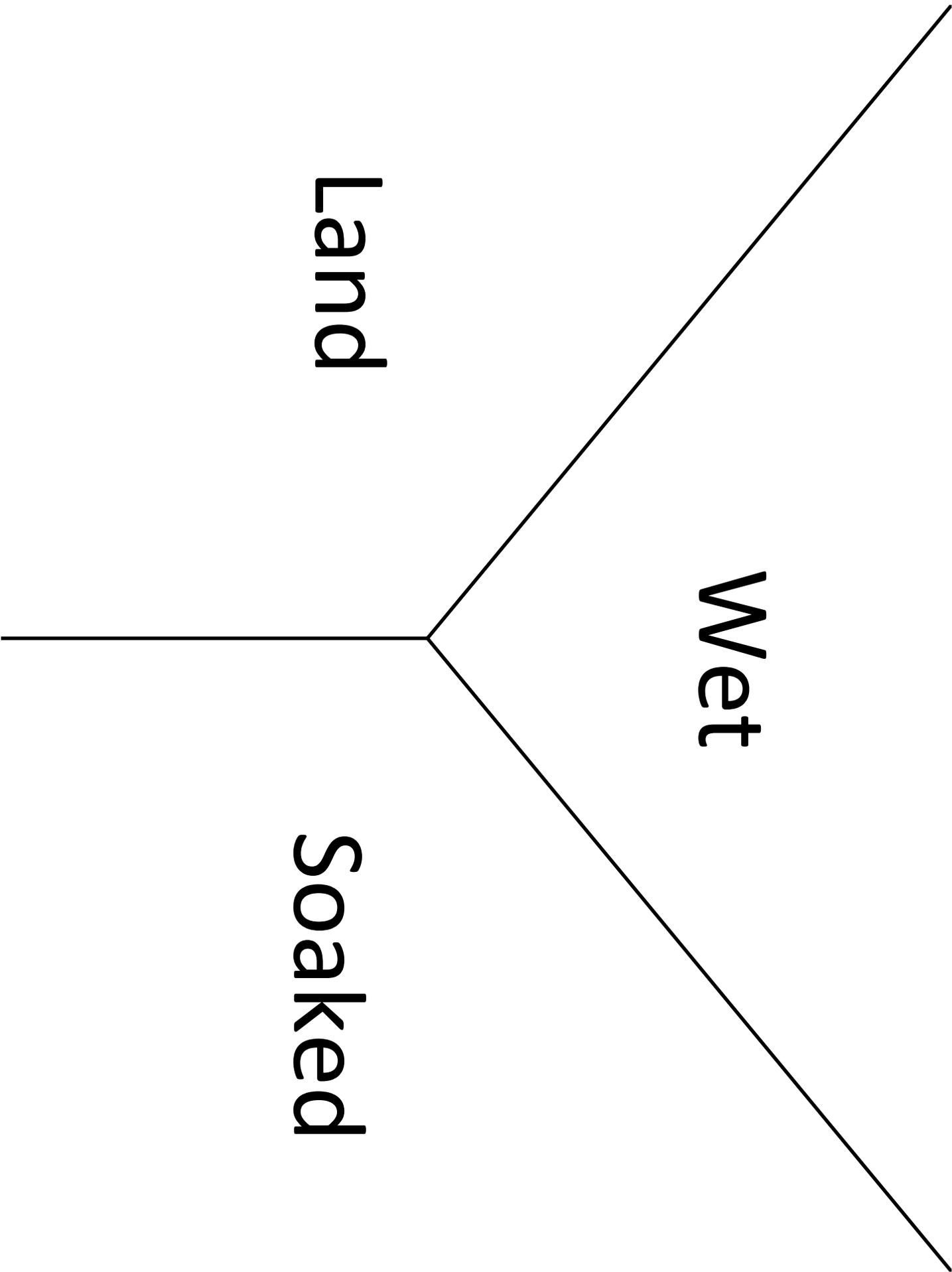
**Cold**

**Fast**

Healthy

Sick

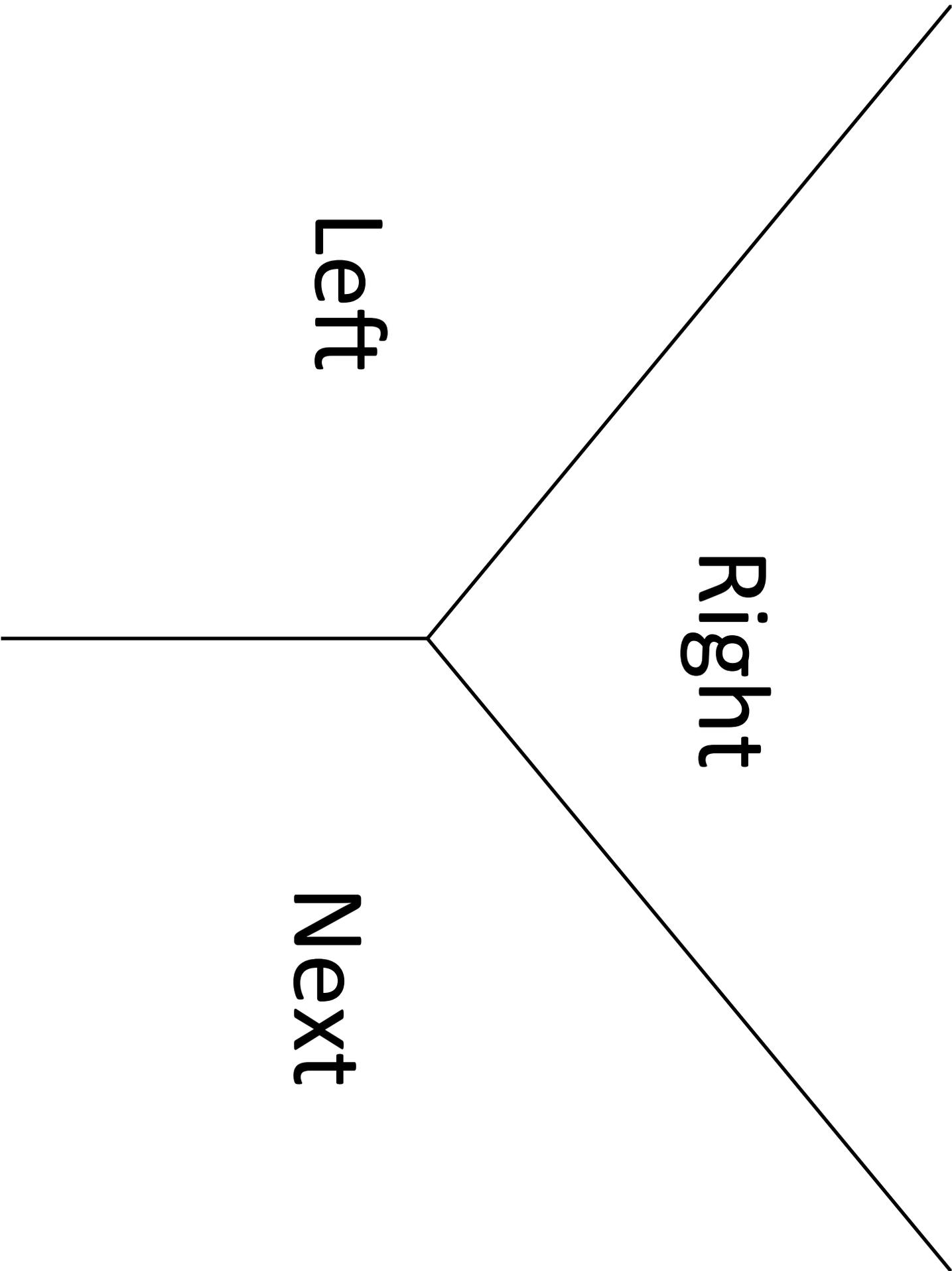
Sad



**Huge**

**Tired**

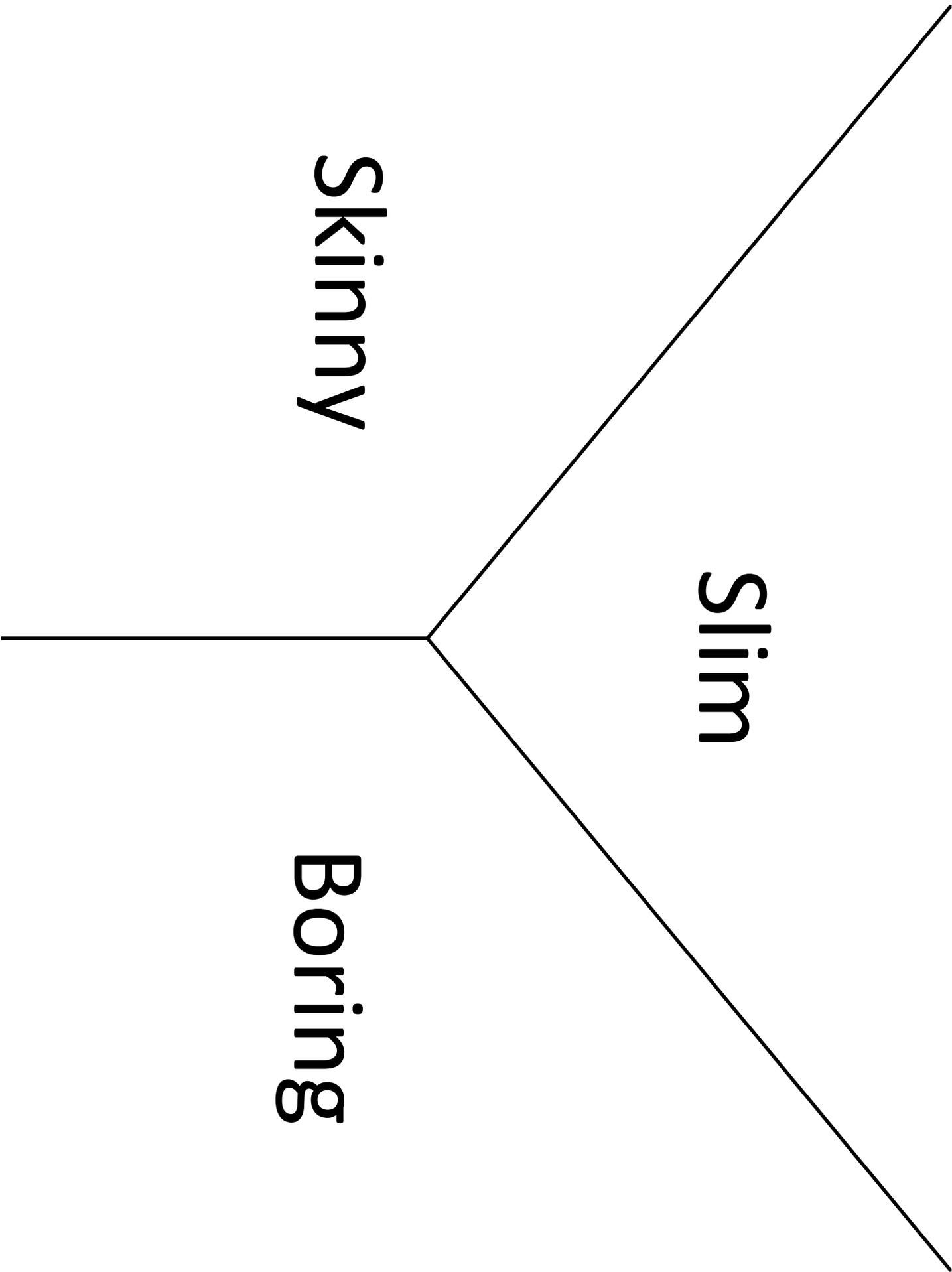
**Energetic**



Long

Smart

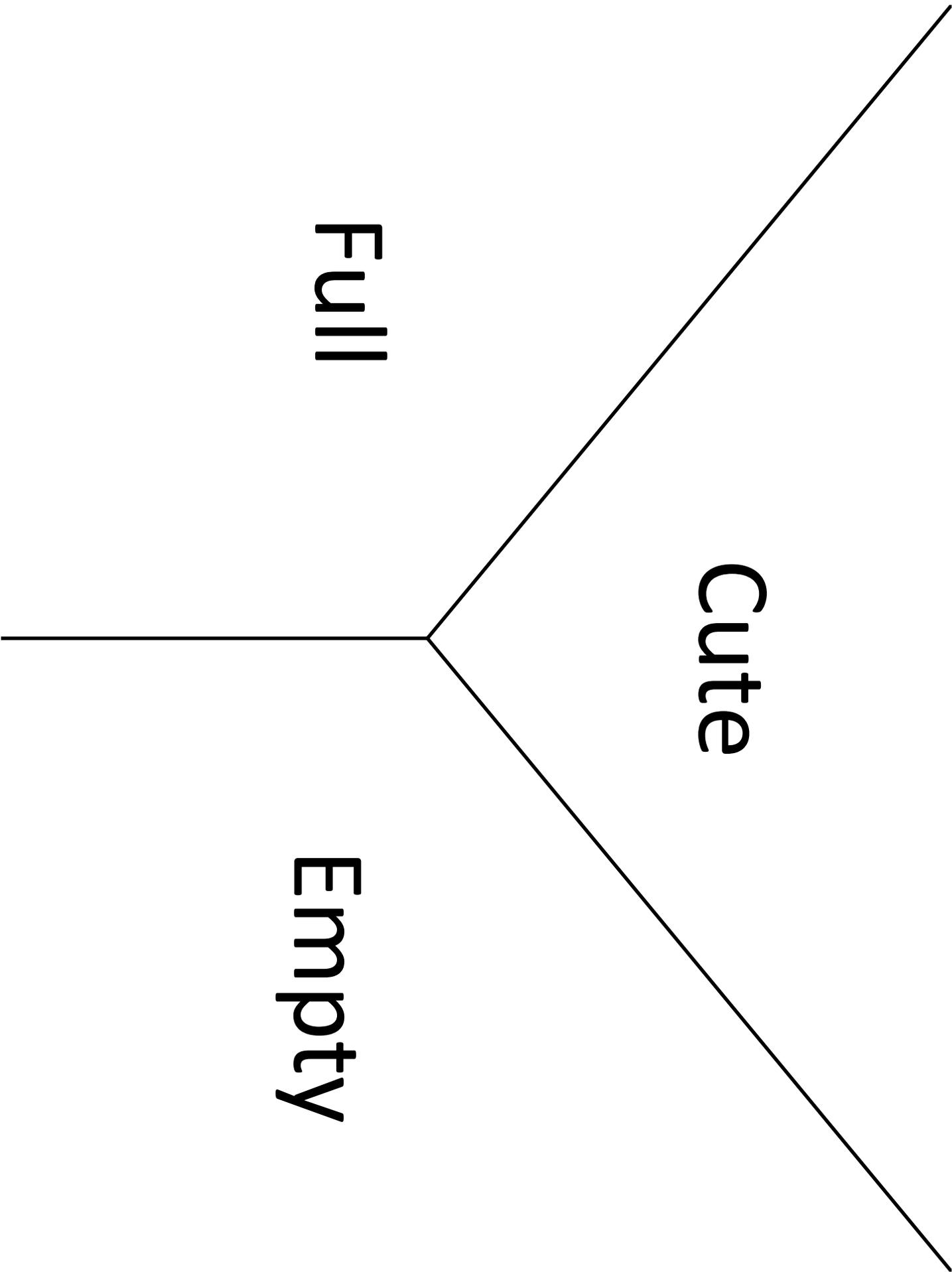
Short

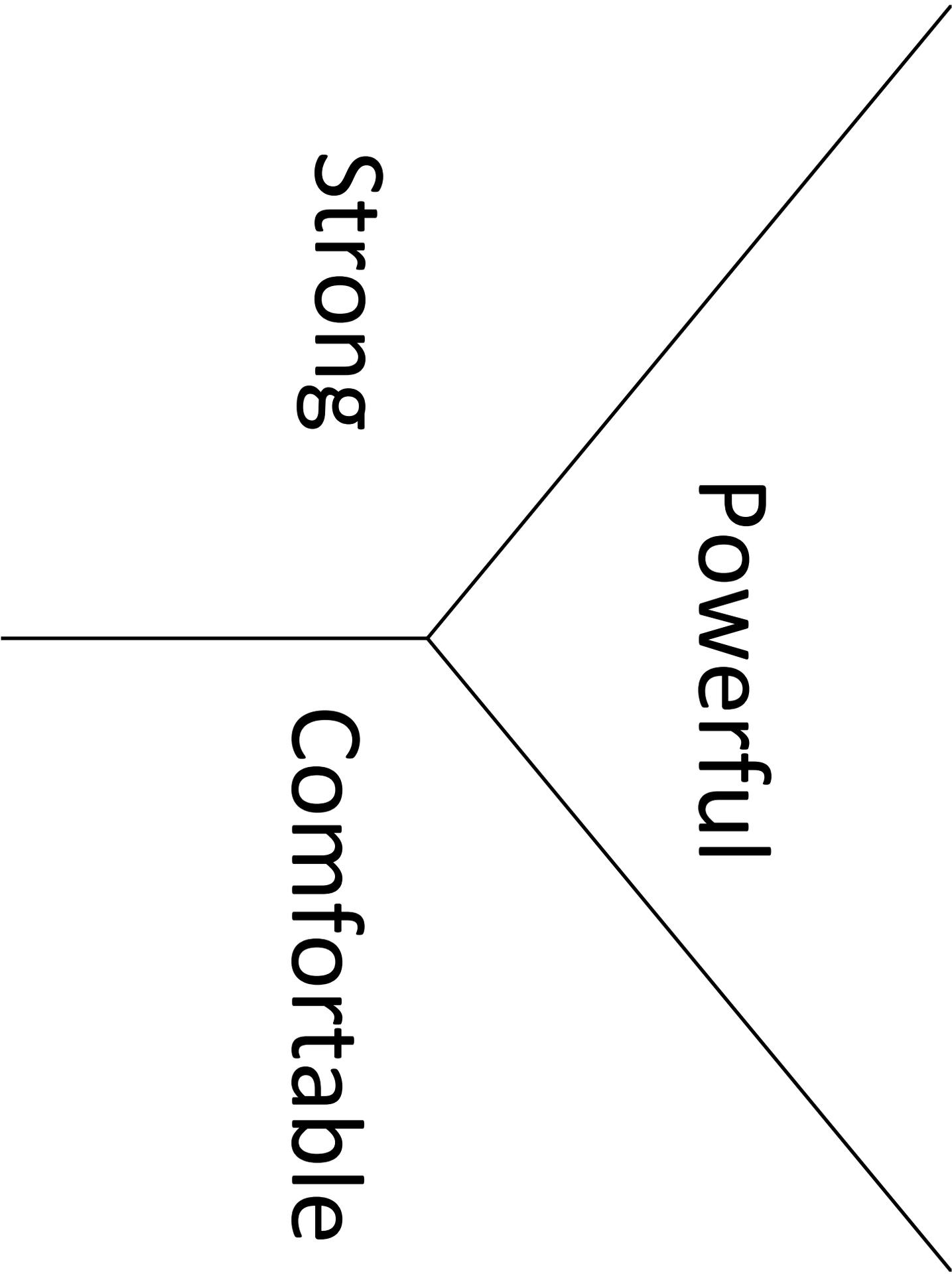


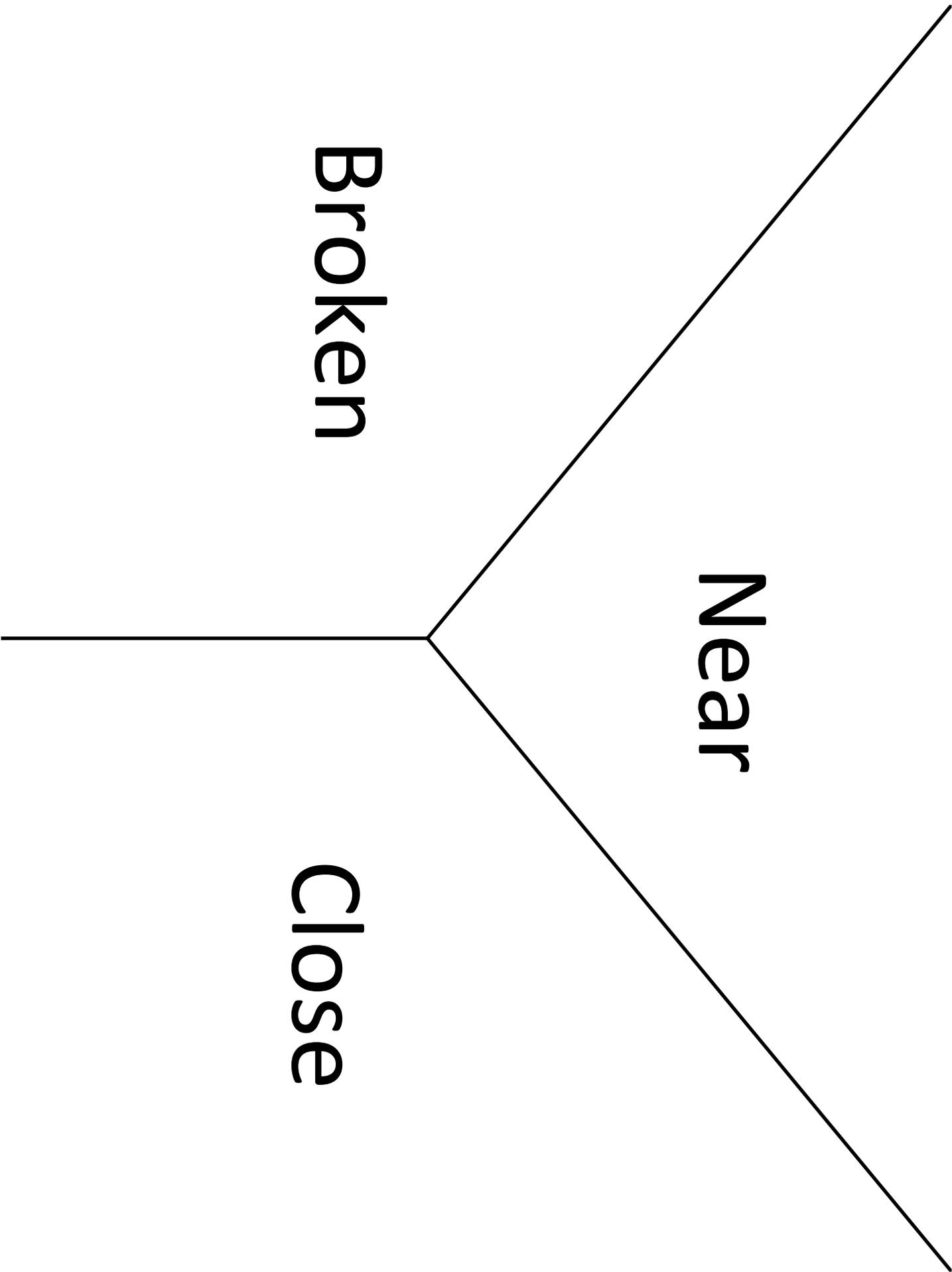
**Skinny**

**Slim**

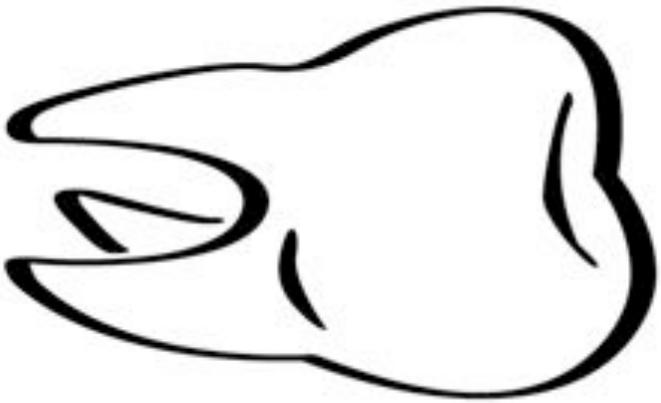
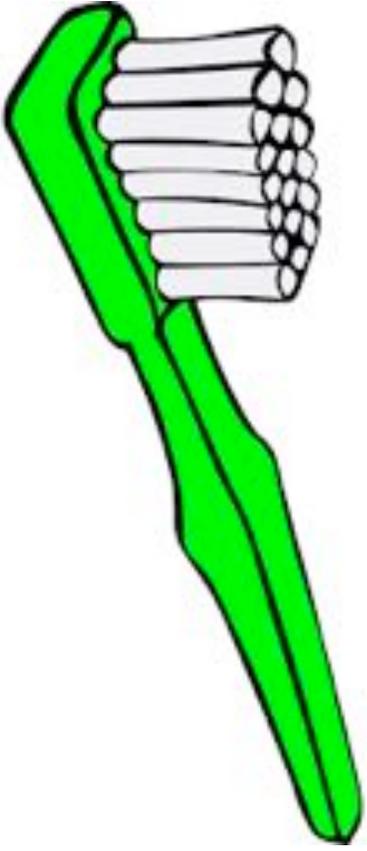
**Boring**

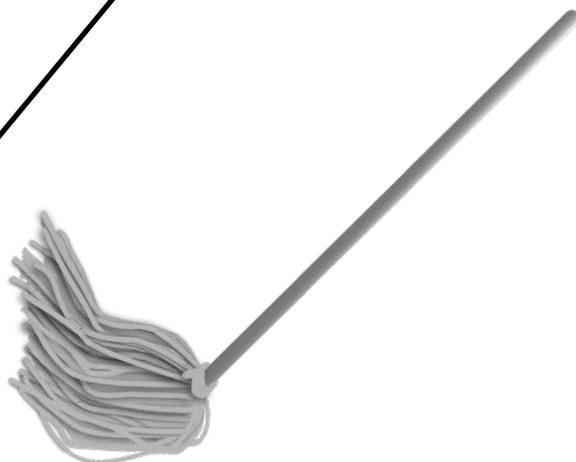
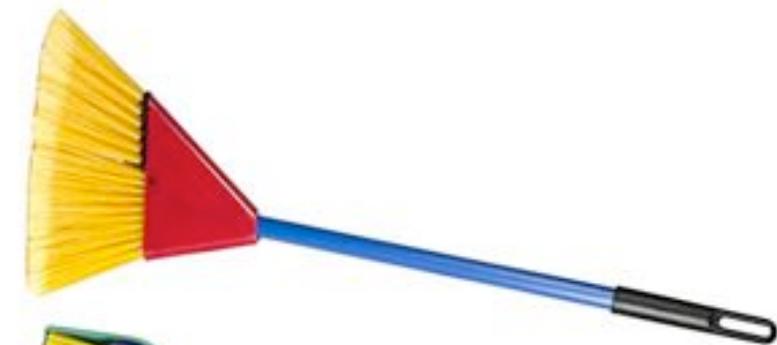


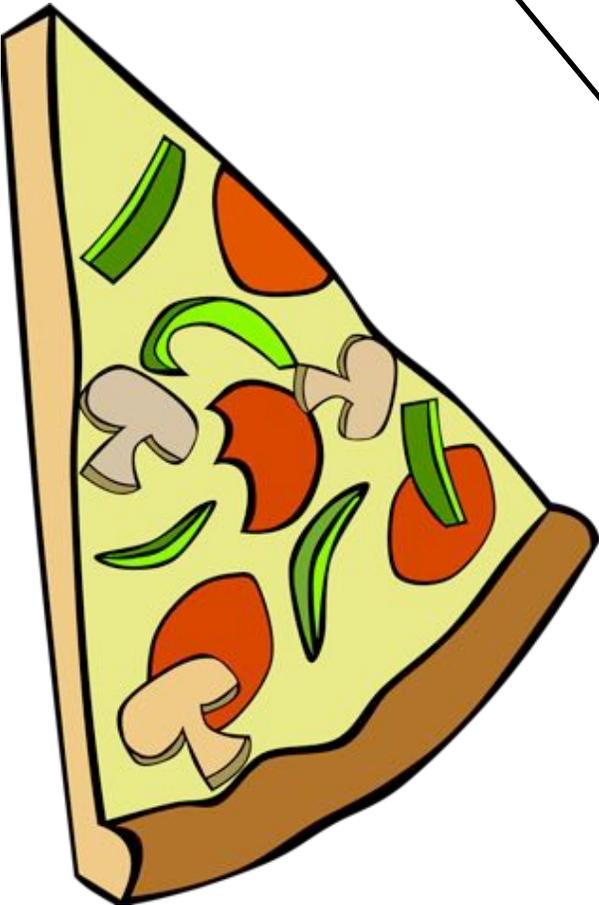


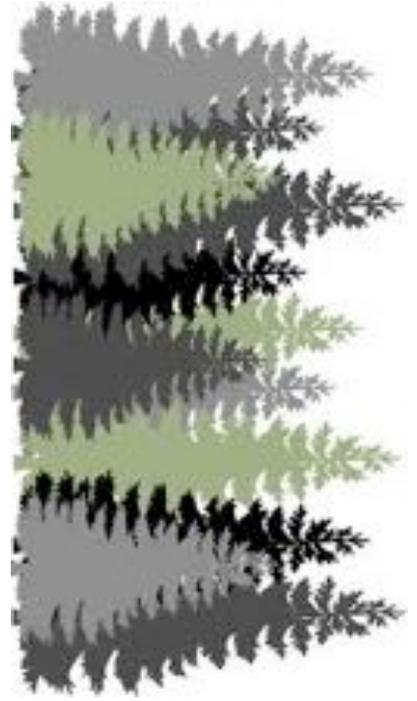


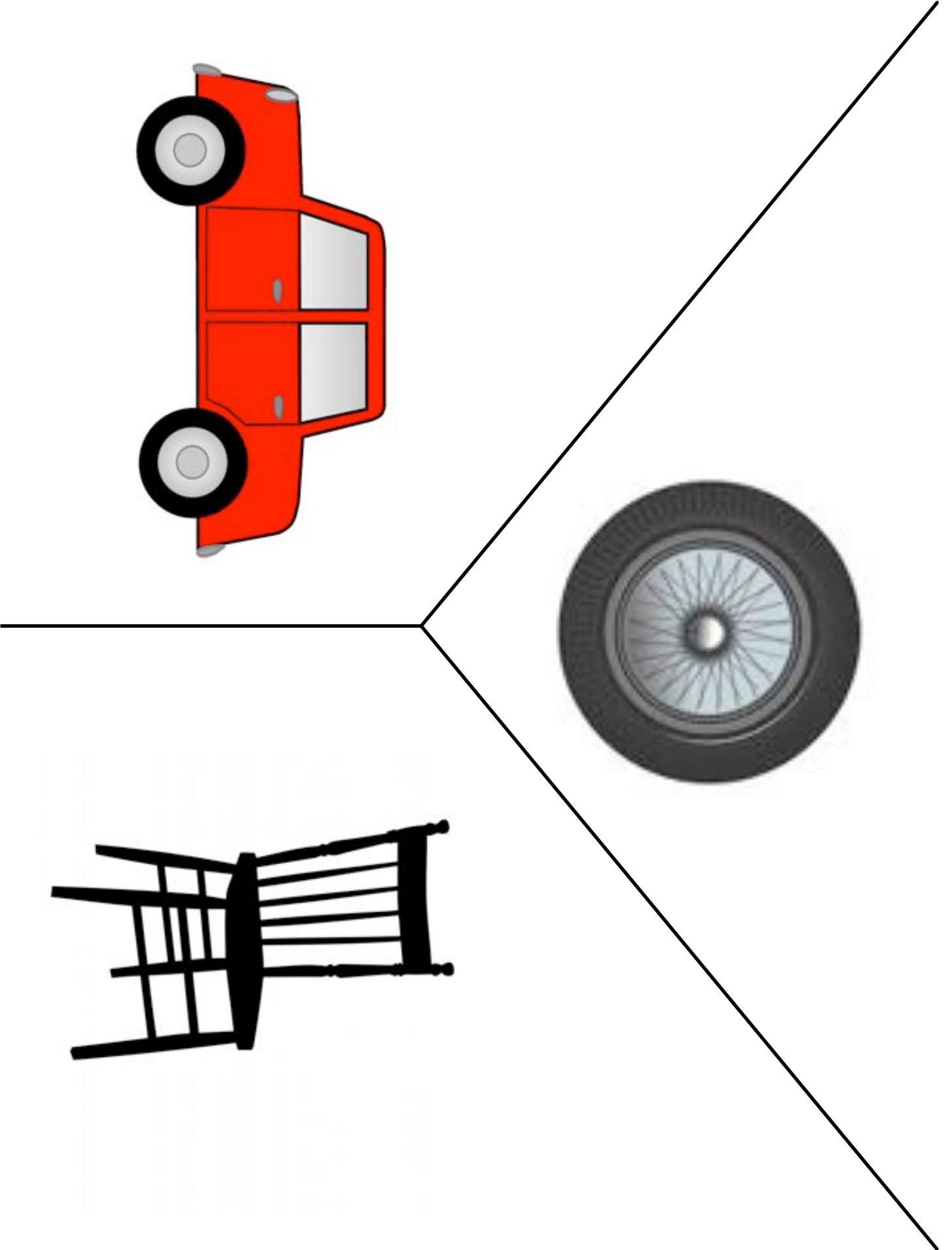
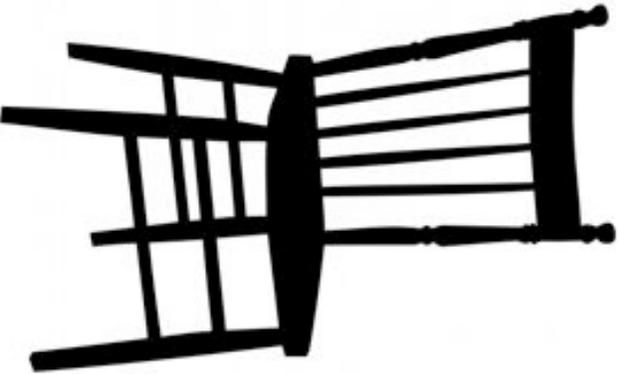
# **Activity Three – Parts of a Whole and Use**

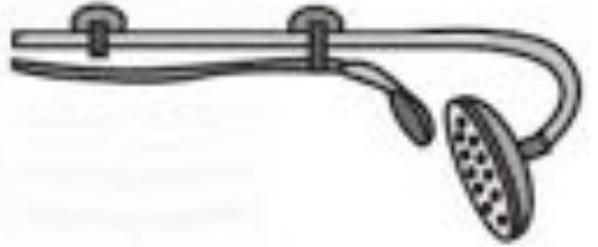
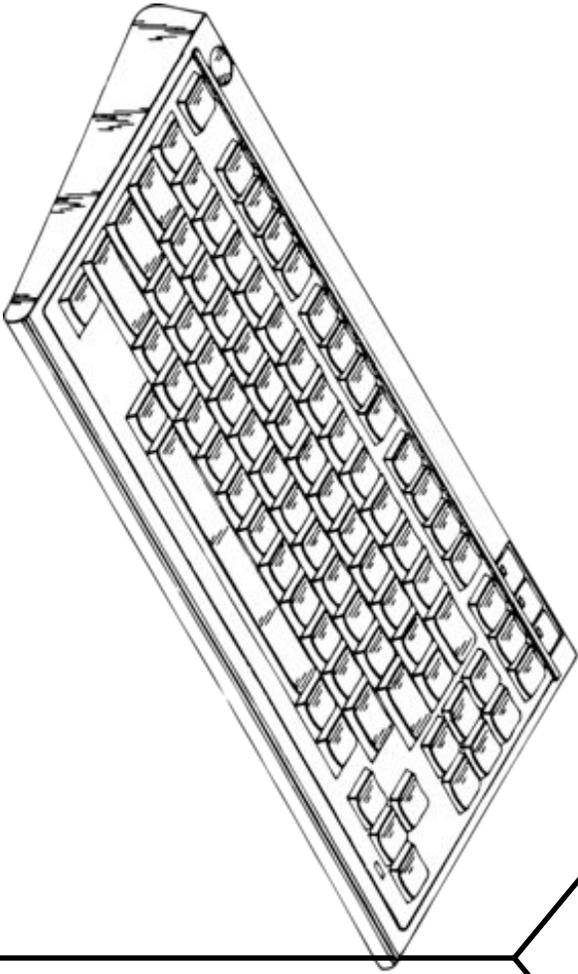


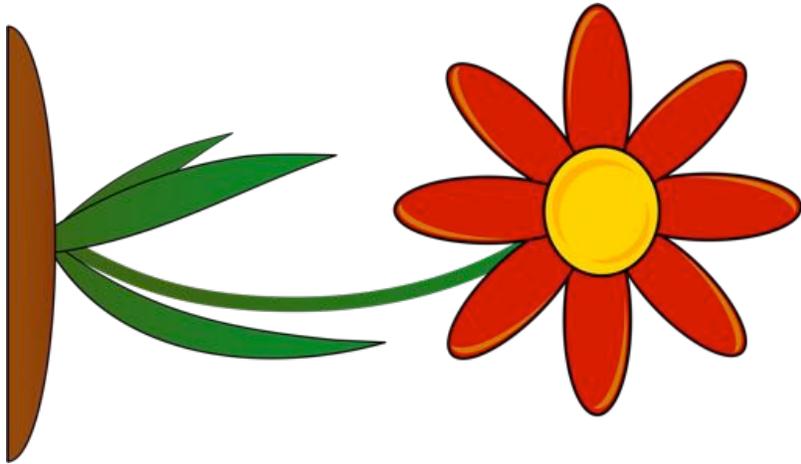


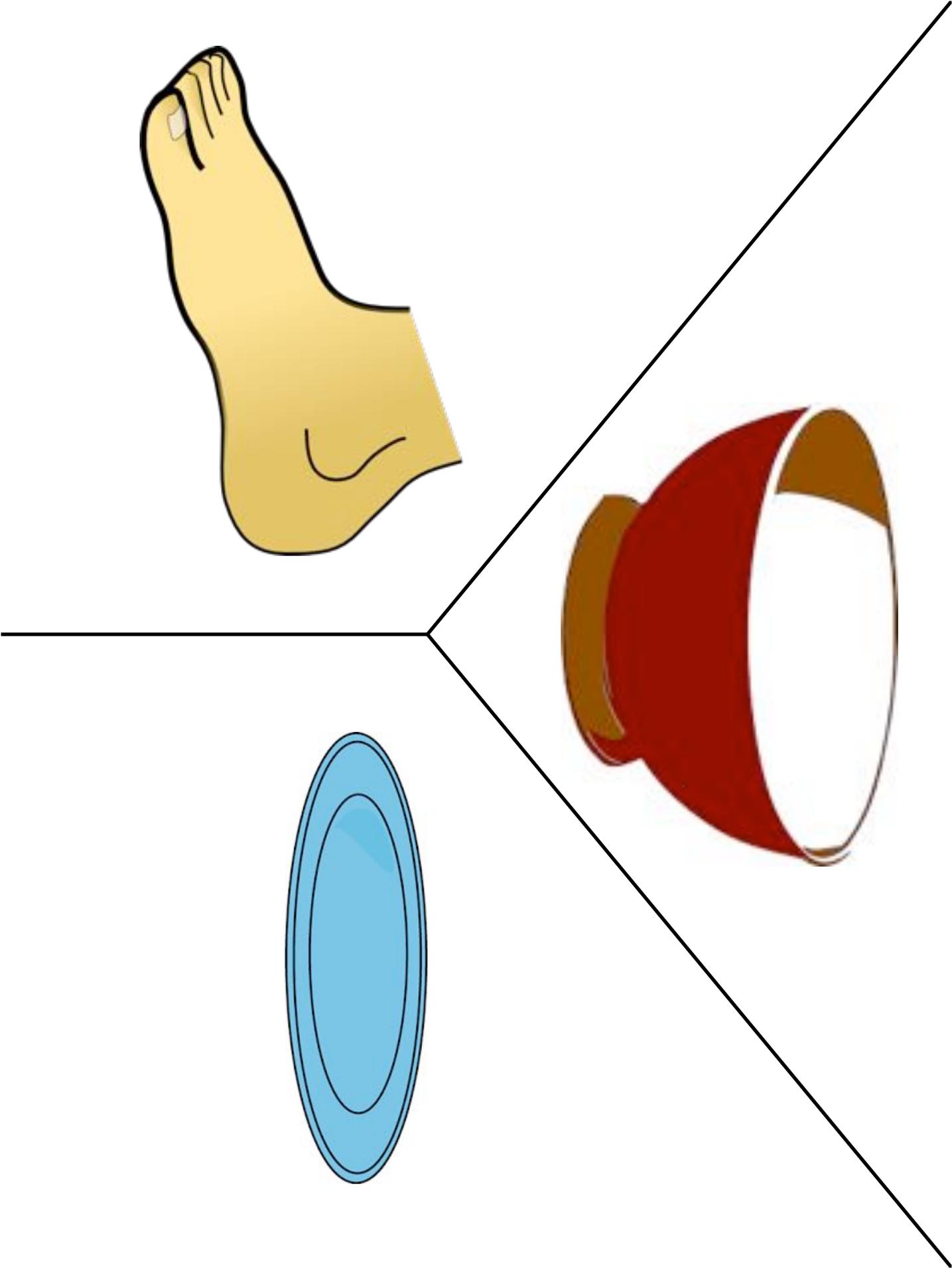
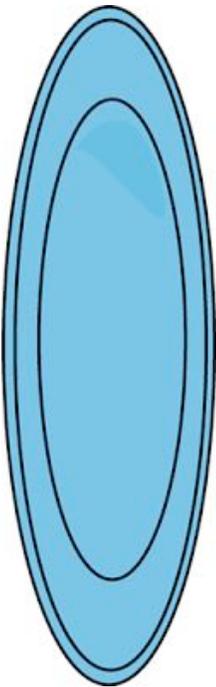
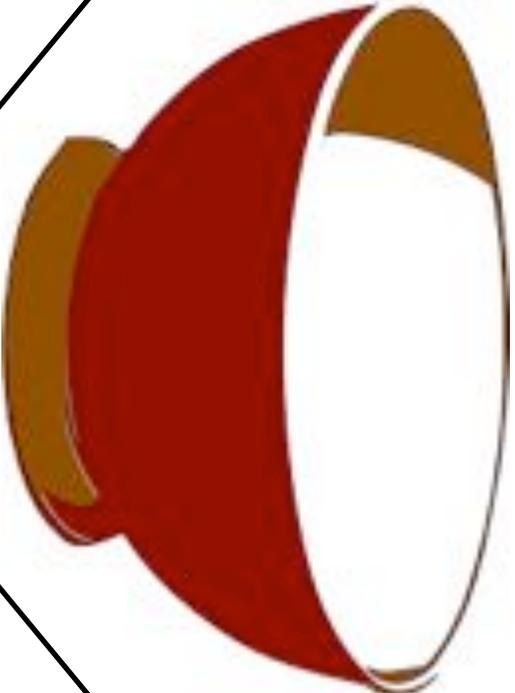




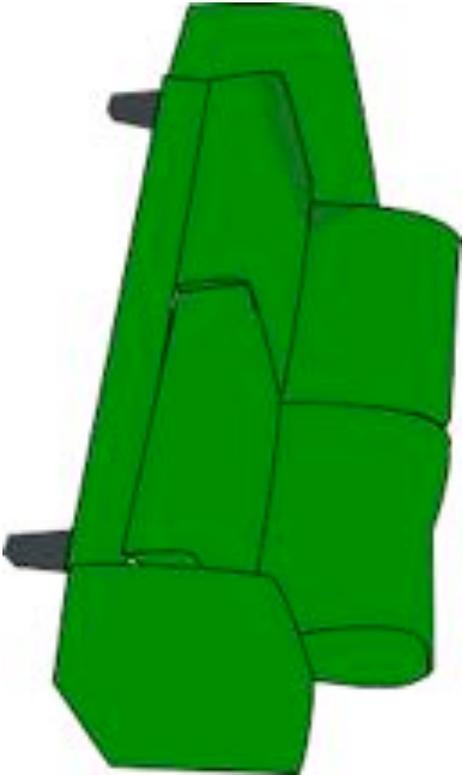
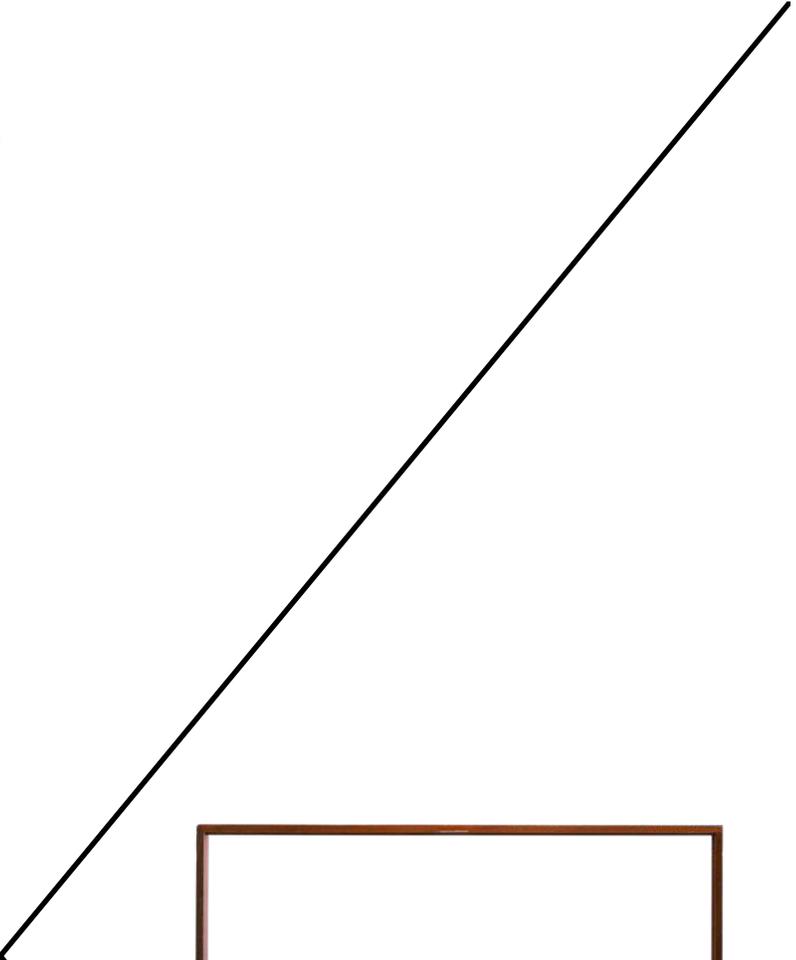


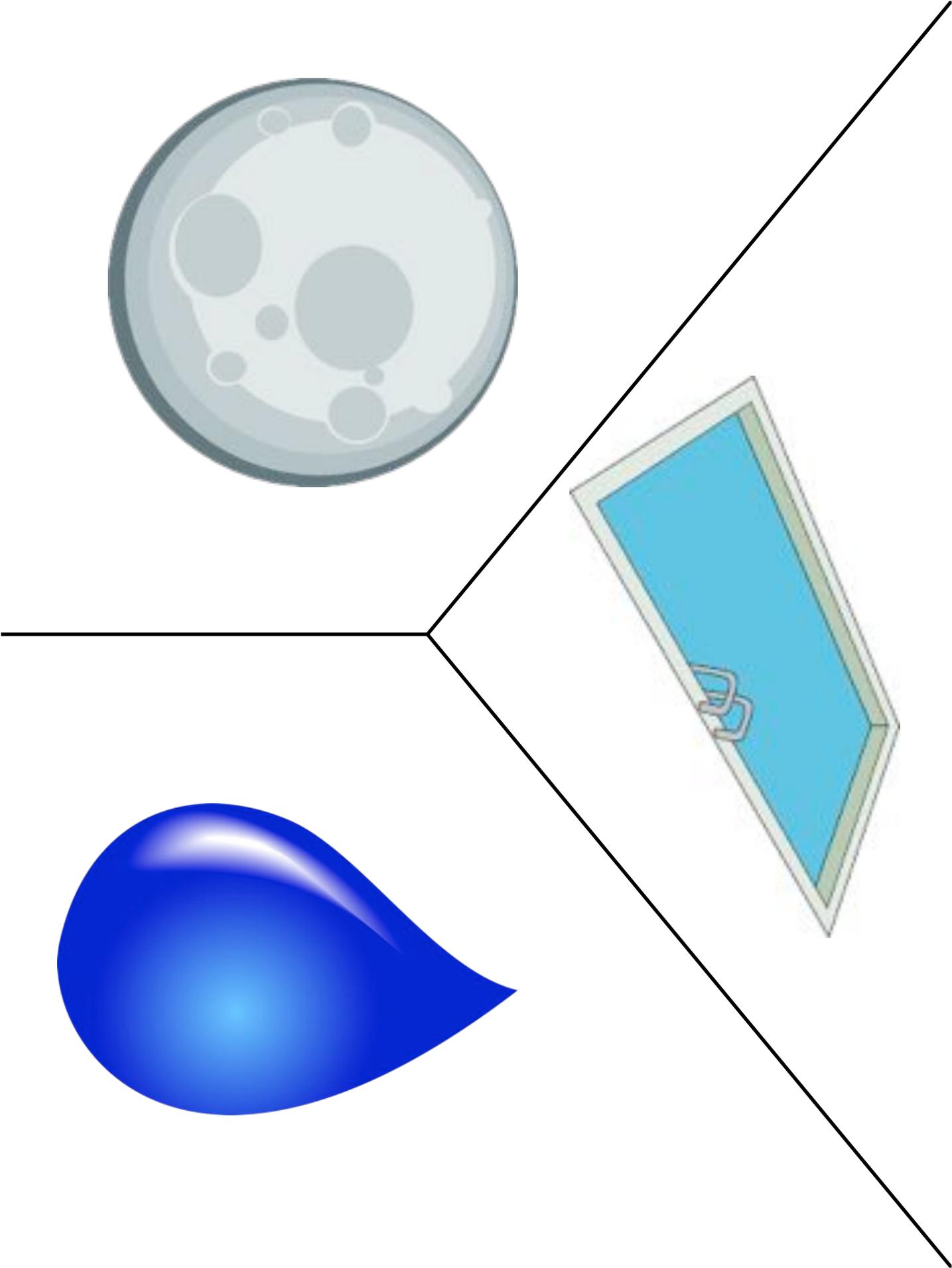
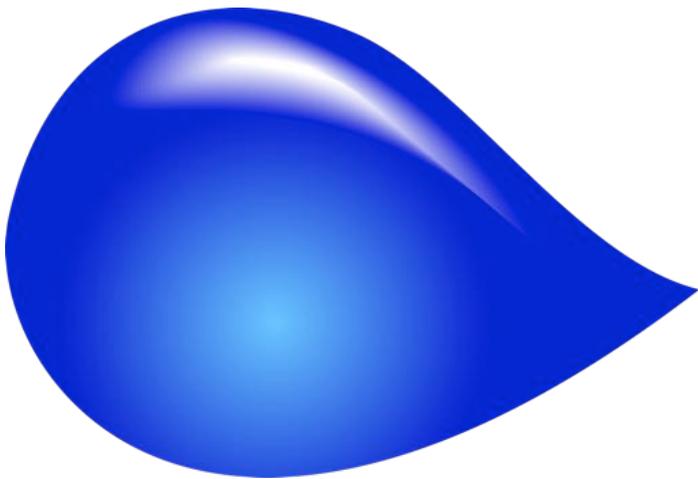
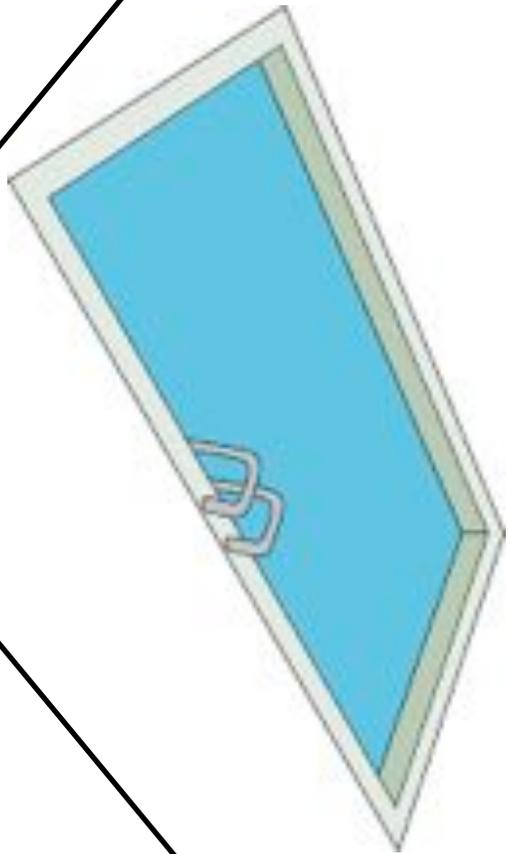
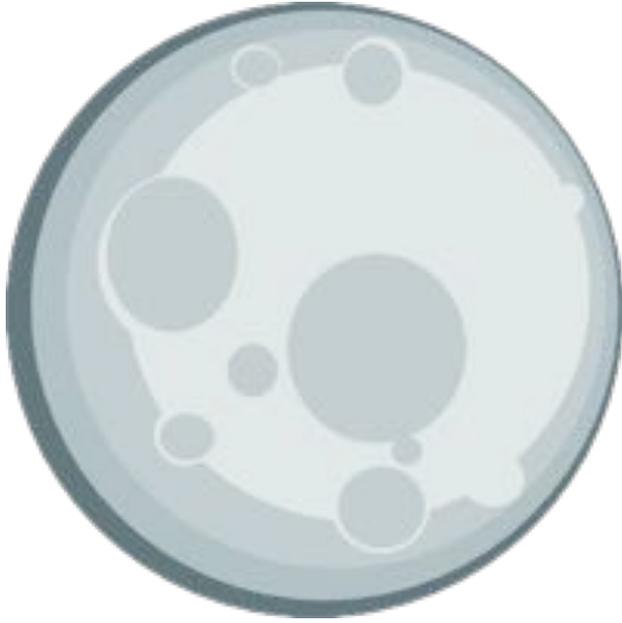


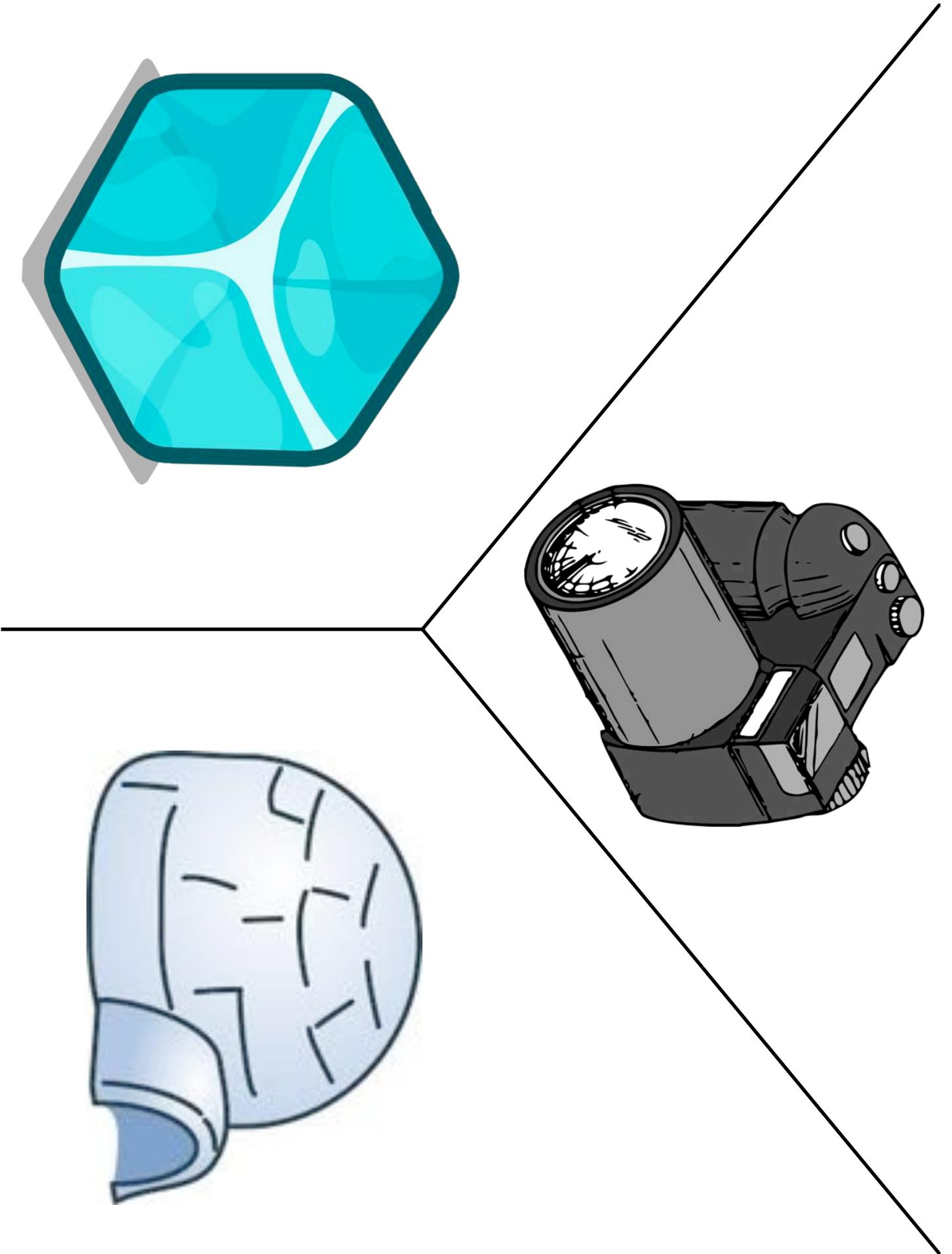
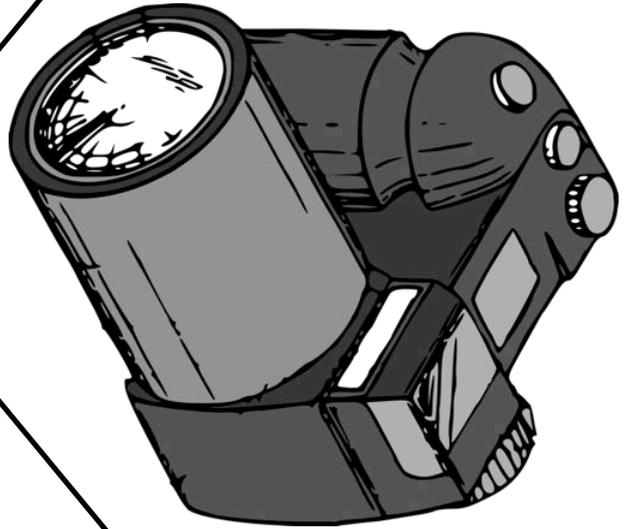












## **Part Two – Mediation Portion: Lesson Plans**

## Activity One: Groups

**Materials:** *You can do this with either tangible toy items or with pictures on paper.*

**Part One:**

- Food items: milk, cheese, yogurt, cold meat, steak, apple, grapes, plums, cucumber, pepper, carrots
- Refrigerator (or picture of fridge)
- Meat, dairy, fruit, vegetable labels for the shelves in the fridge
- Animals: dog, cat, fish, lion, giraffe, rhino, pig, cow, horse
- Outdoors/Field (real scene or pictures)
- Farm, Safari, house (real scenes or pictures)
- Transportation: cars, truck, airplane, train, helicopter
- Big garage (or picture of garage)

**Part Two:**

- Furniture items: bed, dresser, kitchen table, refrigerator, toilet, bathroom sink
- Doll house (or picture of a house and rooms – kitchen, bathroom, bedroom)
- Clothing items: shirt, pants, tank top, shorts, slippers, hat
- Toy dresser or picture of a dresser
- School supply items: paper, pencil, markers, scissors, glue, eraser
- Backpack or picture of backpack.

MLE Component	Script	Action
<b>Part One: Food Items vs. Animals vs. Transportation</b>		
<b><i>Step One: Familiarize with the items</i></b>		
		Lay out all the items for food, animals, and transportation in random order
Intentionality	Here are a whole bunch of items. Some are food, some are animals and some are things that people take to get from one place to another.	Point to some food, animals and transportation items
	Do you know the words for these items? <i>Go through each item quickly and make sure the student knows the word and is familiar with each item. If the student does not know the word, remove the item or teach them the item.</i>	
<b><i>Step Two: Introduction</i></b>		
Intentionality	Today, we are going to talk about how items are related to each other. Items can be grouped together based on their meanings, or where we find them, or how we use them.	

Meaning	I want you to find the apple. <i>Student takes some time to find the apple. Awesome you found it! But that took some time right? How did you look for it? Discuss how they had to sort through all the items to find the apple. The items were all mixed up and unorganized so it is hard to find a specific item quickly.</i>	Ensure that the items are all mixed together in scrambled order (if pictures) or mixed in a big bin (if physical toys)
Meaning	It is important to know how items or words can be grouped together; because when you group items together it is easier to find them.	
Application	I have a refrigerator, the outdoors/field, and a big garage. I want you to sort these items into one of these three locations: refrigerator, outdoors, or big garage, depending on where you typically find the item and what you normally do with them. I'll do the first one and then it will be your turn.	Point to toys/pictures of refrigerator, outdoors, and garage.
Application	This is milk, milk is something we drink, it is a type of food, and it is kept in the fridge. This is a cow, a cow is a type of animal, and you find them outdoors like a farm! This is a car; you use a car to drive from one place to another. You normally find them in the garage.	Pick up a food item (e.g., milk) and put it in the refrigerator. Pick up an animal (e.g. cow) and put it outdoors. Pick up a transportation item and put it in the garage
<b>Step Three: Complete the Activity</b>		
Application	Now it is your turn. Pick an item and sort it into either the refrigerator, outdoors/field, or garage. <i>Complete the activity going through the items and sorting them into groups. Give assistance and feedback when needed. If the student needs help or is incorrect, cue them by asking the following questions:</i> <i>1. What is that item?</i> <i>2. Right, it is a _____. Where do you normally find a _____?</i> <i>3. What do you typically do with a _____?</i> <i>Note how much assistance the student needs to</i>	

	<i>do this activity</i>	
<b>Step Four: Summary</b>		
Meaning	<p>Now I want you to find the apple again. <i>Wait for student to find the apple.</i> Great job, that was easier than before right? Why was that? <i>Wait for response</i> [Because I knew it was in the refrigerator].</p> <p>Yes. You found the apple easier and quicker this time because the items were grouped together. You knew it was a type of food, and looked in the refrigerator for the apple. That is why it is important to know how items are grouped together – so it easier to find those items.</p>	
Transcendence	<p>What would happen if you did not group items together? <i>Wait for response.</i> [Harder/longer, to find item]</p> <p>Yes it would be harder to find the items and take a long time. This is how our brain works. Our brains group words together based on the meaning of the words, and that makes it easier for us to find the names of the items!</p>	
Competence	<p>Tell me again why it is important to group items /words based on their meaning? <i>Wait for response.</i></p> <p>How do we make groups? [Based on where you find the items, based on what you do with the item...etc.].</p>	
<b>Step Five: Getting into Specifics – if wanted (extra)</b>		
<ul style="list-style-type: none"> <li>• <i>After all the items have been sorted, if the student performed well and needed minimum assistance you could go through each group and further subgroup</i></li> <li>• <i>Do one group (food, animals) at a time</i></li> </ul>		
<i>Food Groups</i>		
Application	<p>Now all the items are sorted into three groups. But I think we can do even better! All the food items are in the fridge, but I want you to further sort the food items into more groups.</p>	
Application	<p>All of these are food that we either drink or eat. But they are different types of food. They either are meat, fruit, vegetables, or dairy products. I want you to sort each food item into one of those groups and place them on the right shelf. I'll do one first and then it will be your turn</p>	<p>Quickly label the physical shelves/drawers in fridge or in the picture of the fridge: dairy, meat, fruit, vegetables</p>

Application	This is a cucumber, it is a vegetable, and it goes in the vegetable drawer. Now it is your turn <i>Complete further sorting the food based on groups – giving assistance when needed.</i>	Pick up a vegetable (e.g. cucumber) and put it in the vegetable drawer/shelf
<i>Animals</i>		
• <i>Repeat the above process with animals</i>		
Application	We can also sort the animals into groups. Here I have a farm, a wild safari, and a house. Some of these animals are found at a farm, some are found out in the wild in a safari in Africa, and some are house pets are found in a house.	Bring out pictures or real toy items of a farm, safari, and house.
Application	I want you to sort the animals based on where you find them. I will go first and then it will be your turn. This is a lion; you find a lion in the wild safari. <i>Complete further sorting the animals based on groups – giving assistance when needed.</i>	Pick up the lion and put in in the safari
<b>Part Two: Furniture vs. Clothing vs. School Items</b>		
	<i>Repeat Steps 1-6 using furniture, clothing, and school items. You can do this right after, or use it as another lesson plan for another day. Group as follows: Furniture → House (bedroom, bathroom, kitchen) Clothing → Wardrobe/Dresser (tops, bottoms, feet) School Items → Backpack</i>	

## Activity Two: Antonyms and Synonyms

**Materials:**

- Green and red string
- Stimuli cards with whole punches on either side to tie string (or you can tape/glue the string). Stimuli card should have words. If the student is younger or needs more assistance, you can also include pictures.

**Word strings:**

Women=Lady → Man  
 Sea=Ocean → Land  
 Night=bedtime → Morning  
 Small=little → Big=Huge  
 Cold=Chilly → Hot  
 Happy=Joyful → Sad  
 Fast=Swift → Slow  
 Wet=Soaked → Dry  
 Sick=ill → Healthy  
 Tired=Exhausted → Energetic  
 Annoying/irritating → Delightful

MLE Component	Script	Action
<b><i>Step One: Introduction</i></b>		
Intentionality	Today, we are going to work on finding words that go together based on what the words mean. The words can either share the same meaning – these words are called synonyms, or the words can mean the opposite – these words are called antonyms	
Meaning	It is important to know other ways of saying the same thing because that is what makes language interesting.	
Transcendence	What if you could only describe how you are feeling as good or bad? That would not work right? Because you feel other emotions than just good or bad– you could also feel happy or sad, or excited or angry. There are so many words that can describe how you are feeling	
Transcendence	What if your teacher read you a story that only described the characters in the story as good or bad? That would be a pretty boring story right? There are so many words, and different ways to say things. That’s what makes stories and conversation fun and fascinating!	
Meaning	It is also important to know other ways of saying the same thing, because sometimes you	

	may not remember the word you want to say, but if you can say it a different way you can still make your message understood!	
Transcendence	For example, I am forgetting the name for this animal, its got four legs and its furry, not a cat but a _____ [ <i>pause</i> ] <i>wait for response</i> What word did I forget? Dog right! See, even though I forgot the word, I described it and said an opposite word so you still knew what I meant!	
<b>Step Two: Familiarize with items</b>		
		Lay out all the stimuli cards in random order
Intentionality	Today, we are going to match words based on their meaning.	
Application	Remember synonyms are two words that mean the same thing. For example, the word ocean and the word sea share similar meaning – a large body of water	Show the ocean card and show sea card
Application	Remember antonyms are two words that mean the opposite. For example, morning and night are opposite. Antonyms and synonyms and linked together because of their meaning.	Show the morning card and the night card.
	Do you know all of these words? <i>Go through each item quickly and make sure the student knows the word and is familiar with each item. If the student does not know the word, remove the item or teach them the word.</i>	
<b>Step Three: Complete Word String Activity</b>		
Application	Now, I want you to attach synonyms together in green string, and antonyms in red string. I'll go first and then it will be your turn.	
Application	Ocean and sea are synonyms, they mean the same thing, a large body of water, and so I will connect them together with a green string. Is there an antonym to ocean/sea? Oh yes, I see it. Land. Land is opposite to ocean/sea so I will connect it with a red string. Now I made one word string – sea, ocean and land are linked together, now it is your turn	Connect ocean and sea together with a green string, and then connect with a red string.
	<i>Complete the Word String Activity, giving assistance when needed. To assist the student you can cue with the following questions:</i>	

	<p>1. What does that word mean? Yes it means ____.</p> <p>2. What other word means the same?</p> <p>3. What other word means the opposite?</p> <p>4. [Give a forced choice out of three].</p> <p>See material list for list of stimuli and answers for each word string.</p>	
<b>Step Three: Summary</b>		
Competence	<p>What are synonyms? <i>Wait for response.</i></p> <p>What are antonyms? <i>Wait for Response</i></p> <p>Right, so there are many different ways of saying the same thing or describing your message.</p>	
Competence	<p>Now tell me what you have been practicing. <i>Wait for response.</i> Right we have been practicing linking words together based on meaning.</p>	
Competence	<p>And why is it important to have different words to describe the same thing, or know opposite words? <i>Wait for response</i></p> <p>And how are you going to think of antonyms and synonyms in the classroom when you are writing a story or speaking in class? <i>Wait for response.</i></p> <p>Yes. You are going to focus on the words meaning!</p>	

### Activity Three: Parts of a Whole and Use

**Materials:**

Part One: Parts of a Whole

- Toy car with removable wheel (or picture of tire and car)
- Picture of a wooden bench and a picture of wood.
- Pictures: house, tree, car, kitchen, table, laptop computer, shark, pizza.

Part Two: Use of item

- Picture of toothbrush and tooth, sweater and blanket
- Pictures that pair: soap/hands, glasses/eyes, hairbrush/hair, lock/key, cup/bottle, broom/mop, rain/umbrella, tape/glue, knife/scissors, fire truck/ambulance.

MLE Component	Script	Action
<b>Step One: Introduction</b>		
Intentionality	Today we are going to talk about how items are related to each other based on their meaning. Today we will talk about two ways items can be linked together.	
<b>Part One: Parts of a Whole</b>		
Intentionality	First, an item could be a part of another item, or an item could be made of a particular item. For example, the item tire and the item car are related, because a wheel is part of the car. Another example is wood and bench. Wood is related to bench, because this bench is made out of wood.	Take off a removable wheel of a toy car and show picture of wood and bench
Meaning	It is important to be able to describe the parts of an item, because it can help you find the name for that item. Even if you forgot the special word, if you describe the parts of the item to a person, they can still understand what you mean.	
Transcendence	For example, I am forgetting a word for an animal – but it has a long tail, golden fur, big teeth, and a big bushy mane around its head. What is the name for that animal again? <i>Wait for a response.</i> Oh yeah! A Lion. See, even though I forgot the word for lion, I described its parts and you were able to understand me!	
<b>Step Two: Familiarize with photos and task</b>		
		Lay out pictures in random order

	Do you know all of these items? <i>Go through each item quickly and make sure the student knows the word and is familiar with each item. If the student does not know the word, remove the item or teach them the item.</i>	
Application	Now, I want you to look at each photo, and instead of saying the word for the item, I want you to describe three parts of that item. I'll go first and then it will be your turn.	
Application	Okay – so this item is made out of brick, its got windows, a big door, and a chimney.	Pick up photo of a house and point out the parts as you are describing them.
<b><i>Step Three: Complete the Part of a Whole activity</i></b>		
Application	Okay. Now it is your turn. Pick a photo and describe at least three of its parts. Remember you can also say what it is made of.	
	<i>Complete all the photos, for students who are performing well, you can turn it into a barrier-like game where you are guessing the "secret" photo from their descriptions. Alternatively, to make the task easier, instead of having the student come up with three parts, you can have three parts typed up with pictures, and they have to match the parts with the whole picture.</i>	
<b>Part Two: Use of items</b>		
<b><i>Step Four: Introduction</i></b>		
Intentionality	We just talked about how items could be related. The items could be part of a larger whole item – like a tire and a car. Another way items can be related is how items are used.	
Intentionality	For example toothbrush and teeth are related, because you use a toothbrush to brush your teeth. Another example, blanket and sweater are related because they are both used to keep you warm.	Show picture of toothbrush and tooth and then show the blanket and sweater picture
Meaning	It is important to know how items are used, because that can help you know what item to use. Even if someone does not tell you which item to use, if they describe to you what to do, you'll know what item to use.	
Transcendence	For example, what if your teacher told you to	

	cut out a picture and paste it on a piece of paper? What items would you need? <i>Wait for response.</i> Right! You would need scissors to cut and glue or tape to paste.	
<b>Step Five: Familiarize with items and task</b>		
		Lay out pictures of items in random order
	Do you know all of these items? <i>Go through each item quickly and make sure the student knows the word and is familiar with each item. If the student does not know the word, remove the item or teach them the item.</i>	
Application	Now we are going to pair these pictures together. Each picture has a partner, and they are paired based on the use of the item. I'll go first and then it will be your turn	
Application	Hairbrush and hair go together because you use a hairbrush to brush your hair.	Put the hairbrush on top of the hair.
<b>Step Six: Complete the Use of items pair activity</b>		
Application	Now it is your turn. Pair the items that go together. <i>To make it easier, you can lay out the items in two columns, and tell them that item from the first column goes with an item from a second column</i> <i>Alternatively you could make this a worksheet activity, where the student has to draw lines to connect the items.</i> <i>If a student is performing well, to make the activity more engaging, you could do a concentration memory game with the pictures.</i>	
<b>Step Seven: Summary</b>		
Competence	Today we learned about two ways items can be related. What were they? <i>Wait for response.</i> [Parts of a whole, Use]	
Competence	And why is it important to know how words are related by parts and by use? <i>Lead the student to say something like – helps you describe something even though you don't know the word. Helps you understand what item when given directions.</i>	