Basic Words for Children

Language Stimulation for Young Children: Version 2

by

Marna Scarry-Larkin, MA, CCC/SLP
and
Elizabeth Price, MA, CCC/SLP

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Language Stimulation for Young Children
Spanish Translation by: Andrea Ritchie, MA, CCC/SLP

This CD is loaded with our favorite speech and language programs for young children. The building blocks for the development of articulate speech, excellent word knowledge, correct grammar, and fast, accurate reading are all here. Parents, caregivers, and professionals working on oral and written language skills will appreciate the scope of these programs. Children will appreciate how much fun they are!

100 Basic Words
Video; Food; Clothing; Toys; Eight user-definable buttons for saving groups of pictures
This program presents a basic vocabulary for children acquiring their first words. It provides several language modeling techniques including: the target word alone, a phrase in "parentese" that a parent might use with a very young child, a question, a carrier phrase (*It's a...*), and several longer models--a descriptive phrase, a descriptive sentence, and a functional sentence.

Wild, Woolly, Wonderful Critters!
House; Ranch/Farm; Forest; Mountain; Desert; Insects; River/Lake; Ocean; Africa;
Jungle; Prairie; Tundra/Arctic
WWW. Critters, as it is fondly referred to in our office, presents eight stimuli for each of 120 animal pictures. For young children, the first four stimuli might be most appropriate. These are: the word alone, a phrase in "parentese" to capture the child's attention, a carrier phrase-"It's a...", and the question, "What is it?". Older children will enjoy the last four buttons: a phrase, descriptive sentence, a functional sentence that gives an interesting piece of information about the animal, and the initial sound of the word.

The photographic and written stimuli are arranged hierarchically. They begin with familiar animals around the house, continue through animals in jungles, oceans, and other habitats of the world, and end with less well-known animals in the arctic climate. The one category that is not by habitat is the *Insect* category, since insects are in all habitats!

You will undoubtedly notice that some animals could be located in more than one habitat. While it was difficult to make a final determination about where to place each animal, we chose these groupings based on where the photograph was taken and the logic of keeping animals in familiar settings, which should lead to easier recall of the word.

And a One, Two, Three!
One Syllable; Two Syllables; Three Syllables; Four Syllables; Five Syllables; Six Syllables,
1-3 Syllables; 4-6 Syllables; Mixed
This syllable segmentation game is a great tool for stimulating auditory processing and expressive language. The difficulty levels are easily controlled by choosing 1-6 syllables for expressive practice. The "Record and Play" feature allows children to record their own speech, and listen to it. There are 360 words to practice and each has a corresponding picture to help with recall and vocabulary stimulation. Many words in the three - six syllable groups are difficult and may require a dictionary or assistance for vocabulary development.

ABC
What's My Name?; What's My Sound?; What's My Alphabet?; What's My IPA Symbol?
This simple game shows the sounds, symbols, and alphabet names for the English alphabet. It also has a "Record and Playback" feature to listen to productions of the sounds.

Who will want to play this game?

This game is intended for young children who find playing on the computer a fun way to learn. Some children enjoy sitting at the computer with parents, teachers or older siblings. This simple language program encourages turn-taking, imitating, describing, questioning, answering, and playing with sounds and words.

How do children learn to talk?

They learn how to talk by listening and imitating. This program provides several different language modeling techniques to encourage both receptive and expressive language development. Children can hear the item named in isolation, in a phrase, or sentence. Additional sentences are provided to emphasize descriptive or functional elements of the item. The button labeled *Parentese* (gender neutral "Parent - ese" Robert Owens, 1996) provides a modified utterance that a parent might use with a very young child. Characteristics of parentese include more restricted vocabulary, references to what's happening right now, shorter and less complex utterances, more repetitions, slow and exaggerated speech. Examples from these CDs include: "soft jammies", "Look! A dress", "pop-pop-bubbles", "big bucket", "no spoon", "pijamas suaves", "¡Mira! Un vestido!", "pincha, pincha, burbujas", "cubo grande", and "¡sin cuchara!"

Why are these words included on the CD?

These words are representative of the first words many children will learn. We recognize that each child's first vocabulary is different. Typically, a child will learn animal names and sounds in addition to clothing, toys, food, and actions. Some children's first words will not be included in this list at all. One author's child's first words were "blimp" and "bologna". The other author's child's first word was, "apple". There is an interest factor in what children choose to learn to talk about.

Is the computer an appropriate tool for teaching language?

Children talk about what they hear, see, feel, smell, and taste. The purpose of language is to communicate experiences. The first communication dyads are child-mother, child-father, and child-sibling, etc. One individual has wishes and desires to express something to another with the expectation that there is understanding of the message. We call this communication. When the computer is used as a tool to present pictures of items not necessarily in the immediate environment, the child's world is expanded. The parents, caregivers, or therapists can expand on the language concepts presented, to make them relevant to the child's world. For example, when pajamas appear on the screen, they might label the pajamas in the picture, then talk about the child's own pair of pajamas. They can talk about how the child's pajamas are the same as, and how they are different from, the picture on the screen.

How is the accuracy of speech production determined?

The computer does not determine the accuracy of the speech production. The clinician or the child must determine the accuracy and may use the computer to tally the Correct and Incorrect productions. Click on the Spontaneous Correct/Incorrect and the Imitative Correct/Buttons to have the program tally and report the accuracy of the speech production.

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100 Basic Words
Videos; Food; Clothing; Toys
Eight user-definable buttons for saving groups of pictures

Objective   The child will see a picture and hear it labeled. The communication partner may select from one to eight language models from the prerecorded buttons, or can record an individualized model on the button labeled *Your Text*. If the child is under three, the communication partner might prefer the models provided by the buttons on the top row: *Word, Parentese, It's a..., and What (is it)?* Most are self-explanatory. The *Parentese* button provides a modified utterance that a parent might use with a very young child (see *How do Children Learn to Talk?* in the introduction to this manual). The buttons on the bottom row are more appropriate for children over three: *(Descriptive) Phrase, (Descriptive) Sentence, Function (Sentence),* and *Initial (Sound).*

How to Play   The communication partner will assist the child in choosing a series of target words. The child will listen to a word as it is pronounced and try to replicate the sound. The child may listen to the word again by clicking on the *Word* button, then use the record button to record their voice. The *Parentese* button will provide a model that a parent might use with a very young child. The child may click on the *What (is it)?* button to listen and respond to a direct question. The child can use the *It's a...* button to listen, then copy the short sentence containing the target word. For a longer model the child can choose any or all of the descriptive buttons--*Phrase, Sentence, Function*--and record their imitation of the model. In the *Initial (Sound)* button we call attention to the first *sound* of the target word. When the first sound is "B" the sound matches the symbol /b/. However, there are instances when the sound is different from what you might expect. The most common is letter "C". Letter "C" can sound like /k/ or /s/ (comb, cereal). Letter "G" can sound like /g/, /j/, or /h/ (great horned owl, giraffe, Gila monster). In these instances you need to notice the difference between the sound and the spelling. Some other examples are: shirt starts with /sh/, cheese starts with /ch/, orange starts with /or/, airplane starts with /air/, whispering starts with /wh/, and throwing starts with /th/. When you are finished with a screen, click on the *right arrow* or use the right arrow key to move to the next screen. The *left arrow* allows you to repeat the previous screen. The up arrow key or the *up arrow* on the *volume* button increases the volume and the *down arrow* decreases the volume. If you turn the volume off, you can scroll faster through the pictures using the right or left arrow keys. *H* takes you to the *Help* screen. *X* allows a quick exit from the program. The *Print* button allows you to print the picture on a homework page. Refer to *I Like Keys* for more keyboard shortcuts.

Monitoring and Self-Monitoring

The communication partner can track spontaneous and imitative responses and whether these responses were correct or incorrect by clicking on *Spontaneous Correct* (or type *Z*), *Spontaneous Incorrect* (*A*), *Imitative Correct* (*C*), or *Imitative Incorrect* (*I* or *E*). Use the "Record and Play" feature (described below) to record and listen to the child's production of the target. Alternate between the model and the child's recorded words. Stress the importance of the concept that, "Contrast aids perception." Listen for the similarities and differences between the two productions. Have older children monitor their own speech and determine accuracy using the *CI* buttons. Compare the child's perception of accuracy with your own. You may use the *CI* buttons each time the child says the target word to keep a running tally of accuracy.

Recording Options   You can record voices using two buttons at the right of the screen that are labeled *Your Text*. When you click on one of the buttons, the *Record* button will change from gray to black with a red dot. Click on the *Record* button. The button will change to *Stop*. Say your sound. When you are finished recording, click on *Stop*. You can play back the sound by clicking on the *Your Text* button that you selected when you started recording.

Transfer activities	Talk about real objects and actions in the child's environment that are similar to the ones on the CD. Talk about what is the same and what is different between the pictures and the objects. Demonstrate and talk about the use of the objects, or perform and talk about the actions the child sees on the screen. Ask the child to draw and/or color a picture of the object or action. Print the pictures and make a vocabulary book. Have the child play "charades" by gesturing the actions on the videos or gesturing the use of the objects. Older children might be able to name other words that start with the same sound as the target word. The communication partner can select several pictures from each group and ask the child to categorize them verbally as they play on the screen.
Generalization	This can be practiced by recording "spontaneous conversations" that have the target word used somewhere in the conversation. The record feature will allow several minutes of recording if there is room on your hard drive to save the file temporarily. Permanent storage of recordings is possible. See the *Options 2* section for details.
Options	*Random/Sequential; Display Words, Phrases, and Sentences/Hide Words, Phrases, and Sentences; Finish Speech/Interrupt Speech; Play Each Sound, then Go to the Next Picture*
	Random/Sequential: When the random option is chosen the pictures display in a randomly chosen order. They will continue to play in this order for subsequent trials in the same category. *Option R* will toggle the random feature on and off.
	Display Words, Phrases, and Sentences/Hide Words, Phrases, and Sentences: Choose this option to hide the typewritten text underneath the pictures. *Option H* will toggle the *Display Words/Hide Words* feature while the words are on the screen.
	Finish Speech/Interrupt Speech: The *interrupt speech* option allows you to click anywhere on the printed text and stop the computer's speech. This is helpful if you want to present, for example, a sentence completion task. Choose *finish speech* if you want the speech to continue despite random clicks on the screen (from click-happy children!). Uninterrupted play of the stimuli is achieved by clicking on, *"Play each sound then go to the next picture."*
Options 2	Type the password, **Options**, in the space after, "More Options: Enter Password." The second page of options requires a password because quick little fingers can change your plans for therapy when you aren't looking.
	Choose Picture Sets allows you to control which pictures are presented. You can establish up to eight picture sets which are saved from session to session. You can name the sets to assist you in remembering which pictures were chosen. Click on the *Choose Picture Sets* button to display a screen with selection buttons and the current name for eight sets. Highlight the name and type over it to change the name. The name you choose will be displayed on the main screen of the game. You can group the words any way you wish. You might choose to establish sets by child, "John's Words", subject, "Food", "Actions", or objective, "pre-Tx", "post-Tx". Double-click on the button next to the set name or click on the *Choose Pictures* button to choose which pictures belong to the selected set. When you have finished picking pictures for a set, click on the *Finished* button. This will return you to the screen with the set labels. Click on the *Return* button to return to the *Options* screen.
	Save Recordings The default is to not save any recordings. If you want to save recordings so that they are available for the next session, choose *Save New Recordings*. Any new recording that is made for a word, phrase, or sentence will be saved and available for future use. If this option is selected any recording that is done during the session will erase the previous sounds and words for the button that is selected when the recording is made.

Lock Finish Button allows you to prevent children from exiting the game too soon. You can bypass the lock by typing the key combination "Control F" (Finish). Be careful to keep this trick a secret. Note: You must have the game set to allow keyboard entry before it will recognize the "Control F" keys. To turn on keyboard entry (if it is off) type "Control T" (Type).

Choose First Speech Sound allows you to choose which stimuli you want presented first. If you have a child that is unable to break a "What is it?" perseveration, you may want to start with, "It's a...". Further along in the program you may want to have sentences as the first speech model. The default is to start on the left with *Word* and move sequentially through all the buttons. If you haven't taped anything under the *Your Text* buttons, the computer will not play any sound when that button is selected for the first speech sound.

Allow Keyboard Entry The program will allow you to type in your own labels for each picture under the buttons *Your Text*. The default is to allow keyboard entry. If Keyboard Entry is allowed, then the keyboard shortcut keys are not active. Use the key combination, "Control T" to toggle between allowing **t**yping and not allowing it. Note: This option does not control whether the words are saved. That option is controlled by the *Save Recordings* option as described above.

Categories Five of the buttons on the main screen are permanently set to display specific pictures. The top four buttons each display 25 pictures or videos, and the *Mixed* button displays all 100 pictures–randomly chosen. The label and picture sets for the remaining eight buttons can be determined by the communication partner. The second *Options* screen is used to change the labels and select the pictures. It is possible to label set 1 as "Pat's words" or "Week 1" and devise a lesson plan for each word. To get to the second options screen, choose *Options* from the main screen, then enter the password and press *Return*. The password is the word **Options**. The password should keep children from changing the options on *Options 2*, but not be too difficult to remember. It is not changeable, so don't let children see you enter it.

Screens 75 Photographs, 25 Videos

Game Results By Picture Set: Number of Spontaneous Correct and Incorrect Productions, Number of Imitative Correct and Incorrect Productions, Number of Pictures Viewed and Seconds Viewed.

REFERENCE

Owens, R. (1996). *Language development: an introduction*. Boston, MA: Allyn & Bacon.

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Wild, Woolly, Wonderful Critters!

House; Ranch/Farm; Forest; Mountain; Desert; Insects; River/Lake; Ocean; Africa; Jungle; Prairie; Tundra/Arctic

Objective   The child will see a picture and hear it labeled. The communication partner may select from one to eight language models from the prerecorded buttons, or can record an individualized model on the button labeled *Your Text*. If the child is under three, the communication partner might prefer the models provided by the buttons on the top row: *Word, Parentese, It's a...,* and *What (is it)?* The *Parentese* button provides a modified utterance that a parent might use with a very young child (see *How do Children Learn to Talk?* in the introduction to this manual). The buttons on the bottom row are more appropriate for children over three: *(Descriptive) Phrase, (Descriptive) Sentence, Function (Sentence),* and *Initial (Sound)*.

How to Play   The communication partner will assist the child in choosing a series of target words. The child will listen to a word as it is pronounced and try to replicate the sound. The child may listen to the word again by clicking on the *Word* button, then use the record button to record their voice. The *Parentese* button will provide a model that a parent might use with a very young child. The child may click on the *What (is it)?* button to listen and respond to a direct question. The child can use the *It's a...* button to listen, then copy the short sentence containing the target word. For a longer model the child can choose any or all of the descriptive buttons--*Phrase, Sentence, Function*--and record their imitation of the model. In the *Initial (Sound)* button we chose to call attention to the first *sound* of the target word. When the first sound is "B" the sound matches the symbol /b/. However, there are instances when the sound is different from what you might expect. The most common is letter "C". Letter "C" can sound like /k/ or /s/ (cat, city critter). Letter "G" can sound like /g/, /j/, or /h/ (great horned owl, giraffe, Gila monster). In these instances you need to notice the difference between the sound and the spelling. Some other examples are: ptarmigan starts with /t/, arctic fox starts with /ar/, and cheetah starts with /ch/. When you are finished with a screen, click on the *right arrow* or use the right arrow key to move to the next screen. The *left arrow* allows you to repeat the previous screen. The up arrow key or the *up arrow* on the *volume* button increases the volume and the *down arrow* decreases the volume. If you turn the volume off, you can scroll faster through the pictures using the right or left arrow keys. *H* takes you to the *Help* screen. *X* allows a quick exit from the program. The *Print* button allows you to print the picture on a homework page. Refer to *I Like Keys* for more keyboard shortcuts.

Monitoring and Self-Monitoring   The communication partner can track spontaneous and imitative responses and whether these responses were correct or incorrect by clicking on *Spontaneous Correct (or* type *Z), Spontaneous Incorrect (A), Imitative Correct (C),* or *Imitative Incorrect (I* or *E)*. Use the "Record and Play" feature (described below) to record and listen to the child's production of the target. Alternate between the model and the child's recorded words. Stress the importance of the concept that, "Contrast aids perception."Listen for the similarities and differences between the two productions. Have older children monitor their own speech and determine accuracy using the *CI* buttons. Compare the child's perception of accuracy with your own. You may use the *CI* buttons each time the child says the target word to keep a running tally of accuracy.

Recording Options   You can record voices using two buttons at the right of the screen that are labeled *Your Text*. When you click on one of the buttons, the *Record* button will change from gray to black with a red dot. Click on the *Record* button. The button will change to *Stop*. Say your sound. When you are finished recording, click on *Stop*. You can play back the sound by clicking on the *Your Text* button that you selected when you started recording.

Transfer activities   Talk about real animals in the child's environment that are similar to the ones on the CD. Talk about what is the same and what is different between the picture and the real animal. Ask the child to draw and/or color a picture of the animal. Print the pictures and make a vocabulary book. Have the child play "charades" by gesturing the animal. Older children might be able to name other words that start with the same sound as the target word. The communication partner can select several pictures from each group and ask the child to categorize them by habitat as they play on the screen.

Generalization This can be practiced by recording "spontaneous conversations" that have the target word used somewhere in the conversation. The record feature will allow several minutes of recording if there is room on your hard drive to save the file temporarily. Permanent storage of recordings is possible. See the *Options 2* section for details.

Options *Random/Sequential; Display Words, Phrases, and Sentences/Hide Words, Phrases, and Sentences; Finish Speech/Interrupt Speech; Play Each Sound, then Go to the Next Picture*

Random/Sequential: When the random option is chosen the pictures display in a randomly chosen order. They will continue to play in this order for subsequent trials in the same category. *Option R* will toggle the random feature on and off.

Display Words, Phrases, and Sentences/Hide Words, Phrases, and Sentences: Choose this option to hide the typewritten text underneath the pictures. *Option H* will toggle the *Display Words/Hide Words* feature while the words are on the screen.

Finish Speech/Interrupt Speech: The *interrupt speech* option allows you to click anywhere on the printed text and stop the computer's speech. This is helpful if you want to present, for example, a sentence completion task. Choose *finish speech* if you want the speech to continue despite random clicks on the screen (from click-happy children!). Uninterrupted play of the stimuli is achieved by clicking on, *Play Each Sound then Go to the Next Picture*.

Options 2 Type the password, **Options**, in the space after, "More Options: Enter Password." The second page of options requires a password because quick little fingers can change your plans for therapy when you aren't looking.

Choose Picture Sets allows you to control which pictures are presented. You can establish up to eight picture sets which are saved from session to session. You can name the sets to assist you in remembering which pictures were chosen. Click on the *Choose Picture Sets* button to display a screen with selection buttons and the current name for eight sets. Highlight the name and type over it to change the name. The name you choose will be displayed on the main screen of the game. You can group the words any way you wish. You might choose to establish sets by child, "John's Words", subject, "Food", "Actions", or objective, "pre-Tx", "post-Tx". Double-click on the button next to the set name or click on the *Choose Pictures* button to choose which pictures belong to the selected set. When you have finished picking pictures for a set, click on the *Finished* button. This will return you to the screen with the set labels. Click on the *Return* button to return to the *Options* screen.

Save Recordings The default is to not save any recordings. If you want to save recordings so that they are available for the next session, choose *Save New Recordings*. Any new recording that is made for a word, phrase, or sentence will be saved and available for future use. If this option is selected any recording that is done during the session will erase the previous sounds and words for the button that is selected when the recording is made.

Game Results By Picture Set: Number of Spontaneous Correct and Incorrect Productions, Number of Imitative Correct and Incorrect Productions, Number of Pictures Viewed and Seconds Viewed.
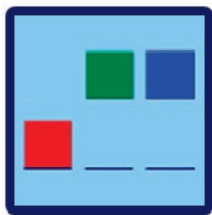
And a One, Two, Three!

One Syllable; Two Syllables; Three Syllables; Four Syllables;
Five Syllables; Six Syllables; 1-3 Syllables; 4-6 Syllables;
Mixed Syllables

Objective The child will indicate the number of syllables for an auditorially presented word or short phrase.

How to Play Listen to the word as it is pronounced and think about how many *syllables* there are in that word. Click on the *Syllable* button and the word will be said in syllable chunks. Count the number of syllable chunks. Tap out the number of chunks on the table, or clap the number of syllable chunks. You can use cut-out felt squares on the table in front of you to count the syllables. Play the *Syllable* button again and this time, the child will count the syllables to monitor and self-correct. When they are sure, they can pull down the colored squares from the pile and place one on the line for each *syllable* that is counted. The child can always pull down the colored squares, then click on *Syllable* to re-check their work.

Response Options *Touch screen:* Touch the colored square and drag it to the line below. Drag one colored square for each syllable chunk. Touch the *Word* button or the *Syllables* button to hear the word or syllables and see them displayed on the screen. Touch the *Check Answer* button to check your answer. This will automatically move you to the next screen if you are correct. Touch the *Show Answer* button if you would like the answer spoken and shown to you.

Keyboard: The number keys 1-6 correspond to a colored square. If you type a *1*, the first colored square moves down, etc. Type *W* for *Word* or *Y* for *Syllable* to hear the word or syllables and see them displayed on the screen. Type *A* for the *Check Answer* button to check your answer. This will automatically move you to the next screen if you are correct. Type *L* for the *Show Answer* button to have the blocks display on the **L**ine and hear the word spoken in syllable chunks.

Mouse: Click on the colored square and drag it to the line below. Drag one colored square for each syllable chunk. Click on the *Word* button or the *Syllables* button to hear the word or syllables and see them displayed on the screen. Click on the *Check Answer* button to check your answer. This will automatically move you to the next screen if you are correct. Click on the *Show Answer* button if you would like the answer spoken and shown to you.

Clicking on the *right arrow* or pressing on the right arrow key moves you to the next screen without recording a correct or incorrect response. The *left arrow* allows you to repeat the previous screen. The up arrow key, or the *up arrow* on the *volume* button, increases the volume and the *down arrow* decreases the volume. If you turn the volume off, you can scroll faster through the pictures using the right or left arrow keys. *H* takes you to the *Help* screen. *X* allows a quick exit from the program. The *Print* button allows you to print the picture on a homework page. Refer to the *I Like Keys* insert for more keyboard shortcuts.

Recording Options Use the mouse to click on the VCR-like controls beneath the *Word* or *Syllables* buttons. The round red button records your voice. The red rectangular button stops the recording (or the playback) and the green triangular button plays the sound. If the buttons are gray they are not available.

Options *Go to Next Screen if Correct Answer; Random/Sequential; Display the Words, Phrases, and Sentences/Hide the Words, Phrases, and Sentences*

Game Results By Trial: Category, % Correct, % Distorted, % Incorrect, % Syllables Correct, and Average Time.

Scoring When the answer is correct (C), the computer will count it as correct. When incorrect (I) the computer will count it as wrong. If you get the answer incorrect and then fix your error, the computer will count that as one correct and one incorrect response, thus giving you a score of 50%. If, for example, on a

sequence of 20, you make an error on 1 picture, then get it correct and move on to the next one, your score will be one error with 20 correct and your percent correct will be 20/21 which is equal to 95.2% correct. The purpose is to count the number of times the syllables are identified correctly. The same is true for the *CDI* scoring. The computer keeps track of the number of times you indicated the word was said correctly, distorted, or incorrectly over the total number of attempts at producing the word. There is no limit to the number of attempts at correct production for each page.

Rationale   This task requires the ability to attend to a complex auditory stimulus, analyze the sound segments, and holding this analysis in memory, perform a motor response. This task requires an appreciation of sound segments, the ability to link sound and symbol, and the motor ability to represent this information spatially.

Alternative Uses for the And a One, Two, Three! *Program*

Auditory Processing Disorder

Recent research indicates that phonemic processing is critical to auditory processing of connected speech. This program allows for auditory processing of speech sounds at the syllable and word levels using the *Syllables* and *Word* buttons. This segmentation of the word allows the listener to process the phonemic units that make up the word, imitate the units, record their production, and play back their speech to self-monitor. Self-correction and self-monitoring are the first steps in automatic integrated auditory processing and accurate verbal expression.

Dyslexia

This game is appropriate for children and adults learning to read or those with reading and spelling difficulty. Refer to the *LocuTour Guide to Letters, Sounds, and Symbols* for more information about spelling and pronunciation rules. *Transfer activity:* Use the homework pages to practice copying the word and spelling new sentences. If your children copy the word from the computer screen to a word list, they are also developing shifting attention skills, visual perceptual, and motor sequencing skills.

Memory Disorders

Requiring *forward and backward repetition* of the words can help those with short term memory problems, and sustained and shifting attention difficulties. Use felt squares on the table to "anchor" the sounds in sequence. For example, in the word, "felt" four squares would represent the sounds /f/ /e/ /l/ /t/. It is probably too difficult and confusing to require backward repetition of syllables.

Aphasia Therapy

The pictures in this program can be used to stimulate conversational speech, check auditory comprehension, practice repetition, naming, writing, and reading skills. Use the record features to make your own cueing strategies. The record feature will allow several minutes of recording but will not save the recording when you move to the next page.

Right Hemisphere Syndrome

The treatment of right hemisphere dysfunction will include visual scanning, reading, writing, speech intonation, perception of affect, comprehension of humor, idioms, metaphors, and logic. The pictures can be used as a launching point for describing the details of visual images such as color, size, shape, number, smell, taste, sound, perspective, movement, mood, and background. The main idea of the picture can be identified to assist with focusing on relevant stimuli and ignoring irrelevant details. An extension activity can be used to have children tell what could happen next. The children will need to understand the gestalt of the picture story before making their own extension sentences or inferring meaning from the picture. Questions such as, "What was the dog doing?" and, "Why do you think he might be feeling that way?" encourage them to tell brief stories. These can be taped using the *Record* features and played back to allow some processing of their own speech. You could track topic maintenance, or appropriateness of responses.

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Traumatic Brain Injury

The communication deficits related to TBI often include dysarthria, auditory and reading comprehension, anomia, and pragmatic language disorders. In a small group setting, the program can be used to present a stimulus and allow the individuals to practice turn taking, appropriate conversation, and topic maintenance. It is possible to use the recording features for feedback and self-monitoring on perseverative responses, inappropriate laughter, swearing, and off task responses. Use of the *Sequential* presentation option allows the clinician to present the same stimuli each day. As the child progresses, you can increase the variability for responses using the *Random* option. Repeating the sounds in each word forward and backward at a level in which your child is successful 85% of the time, will develop short term memory skills and mental flexibility. I always use felt squares to "anchor" the sounds.

Dysarthria and Apraxia

Auditory feedback is critical for self-monitoring of dysarthric speech. The pictures were chosen for content, phonemic complexity, and "picturability." The screen was designed to allow printed and/or auditory stimuli. A child with apraxia may prefer to have the words displayed and use the *Word* and *Syllables* buttons for self-paced imitative speech practice. The child with dysarthria may choose to practice k/g sounds in words to improve intelligibility for phrases and sentences. Most children can practice on their own or with an assistant. Use of the *CDI* button will allow the child to keep track of how they think their production of the stimuli was. The comparison of *their* perception of intelligibility and *your* perception of intelligibility can be insightful when planning therapy goals.

ABC

What's My Name?; What's My Sound?; What's My Alphabet?;
What's My IPA Symbol?

Objective	The child will repeat letter names or letter sounds after the voice stimulus. The IPA symbols are for the clinician/teacher.
How to Play	The child listens to the voice and watches the screen, then repeats the name of the letter or the sound of the letter. Click on the *Next* button to move to the next screen.
Response Options	Click on the *Listen to the Sound* button to listen to the sound, letter name, or alphabet sequence again. The *left arrow* allows you to repeat the previous screen. The up arrow key, or the *up arrow* on the *volume* button, increases the volume and the *down arrow* decreases the volume. *H* takes you to the *Help* screen. *X* allows a quick exit from the program. The *Print* button allows you to print the picture on a homework page. Refer to *I Like Keys* for more keyboard shortcuts.

Monitoring and Self-Monitoring

The child or clinician can determine if the child's target sound production should be scored Correct (C), Distorted (D), or Incorrect (I). Use the "Record and Play" features to record and listen to the child's production of the target. Alternate between the model and the child's recorded productions. Stress the importance of the concept that, "Contrast aids perception." Listen for the similarities and differences between the two productions. Have the child monitor her own speech and determine accuracy using the *CDI* button. Compare the child's perception of accuracy with your own. You may use the *CDI* button each time the child says the target to keep a running tally of accuracy.

Recording Options	Use the mouse to click on the VCR-like controls beneath the *Listen to the Sound* button. The round red button records your voice. The red rectangular button stops the recording (or the playback) and the green triangular button plays the sound. If the buttons are gray they are not available.
Options	*Random/Sequential*: When the random option is chosen the pictures display in a randomly chosen order. They will continue to play in this order for subsequent trials at the same level. To reset the random sequence, start a new trial by clicking on the large button above the level buttons or start by pressing the spacebar. *Option R* will toggle the random feature on and off.
Screens	Lower case sounds (30), Lowercase/Uppercase Names (60), Alphabet in sequence (14), IPA (43).
Game Results	By Trial: Category, % Correct (C), %Distorted (D), and %Incorrect (I), and Average Time.
Rationale	This task requires the ability to attend to an auditory stimulus. This task is designed to prepare the child for letter and word recognition tasks found on other LocuTour games. This game establishes the "rules" for consonant and vowel sounds utilized in the other games.
Applications	This game is appropriate for children learning language or pre-reading skills, or those with reading and spelling difficulty. This game can also help develop pronunciation skills with those individuals learning English as a second language.

100 Basic Words Word List

Videos 1
running
Run, run, run!
It's a boy and girl running.
They are running.
He is first and she is second.
Running makes your legs strong.
Running starts with /r/. Point to "R".

Videos 2
walking
children walking
It's children walking.
walking one by one
Four children are walking in the park.
Walking is good exercise.
Walking starts with /w/. Point to "W".

Videos 3
jumping
Hold on!
It's a girl jumping.
jumping and swinging
She jumps up and grabs the bar.
Pulling up will make her arms strong.
Jumping starts with /j/. Point to "J".

Videos 4
kicking
kick ball
It's children kicking.
kicking the soccer ball
The ball goes between them.
Kick with the side of your foot.
Kicking starts with /k/. Point to "K".

Videos 5
bouncing
up, down, up, down
It's a boy bouncing a ball.
bouncing a basketball
He's bouncing the ball on the path.
Bouncing while you walk takes concentration.
Bouncing starts with /b/. Point to "B".

Videos 6
carrying
so heavy
It's people carrying.
Carry it.
She carries chairs on her back.
Use the strong handles to carry the bag.
Carrying starts with /k/. Point to "C".

Videos 7
climbing
up, up, up, up, up
It's children climbing.
Climb up the ladder.
Four children are climbing.
They climb the ladder to get to the top.
Climbing starts with /k/. Point to "C".

Videos 8
blowing
pop, pop, bubbles
It's a baby blowing bubbles.
blowing gently
Her cheeks are full of air.
Bubbles are made from soapy liquid.
Blowing starts with /b/. Point to "B".

Videos 9
hugging
mommy hugging
It's a mother and daughter hugging.
warm hug
She gave her a big hug.
A hug shows that you care about someone.
Hugging starts with /h/. Point to "H".

Videos 10
opening and closing
open...close
It's opening and closing.
opening up
Take the toys out and close it.
Open the side door to make a ramp.
Opening starts with /oe/. Point to "O".

100 Basic Words Word List

Videos 11
sleeping
night-night puppy
It's a dog sleeping.
sleeping on the chair
She is sleeping peacefully.
Puppies need a lot of sleep.
Sleeping starts with /s/. Point to "S".

Videos 12
eating
eat apple
It's a girl eating.
biting, chewing, eating
She is eating the crisp juicy apple.
Eat a healthy snack in the afternoon.
Eating starts with /ee/. Point to "Ea".

Videos 13
smiling
happy girl
It's a girl smiling.
great big smile
She is showing her pretty white teeth.
Smiling is a way of being friendly.
Smiling starts with /s/. Point to "S".

Videos 14
hopping
hop, hop, hop
It's a boy hopping.
He's hopping.
Hopping on one foot is hard work.
It takes good balance to hop.
Hopping starts with /h/. Point to "H".

Videos 15
clapping
clap, clap
It's two girls clapping.
They are clapping.
Clapping makes a quick, sharp noise.
Clapping in a game is keeping rhythm.
Clapping starts with /k/. Point to "C".

Videos 16
swinging
back and forth, back and forth
It's a boy and a girl swinging.
They are swinging.
Children can swing a long time.
Pump your legs to swing faster.
Swinging starts with /s/. Point to "S".

Videos 17
sliding
Wheee! Down you go!
It's children sliding.
Slide down.
They go fast sliding down the slide.
Start at the top and slide to the bottom.
Sliding starts with /s/. Point to "S".

Videos 18
peeling
open banana
It's a boy peeling a banana.
gonna peel a banana
Bananas are soft and smushy.
First peel the banana, then eat it.
Peeling starts with /p/. Point to "P".

Videos 19
reading
read book
It's a girl reading.
turn the page
Reading is fun. I like it.
I read books to learn.
Reading starts with /r/. Point to "R".

Videos 20
hitting
hit ball
It's a boy hitting.
He's hitting.
He watches for the ball, then hits it.
A hard hit will make the ball fly.
Hitting starts with /h/. Point to "H".

100 Basic Words Word List

Videos 21
drinking
drink juice
It's a girl drinking juice.
She's drinking.
Find the girl drinking from the red cup.
I drink juice when I'm thirsty.
Drinking starts with /d/. Point to "D".

Videos 22
hiding and finding
Where's Dane? There he is!
It's two boys.
He's hiding.
One boy is hiding behind the tree.
The other boy looks and finds the hiding boy.
Hiding starts with /h/. Point to "H".

Videos 23
whispering
psss, psss, psss, psss
It's a girl whispering.
She's whispering.
The other girl is listening.
Sometimes you need to use your whispering voice.
Whispering starts with /wh/. Point to "Wh".

Videos 24
holding
holding hands
It's girls holding hands.
They are happy.
The three girls are holding hands and singing.
Holding hands is a sign of friendship.
Holding starts with /h/. Point to "H".

Videos 25
throwing and catching
ready...catch
It's friends throwing and catching.
They play catch.
One child throws the ball and another catches it.
Wear a mitt to protect your hand.
Throwing starts with /th/. Point to "Th".

Food 1
apple
eat apple
It's an apple.
shiny apple
Here is a shiny, red apple with a green spot.
A good apple is crunchy and sweet.
Apple starts with /a/. Point to "A".

Food 2
banana
peel banana
It's a banana.
curved, yellow banana
The fruit is inside the peel.
Bananas are nutritious.
Banana starts with /b/. Point to "B".

Food 3
grapes
1, 2, 3 many grapes
It's a bunch of grapes.
many grapes
There are many grapes in this bunch.
Grapes are fruit.
Grapes starts with /g/. Point to "G".

Food 4
orange
yummy orange
It's an orange.
round and bumpy
This orange is round and feels bumpy.
Oranges have lots of vitamin C.
Orange starts with /or/. Point to "Or".

Food 5
peas
squish, squish, peas
It's peas.
many green peas
Here are many green peas.
Peas are vegetables.
Peas starts with /p/. Point to "P".

100 Basic Words Word List

Food 6
carrot
bunny eats carrots
It's a carrot.
leafy green top
The orange carrot has a leafy green top.
Rabbits like to eat carrots and carrot tops.
Carrot starts with /k/. Point to "C".

Food 7
potato
po-ta-to
It's a potato.
potato's eye
Can you find the potato's eye?
Potatoes grow under the ground.
Potato starts with /p/.   Point to "P".

Food 8
green beans
1, 2, 3, 4, 5, 6
It's green beans.
several green beans
Here are several green beans.
Green beans snap when you break them.
Green beans starts with /g/. Point to "G".

Food 9
milk
Drink milk.
It's milk.
almost full
The glass of milk is almost full.
Milk helps your bones grow strong.
Milk starts with /m/. Point to "M".

Food 10
apple juice
More juice, please.
It's apple juice.
glass of juice
Here's a glass of apple juice.
People smash apples to make apple juice.
Apple juice starts with /a/. Point to "A".

Food 11
orange juice
I like juice.
It's orange juice.
glass of juice
Would you like a glass of orange juice?
People squeeze oranges to make orange juice.
Orange juice starts with /or/. Point to "Or".

Food 12
water
Drink water.
It's water.
clear water
Would you like more water?
Drinking water is good for your body.
Water starts with /w/. Point to "W".

Food 13
cookie
Eat cookie, yum, yum.
It's a cookie.
lumpy cookie
The cookie looks soft and lumpy.
We eat cookies for a snack or dessert.
Cookie starts with /k/. Point to "C".

Food 14
crackers
1, 2, 3, 4, 5
It's crackers.
animal crackers
I see five animal crackers.
Which part do you eat first?
Crackers starts with /k/. Point to "C".

Food 15
popcorn
pop, pop, pop
It's popcorn.
bowl of popcorn
Here is a bowl of fluffy popcorn.
Do you ever eat popcorn at the movies?
Popcorn starts with /p/. Point to "P".

100 Basic Words Word List

Food 16
rice cakes
crunch, crunch
It's rice cakes.
two round rice cakes
Rice cakes are made of puffed rice.
Would you put peanut butter on rice cakes?
Rice cakes starts with /r/. Point to "R".

Food 17
cereal
No spoon!
It's cereal.
bowl of cereal
Cereal is made from grain.
Get a spoon before it gets soggy!
Cereal starts with /s/. Point to "S".

Food 18
toast
purple jam on toast
It's toast.
toast and jam
I like toast with jam.
Toast can be dry without jam.
Toast starts with /t/. Point to "T".

Food 19
eggs
one egg
It's eggs.
dozen eggs
One egg is out of the carton.
These eggs came from chickens.
Eggs starts with /e/. Point to "E".

Food 20
pancakes
1, 2, 3, pancakes
It's pancakes.
pancakes with syrup
Three pancakes are on a blue plate.
Pancakes and syrup are fun for breakfast.
Pancakes starts with /p/. Point to "P".

Food 21
sandwich
peanut, peanut butter and jelly
It's a sandwich.
peanut butter and jelly
Can you find a triangle-shaped piece?
A sandwich is good for lunch.
Sandwich starts with /s/. Point to "S".

Food 22
soup
good soup
It's soup.
vegetable soup
I see broccoli, carrots, peas, and beans.
This soup is nutritious.
Soup starts with /s/. Point to "S".

Food 23
hamburger
big hamburger
It's a hamburger.
hamburger and bun
The pickles are under the onions.
Take off the onions, please.
Hamburger starts with /h/. Point to "H".

Food 24
pizza
cheesy pizza
It's pizza.
slice of pizza
The gooey cheese runs down the side.
Show me the pizza crust.
Pizza starts with /p/. Point to "P".

Food 25
cheese
mice eat cheese
It's cheese.
cubes of cheese
Is cheddar cheese yellow or orange?
Cheese is made from milk.
Cheese starts with /ch/. Point to "Ch".

100 Basic Words Word List

Clothing 1
pajamas
soft jammies
It's pajamas.
cozy pajamas
The pajamas look comfortable.
You wear pajamas to bed.
Pajamas starts with /p/. Point to "P".

Clothing 2
underpants
pretty panties
It's underpants.
green and white underpants
The underpants are white with green spots.
We wear underpants under our clothes.
Underpants starts with /u/. Point to "U".

Clothing 3
shirt
big shirt
It's a shirt.
long-sleeved shirt
The shirt has long sleeves.
People wear a shirt on top.
Shirt starts with /sh/. Point to "Sh".

Clothing 4
pants
warm pants
It's a pair of pants.
light and dark stripes
There are light and dark stripes on the pants.

Pants cover our legs.
Pants starts with /p/. Point to "P".

Clothing 5
socks
socks off
It's a pair of socks.
yellow and pink fish
They are blue with yellow and pink fish.
Put socks on your feet.
Socks starts with /s/. Point to "S".

Clothing 6
shoes
baby shoes
It's a pair of shoes.
red, yellow, and blue
The eyelets are red, yellow, and blue.
Shoes protect our feet.
Shoes starts with /sh/. Point to "Sh".

Clothing 7
boots
snow boots
It's a pair of boots.
pink and green boots
Here is a pair of pink and green boots.
Boots keep our feet dry.
Boots starts with /b/. Point to "B".

Clothing 8
shorts
short shorts
It's a pair of shorts.
plaid shorts
I see a pair of plaid shorts.
Shorts are comfortable in the summer.
Shorts starts with /sh/. Point to "Sh".

Clothing 9
dress
Look! A dress.
It's a dress.
yellow and white dress
There are yellow polka dots on the white dress.
Girls sometimes wear dresses.
Dress starts with /d/. Point to "D".

Clothing 10
swimsuit
top, bottom
It's a swimsuit.
colorful swimsuit
There are rainbow colors in the swimsuit.
You wear a swimsuit in the pool.
Swimsuit starts with /s/. Point to "S".

100 Basic Words Word List

Clothing 11
jacket
Snap, snap, snap the jacket.
It's a jacket.
denim jacket
My denim jacket has two pockets.
A jacket is warm in cool weather.
Jacket starts with /j/. Point to "J".

Clothing 12
sweater
pretty sweater
It's a sweater.
pink sweater
Her pink sweater has six white roses on it.
In the spring I wear a sweater.
Sweater starts with /s/. Point to "S".

Clothing 13
sweatshirt
sweatshirt, too big
It's a sweatshirt.
purple sweatshirt
Here is an ugly purple sweatshirt.
Sometimes you wear a sweatshirt in the fall.
Sweatshirt starts with /s/. Point to "S".

Clothing 14
hat
warm hat
It's a hat.
fuzzy hat
I see a tassel on this soft, fuzzy hat.
This hat will keep my ears warm in the winter.
Hat starts with /h/. Point to "H".

Clothing 15
mittens
small mittens
It's a pair of mittens.
knitted mittens
The mittens are knitted out of yarn.
If you wear mittens in the snow, your hands
will stay warmer.
Mittens starts with /m/. Point to "M".

Clothing 16
gloves
purple gloves
It's a pair of gloves.
fingers and thumbs
Each finger and thumb has its own spot.
Gloves keep your hands warm in cold weather.
Gloves starts with /g/. Point to "G".

Clothing 17
toothbrush
pink toothbrush
It's a toothbrush.
pink and sparkly
I see a pink, sparkly toothbrush.
Brush your teeth to keep them healthy.
Toothbrush starts with /t/. Point to "T".

Clothing 18
toothpaste
squeeze toothpaste
It's toothpaste.
tube of toothpaste
Toothpaste is inside the green and white tube.
Squeeze the toothpaste onto the toothbrush.
Toothpaste starts with /t/. Point to "T".

Clothing 19
hairbrush
brush hair
It's a hairbrush.
wooden hairbrush
Wooden means made of wood.
Brushing your hair keeps it healthy.
Hairbrush starts with /h/. Point to "H".

Clothing 20
comb
comb hair
It's a comb.
It has teeth.
There are wide spaces between the teeth on this
comb.
Comb your hair to get the tangles out.
Comb starts with /k/. Point to "C".

100 Basic Words Word List

Clothing 21
shampoo
scrub, scrub, scrub hair
It's shampoo.
bottle of shampoo
I wonder what the shampoo smells like.
Use shampoo to wash your hair.
Shampoo starts with /sh/. Point to "Sh".

Clothing 22
soap
squirt soap
It's soap.
hand soap
The bottle of hand soap has a pump.
Wash your hands with soap to get rid of germs.
Soap starts with /s/. Point to "S".

Clothing 23
washcloth
wishy washy washcloth
It's a washcloth.
narrow and wide
My washcloth has narrow and wide stripes.
Put soap on the washcloth and scrub!
Washcloth starts with /w/. Point to "W".

Clothing 24
towel
dry off
It's a towel.
striped towel
A striped towel is hanging on the wall.
Use a towel to dry yourself after your bath.
Towel starts with /t/. Point to "T".

Clothing 25
mirror
peek in mirror
It's a mirror.
oval mirror
This mirror has an oval shape.
You can see yourself in a mirror.
Mirror starts with /m/. Point to "M".

Toys 1
ball
bounce ball
It's a ball.
red, round ball
It's a brand new ball.
Use this ball to play four square.
Ball starts with /b/. Point to "B".

Toys 2
truck
vroom, vroom, sh, ch, ch, ch
It's a truck.
cement truck
The truck has a cab and a drum.
A real cement mixer carries concrete.
Truck starts with /t/. Point to "T".

Toys 3
doll
baby
It's a doll.
baby doll
Her swimsuit has yellow ruffles.
She's almost ready to go swimming.
Doll starts with /d/. Point to "D".

Toys 4
wagon
pull wagon
It's a wagon.
red wagon
The wooden slats can be taken off.
Wagons can carry things from one place to another.
Wagon starts with /w/. Point to "W".

Toys 5
teddy bear
ear, ear, eye, eye, nose
It's a teddy bear.
soft, fluffy teddy bear
The bear's bow and feet are checkered.
Cuddle with your teddy bear at night.
Teddy bear starts with /t/. Point to "T".

100 Basic Words Word List

Toys 6
telephone
Ring, ring, it's for you!
It's a telephone.
Hello, hello!
The telephone has wheels.
Pretend to call someone on the phone.
Telephone starts with /t/. Point to "T".

Toys 7
blocks
Stack blocks
It's blocks.
letter blocks
Letter "C" is red.
Stack the blocks to make a tower.
Blocks starts with /b/. Point to "B".

Toys 8
crayons
new crayons
It's crayons.
four crayons
One crayon is on top of the others.
Use crayons to color a picture.
Crayons starts with /k/. Point to "C".

Toys 9
paints
purple, pink, yellow, green, blue
It's paints.
colorful paints
The yellow paint is in the middle.
It's fun to paint with a paintbrush.
Paints starts with /p/. Point to "P".

Toys 10
scissors
cut, cut
It's scissors.
red scissors
There are holes for your thumb and fingers.
Scissors are used for cutting.
Scissors starts with /s/. Point to "S".

Toys 11
glue
squeeze glue
It's glue.
sticky glue
The bottle has an orange cap.
Glue holds things together.
Glue starts with /g/. Point to "G".

Toys 12
pencil
blue pencil
It's a pencil.
sharp, blue pencil
The pencil is smooth and shiny.
Use a pencil to write or draw.
Pencil starts with /p/. Point to "P".

Toys 13
pen
write pen
It's a pen.
colorful pen
This pen's clip is red.
Ink is inside the pen.
Pen starts with /p/. Point to "P".

Toys 14
markers
color markers
It's markers.
purple, orange, and green
Three markers are next to each other.
Use markers to make colorful pictures.
Markers starts with /m/. Point to "M".

Toys 15
shovel
dig, dig
It's a shovel.
blue shovel
The handle has a hole in it.
Shovels are for digging.
Shovel starts with /sh/. Point to "Sh".

100 Basic Words Word List

Toys 16
bucket
big bucket
It's a bucket.
empty bucket
Here's an empty purple bucket.
Buckets are for carrying.
Bucket starts with /b/. Point to "B".

Toys 17
book
Read book.
It's a book.
board book
It's a story about a canoe.
A book is fun to read any time!
Book starts with /b/. Point to "B".

Toys 18
boat
putt, putt, putt, vroom
It's a boat.
speed boat
This boat's hull is white.
A boat is a water vehicle.
Boat starts with /b/. Point to "B".

Toys 19
train
choo, choo, choo, choo, toot, toot
It's a train.
one locomotive, two cars
I see a face on the locomotive.
A train is a railroad vehicle.
Train starts with /t/. Point to "T".

Toys 20
airplane
neeyer, erk
It's an airplane.
one propeller
It's wings are slanted.
A plane is an air vehicle.
Airplane starts with /air/. Point to "Air".

Toys 21
fire truck
er, er, bonk, bonk
It's a fire truck.
red fire truck
The ladder is up.
Pretend you are putting out the fire. Shhhhh.
Fire truck starts with /f/. Point to "F".

Toys 22
stacking cups
cups, cups, cups
It's stacking cups.
pretty cups
There are dots, squares, and lines.
Stacking cups are fun for filling and pouring.
Stacking cups starts with /s/. Point to "S".

Toys 23
dishes
Do you want some milk?
It's dishes.
empty plate
The dish set has a plate, cup, and saucer.
Fill your dishes with milk and cookies.
Dishes starts with /d/. Point to "D".

Toys 24
food
Let's play!
It's food.
pretend food
The strawberry is very red.
I don't eat pretend food.
Food starts with /f/. Point to "F".

Toys 25
shape sorter
Put in.
It's a shape sorter.
shape sorter box
Some are already in the box.
The holes are different shapes.
Shape sorter starts with /sh/. Point to "Sh".

Wild, Woolly, Wonderful Critters Word List

African Habitat

lion
Lion says, "rrrooaaaaaaarrr."
It's a lion.
A lion resting.
He has a tawny coat.
Lions rest for many hours each day.
Lion starts with /l/. Find /l/.

elephants
funny elephants
It's three elephants.
wrinkled elephants
Elephants have long trunks.
The tusk is used for digging for food and water.
Elephants starts with /e/. Find /e/.

zebra
stripey zebra
It's a zebra.
dark and light stripes
Some stripes are wide and some are narrow.
The zebra's stripes help it hide.
Zebra starts with /z/. Find /z/.

giraffe
lots of spots
It's a giraffe.
tall giraffe
He must really stretch to get a drink.
The giraffe does not bend his knees when he is drinking.
Giraffe starts with /j/. Find /j/.

hippopotamus
roly poly hippo
It's two hippopotami.
in the water and on the land
Hippopotamus skin looks smooth.
These animals eat plants.
Hippopotamus starts with /h/. Find /h/.

meerkats
One, two, three, four, five!
It's five meerkats.
a group of meerkats
Some are tall and some are short.
Meerkats stand up to look for enemies.
Meerkats starts with /m/. Find /m/.

rhinoceros
Here comes rhino.
It's a rhinoceros.
powerful rhinoceros
It has two horns on its snout.
The rhinoceros uses mud to protect its skin from the sun.
Rhinoceros starts with /r/. Find /r/.

cheetah
spotty cheetah
It's a cheetah.
runs so fast
The cheetah has spots and long whiskers.
It runs fast to catch its prey.
Cheetah starts with /ch/. Find /ch/.

wildebeest
 Hello, wildebeest!
It's a wildebeest.
curved pointed horns
A herd of wildebeests is in the grass.
The wildebeests can hide in the tall grass.
Wildebeest starts with /w/. Find /w/.

crocodile
Watch out!
It's a crocodile.
on the bank
The crocodile is lying on the river bank.
He is getting warm in the sun.
Crocodile starts with /k/. Find /k/.

Desert Habitat

snake
"Hiss, hiss."
It's a snake.
a desert snake
His head is shaped like a triangle.
This snake is poisonous.
Snake starts with /s/. Find /s/.

camels
mama and baby
It's two camels.
one-hump camels
Each camel has a large hump on its back.
The hump stores water for the camel.
Camels starts with /k/. Find /k/.

lizard
pretty lizard
It's a lizard.
colorful lizard
The lizard has a pouch under its chin.
A lizard is a type of reptile.
Lizard starts with /l/. Find /l/.

desert tortoise
M o v e s   s o   s l o w l y.
It's a desert tortoise.
Carries his shell.
His shell is thick and bony.
The tortoise pulls into his shell for protection.
Tortoise starts with /t/. Find /t/.

Gila monster
black and orange
It's a Gila monster.
long tail
He likes to sun on the rocks.
This reptile is poisonous.
Gila monster starts with /h/. Find /h/.

roadrunner
He's not running!
It's a roadrunner.
Run, run roadrunner!
He has a very long tail.
He eats lizards and snakes.
Roadrunner starts with /r/. Find /r/.

Wild, Woolly, Wonderful Critters Word List

coyote
Coyote says, "owooooo."
It's a coyote.
small wolf
The coyote stands at attention.
His coloring makes a good camouflage.
Coyote starts with /k/. Find /k/.

kit fox
three little ones
 It's three kit foxes.
a small fox
The foxes are alert.
They live in the southwestern United States.
Kit fox starts with /k/. Find /k/.

termite mound
small hills
It's a termite mound.
Where?
The termites are under the ground.
They build houses under the ground.
Termite mound starts with /t/. Find /t/.

hyena
Look, hyena!
It's a hyena.
spotted fur
The hyena is snarling.
He is a scavenger.
Hyena starts with /h/. Find /h/.

Forest Habitat
bird
Bird says, "Caw, Caw."
It's a bird.
jay on a branch
The jay is blue and black.
It's called a Stellar's Jay.
Bird starts with /b/. Find /b/.

wolf
Wolf howling.
It's a wolf.
Howling in the forest.
The fur is thick around his neck.
The wolf is a predator.
Wolf starts with /w/. Find /w/.

cardinal
red bird
It's a cardinal.
A cardinal is a red bird.
It has crimson feathers.
The top of its head is called a crown.
Cardinal starts with /k/. Find /k/.

porcupine
Don't touch!
It's a porcupine.
Porcupine is eating.
The porcupine's quills are very sharp.
She uses the quills for protection.
Porcupine starts with /p/. Find /p/.

moose
huge moose
It's a moose.
Eat leaves.
A moose eats bark, leaves and grass.
He likes green vegetation.
Moose starts with /m/. Find /m/.

bobcat
furry cat
It's a bobcat.
tufts on his ears
Some of his fur is rust colored.
The bobcat blends in with the background.
Bobcat starts with /b/. Find /b/.

badger
lo o o o o o ng white stripe
It's a badger.
pointed nose
He stops and listens.
The badger digs a burrow.
Badger starts with /b/. Find /b/.

great horned owl
Owl says, "Hoot, hoot."
It's a great horned owl.
night flyer
The owl has yellow eyes.
He uses his talons to grab prey.
Great horned owl starts with /g/. Find /g/.

opossums
one, two, three 'possums'
It's three opossums.
black beady eyes
They have long white faces and dark ears.
Opossums live in trees.
Opossum starts with /o/. Find /o/.

wild boar
dirty piggy
It's a wild boar.
stiff bristles
The wild boar is covered with stiff bristles.
He digs with his snout.
Wild boar starts with /w/. Find /w/.

House Habitat
dog
Panting dog.
It's a dog.
Sit dog.
She can sit.
Can you pant like a dog?
Dog starts with /d/. Find /d/.

cat
kitty cat
It's a cat.
gray and white cat
The cat has gray and white fur.
The fur looks very soft.
Cat starts with /k/. Find /k/.

Wild, Woolly, Wonderful Critters Word List

rabbit
wiggle nose
It's a rabbit.
soft and fluffy
I like to pet bunny rabbits.
Be very gentle with a rabbit.
Rabbit starts with /r/. Find /r/.

guinea pig
brown guinea pig
It's a guinea pig.
Which one?
The guinea pig is brown.
She is next to the stuffed rabbit.
Guinea pig starts with /g/. Find /g/.

hamster
small hamster
It's a hamster.
He has tiny ears.
A hamster could fit in my hand.
He uses his nose to smell.
Hamster starts with /h/. Find /h/.

mouse
Eek! A mouse!
It's a mouse.
I like my mouse.
My mouse is a pet.
A pet mouse lives at my house.
Mouse starts with /m/. Find /m/.

bird
pretty bird
It's a bird.
Sing, bird sing!
The bird has colorful feathers.
This colorful bird is a lovebird.
Bird starts with /b/. Find /b/.

fish
Swim fish.
It's fish.
They can swim.
The goldfish swim in the bowl.
When the fish are hungry they eat fish food.
Fish starts with /f/. Find /f/.

lizard
big lizard
It's a lizard.
long tail
It can run fast.
The lizard eats bugs in the garden.
Lizard starts with /l/. Find /l/.

snake
pet snake
It's a snake.
No legs!
A snake does not have any legs.
It wiggles its muscles to move.
Snake starts with /s/. Find /s/.

Insect Habitat
bee
fuzzy bee
It's a bee.
yellow and black stripes
This bee has transparent wings.
The bee is pollinating a plant.
Bee starts with /b/. Find /b/.

grasshopper
Hop, hop, grasshopper!
It's a grasshopper.
long hind legs
The grasshopper has a long, shiny body.
His hind legs are used for leaping.
Grasshopper starts with /g/. Find /g/.

ladybug
shiny red bug
It's a ladybug.
brightly colored insect
There are dark spots on the round body.
The ladybug eats other insects.
Ladybug starts with /l/. Find /l/.

butterfly
Pretty butterfly!
It's a butterfly.
swallowtail butterfly
The butterfly has striking black and yellow wings.
In the morning he spreads his wings to dry them.
Butterfly starts with /b/. Find /b/.

moth
Munching moth.
It's a moth.
Moth eats.
The moth flies at night.
A moth is not as colorful as a butterfly.
Moth starts with /m/. Find /m/.

caterpillar
Eat, eat, eat.
It's a caterpillar.
monarch caterpillar
The caterpillar's job is to devour food.
The caterpillar will turn into a butterfly.
Caterpillar starts with /k/. Find /k/.

dragonfly
Ooooh, so pretty!
It's a dragonfly.
large insect
Its wings are horizontal when it is resting.
The dragonfly hatches from its egg as a nymph.
Dragonfly starts with /d/. Find /d/.

mosquito
uh, oh, mosquito
It's a mosquito.
long proboscis
This mosquito has a long proboscis.
Mosquitos lay their eggs in water.
Mosquito starts with /m/. Find /m/.

Wild, Woolly, Wonderful Critters Word List

hornet
Long legs!
It's a hornet.
social insect
The hornet is about to land on the flower.
Another name for hornet is wasp.
Hornet starts with /h/. Find /h/.

praying mantis
Funny bug!
It's a praying mantis.
gardeners' friend
Its long front legs hold onto prey.
The praying mantis eats other insects.
Praying mantis starts with /p/. Find /p/.

Jungle Habitat
tiger
Tiger resting.
It's a tiger.
enormous cat
It can be identified by its stripes.
The tiger is a solitary hunter.
Tiger starts with /t/. Find /t/.

gorilla
gorilla watching
It's a gorilla.
female gorilla
She sits with her arms crossed.
The gorilla is an omnivore.
Gorilla starts with /g/. Find /g/.

chimpanzee
hairy chimp
 It's a chimpanzee.
social animal
He has a thoughtful look on his face.
Chimpanzees communicate with their facial expressions.
Chimpanzee starts with /ch/. Find /ch/.

parrot
Beautiful bird!
It's a parrot.
colorful plumage
His beak is hooked and powerful.
Another name for this parrot is macaw.
Parrot starts with /p/. Find /p/.

peacock
Big tail!
It's a peacock.
amazing feathers
He fans out his beautiful tail.
The peacock is looking for a mate.
Peacock starts with /p/. Find /p/.

iguana
Wanna iguana?
It's an iguana.
sun-loving lizard
Its tail is longer than its body.
This reptile lives in warm regions.
Iguana starts with /i/. Find /i/.

orangutan
Silly ape!
It's an orangutan.
Eats fruit and leaves.
The orangutan's hair is reddish-brown.
The orangutan builds leafy nests in trees.
Orangutan starts with /or/. Find /or/.

anteater
Sharp, don't touch!
It's an anteater.
toothless mammal
The anteater's coat is covered with spines.
Its long tongue helps the anteater catch ants.
Anteater starts with /a/. Find /a/.

gecko
spotty lizard
It's a gecko.
nocturnal reptile
The gecko's coloring is an effective camouflage.
His toes can grip smooth surfaces.
Gecko starts with /g/. Find /g/.

cockatoo
fancy feathers
It's a cockatoo.
scalloped layers
The cockatoo has a thick curved beak.
The cockatoo is a loud, showy bird.
Cockatoo starts with /k/. Find /k/.

River or Lake Habitat
duck
Go for a swim!
It's a duck.
Swimming in the pond.
This duck has a green head.
The duck's webbed feet are like paddles.
Duck starts with /d/. Find /d/.

frog
Where are his eyes?
It's a frog.
bright green frog
A frog eats insects.
Frogs usually live in moist climates.
Frog starts with /f/. Find /f/.

beaver
Brrrrr-cold beaver!
It's a beaver.
large rodent
The beaver is carrying a small log.
He will use it in his beaver lodge.
Beaver starts with /b/. Find /b/.

swan
big, white bird
It's a swan.
a Mute Swan
The swan's neck is curved gracefully.
It is called mute because its voice is rarely heard.
Swan starts with /s/. Find /s/.

Wild, Woolly, Wonderful Critters Word List

salmon
red fish
It's a salmon.
migratory fish
There are many red salmon in this stream.
Salmon can swim upstream to breed.
Salmon starts with /s/. Find /s/.

goose
Goose says, "Honk, honk."
It's a goose.
large water bird
A goose has a long neck.
Geese migrate in a V-formation.
Goose starts with /g/. Find /g/.

flamingo
long, curvy neck
It's a flamingo.
stilt-like legs
The flamingo has rosy-white plumage.
His thick bill is good for fishing.
Flamingo starts with /f/. Find /f/.

river otter
Long whiskers!
It's a river otter.
graceful and powerful
It has a silver gray throat and chest.
The river otter is a very playful animal.
River otter starts with /r/. Find /r/.

black bear
He's fishing.
It's a black bear.
baby bear
He is very wet.
The black bear will look for fish in the river.
Black bear starts with /b/. Find /b/.

alligators
scaly gators
It's alligators.
 a pile of alligators
The snout of an alligator is wide and rounded.
Alligators hunt by slapping the water with their tails.
Alligators starts with /a/. Find /a/.

Mountain Habitat
squirrel
big furry ears
It's a squirrel.
Eats seeds and nuts.
This squirrel is mostly gray.
His tail helps him balance in the trees.
Squirrel starts with /s/. Find /s/.

raccoon
Masked bandit!
It's a raccoon.
clever mammal
The raccoon has a black face mask.
The raccoon can turn doorknobs with its nimble fingers.
Racoon starts with /r/. Find /r/.

grizzly bear
big shaggy bear
It's a grizzly bear.
slow, clumsy walk
He has a hump above his shoulders.
The grizzly bear is good at catching fish.
Grizzly bear starts with /g/. Find /g/.

fox
bushy tail
It's a fox.
shy, cautious, and smart
It has rusty red fur with a white chest.
The fox can live in many different habitats.
Fox starts with /f/. Find /f/.

eagle
Regal eagle!
It's an eagle.
bald eagle
The bald eagle has a snowy white head.
The eagle is noted for its strength and grace.
Eagle starts with /ea/. Find /ea/.

cougar
one, two cougars
It's cougars.
They hide from humans.
A cougar is tan with long, heavy legs.
The cougar is a good climber and excellent jumper.
Cougar starts with /k/. Find /k/.

deer
doe, a deer, a female deer
It's a deer.
a Mule Deer
She is grazing on the hillside.
She is called a Mule Deer because of her large ears.
Deer starts with /d/. Find /d/.

bighorn sheep
in the snow
It's a bighorn sheep.
massive brown horns
He is dark brown with a white nose and rump.
The male bighorn sheep is called a ram.
Bighorn sheep starts with /b/. Find /b/.

llamas
 I see three llamas.
It's llamas.
camel's relative
Two are in front and one is behind.
We get wool from llamas.
Llamas starts with /l/. Find /l/.

lynx
wild cat
It's a lynx.
Crouches in the snow.
The lynx has tufted ears.
The ear tufts are sensitive antennae.
Lynx starts with /l/. Find /l/.

Wild, Woolly, Wonderful Critters Word List

Ocean Habitat
seagull
Wading bird.
It's a seagull.
near the ocean
A seagull flies in the sky but eats in the ocean.
It searches for fish.
Seagull starts with /s/. Find /s/.

crab
 Pinch, pinch, crab
It's a crab.
jointed legs
The crab has a hard outer skeleton.
He lives in shallow water where food is plentiful.
Crab starts with /k/. Find /k/.

dolphin
Look, teeth.
It's a dolphin.
an ocean mammal
The dolphin has a long snout.
He breathes through a hole in the top of his head.
Dolphin starts with /d/. Find /d/.

sea star
one, two, three, four, five arms
It's a sea star.
spiny skin
The sea star lies on the ocean floor.
Its muscular arms pry open its prey.
Sea star starts with /s/. Find /s/.

sea turtle
Turtle swimming.
It's a sea turtle.
protective shell
The sea turtle has leathery skin.
Air pockets in his shell allow him to float.
Sea turtle starts with /s/. Find /s/.

sea otter
Otter floating
It's a sea otter.
tool user
He floats on his back in the ocean.
The sea otter uses a stone to break open a shell.
Sea otter starts with /s/. Find /s/.

angelfish
fish with stripes
It's an angelfish.
brightly colored
This angelfish has black, yellow, and white stripes.
It lives in coral reefs.
Angelfish starts with /ae/. Find /ae/.

elephant seal
Floppy nose!
It's an elephant seal.
covered with sand
Its nose resembles an elephant's trunk.
The elephant seal makes loud noises with its snout.
Elephant seal starts with /e/. Find /e/.

whale
Swimming whale.
It's a whale.
It swims.
The black and white whale is in the blue ocean.
The Orca whale is a mammal.
Whale starts with /wh/. Find /wh/.

sea anemone
water creature
It's a sea anemone.
no backbone
The sea anemone has many tentacles.
It catches and stings fish with its tentacles.
Sea anemone starts with /s/. Find /s/.

Prairie or Grasslands Habitat
prairie dog
Here's his nose!
It's a prairie dog.
burrow dweller
This prairie dog is peeking out of his burrow.
He hides in his burrow during rainstorms.
Prairie dog starts with /p/. Find /p/.

hawk
Sharp beak!
It's a hawk.
small nostril
A hawk has good eyesight.
It spreads its wings and flies.
Hawk starts with /h/. Find /h/.

kangaroo
Hop, hop.
It's a kangaroo.
big ears
A kangaroo can jump.
His tail helps him balance.
Kangaroo starts with /k/. Find /k/.

bison
full grown bison
It's a bison.
It is heavy.
A bison can weigh a ton!
He munches on grasses.
Bison starts with /b/. Find /b/.

bull elk
big antlers
It's a bull elk.
He's calling.
The elk makes a bugling sound.
This sound challenges other male elk.
Bull elk starts with /b/. Find /b/.

deer
many spots
It's a deer.
spotted fawn
Its big ears help it hear well.
The baby waits for its mother.
Deer starts with /d/. Find /d/.

Wild, Woolly, Wonderful Critters Word List

ostrich
L o o o ng legs, l o o o o ng neck!
It's an ostrich.
flightless bird
This tall bird runs across the grasslands.
The ostrich is a scavenger.
Ostrich starts with /o/. Find /o/.

antelope
How many horns? One...two.
It's an antelope.
plant eater
He has a buff and white coat.
The antelope runs swiftly on its hooves.
Antelope starts with /a/. Find /a/.

cottontail
He's hiding.
It's a cottontail.
Lives in a warren.
This rabbit has bright brown eyes.
Rabbits have a keen sense of smell.
Cottontail starts with /k/. Find /k/.

vulture
Strong bird!
It's a vulture.
sharp hooked bill
The vulture's head and neck are bare.
He grips prey in his sharp talons.
Vulture starts with /v/. Find /v/.

Ranch or Farm Habitat
puppies
One, two, three, four, five puppies!
It's puppies.
Gathered in the doorway.
They all have a white stripe down the forehead.
There is a barrier to keep them in.
Puppies starts with /p/. Find /p/.

cat
"Meow, meow!"
It's a cat.
green-eyed cat
This plump cat has dark stripes.
It is a good hunter.
Cat starts with /k/. Find /k/.

cow
Cow says, "Moo!"
It's a cow.
dairy cow
She has a full udder.
Lots of people drink cows' milk.
Cow starts with /k/. Find /k/.

pig
"Oink, oink."
It's a pig.
muddy pig
She has a curly tail.
Pigs roll in the mud to keep cool.
Pig starts with /p/. Find /p/.

horse
new baby
It's a horse.
hungry foal
The mare is dark and the foal is light.
This pasture provides food for the mare.
Horse starts with /h/. Find /h/.

sheep
Sheep say, "Baa-baa."
It's sheep.
a ewe and a lamb
They have thick wool.
Wool is used to make warm clothing.
Sheep starts with /sh/. Find /sh/.

chicken
"Cluck, cluck," says the chicken.
It's a chicken.
hen and chicks
The hen and her chicks are in their nest.
She covers them with her body to keep them warm.
Chicken starts with /ch/. Find /ch/.

goat
Hungry goat!
It's a goat.
Grazing goat.
His horns curve toward his neck.
Goats produce creamy milk.
Goat starts with /g/. Find /g/.

duck
"Quack, quack."
It's ducks.
two white ducks
They are walking side by side.
Their feathers are waterproof.
Duck starts with /d/. Find /d/.

rooster
"Cock-a-doodle-doo!"
It's a rooster.
colorful feathers
His tail feathers are long and black.
His bright colors attract a mate.
Rooster starts with /r/. Find /r/.

Tundra or Arctic Habitat
polar bear
huge bear
It's a polar bear.
very small ears
He has white fur and a black nose.
The polar bear's fur blends in with the snow.
Polar bear starts with /p/. Find /p/.

arctic fox
white fur
It's an arctic fox.
his winter coat
This fox has a pure white coat in winter.
He is hard to see in the snow.
Arctic fox starts with /ar/. Find /ar/.

Wild, Woolly, Wonderful Critters Word List

bighorn sheep
Curly horns!
It's a bighorn sheep.
white nose and rump
His horns are large and heavy.
He uses them when fighting.
Bighorn sheep starts with /b/. Find /b/.

bobcat
big cat
It's a bobcat.
thick fur
He is dark on top and light underneath.
This cat is similar to the lynx.
Bobcat starts with /b/. Find /b/.

mountain goat
Shaggy goat!
It's a mountain goat.
short horns and long face
This goat has long, pure white hair.
He lives in rugged steep terrain.
Mountain goat starts with /m/. Find /m/.

muskox
Find his eye.
It's a muskox.
arctic dweller
This bull's horns cover his forehead.
He uses his horns to fight other bulls.
Muskox starts with /m/. Find /m/.

snowy owl
yellow eyes
It's a snowy owl.
small pointed beak
Most of his head feathers are white.
This bird is silent when it hunts.
Snowy owl starts with /s/. Find /s/.

ground squirrel
Sitting up!
It's a ground squirrel.
long strong claws
It has a blunt nose and round ears.
He hibernates for about eight months.
Ground squirrel starts with /g/. Find /g/.

harp seal
soft, soft fur
It's a harp seal.
young harp seal
It has black eyes, nose, and whiskers.
The young seal is camouflaged by its white fur.
Harp seal starts with /h/. Find /h/.

ptarmigan
spotted head
It's a ptarmigan.
nests on the ground
Its feathers are red, black, and white.
This bird is related to the grouse.
Ptarmigan starts with /t/. Find /t/.

And a One, Two, Three! Word List

Syllables	Stimulus Number	Stimulus	Syllables	Stimulus Number	Stimulus	Syllables	Stimulus Number	Stimulus
1	1	bugs	2	5	chicken	2	59	obscured
1	2	cow	2	6	eating	2	60	ornate
1	3	on	2	7	parrot	2	61	rural
1	4	in	2	8	pumpkin	2	62	bouquet
1	5	bite	2	9	puppy	2	63	frigid
1	6	bark	2	10	purple	2	64	stanchion
1	7	bear	2	11	rainbow	2	65	tundra
1	8	chair	2	12	reindeer	2	66	verdant
1	9	eggs	2	13	spider	2	67	trio
1	10	sail	2	14	sunset	3	1	broccoli
1	11	ship	2	15	taco	3	2	cabbage plant
1	12	truck	2	16	blowing	3	3	flamingo
1	13	tire	2	17	cannon	3	4	garbage truck
1	14	wheel	2	18	chopsticks	3	5	garlic bulbs
1	15	red	2	19	canal	3	6	gorilla
1	16	brown	2	20	cornfield	3	7	half-dollar
1	17	white	2	21	desert	3	8	honeycomb
1	18	coin	2	22	donkey	3	9	mission bells
1	19	rug	2	23	foggy	3	10	mountain side
1	20	stop	2	24	gathered	3	11	Orca whale
1	21	sign	2	25	fountain	3	12	overcast
1	22	wink	2	26	hidden	3	13	railroad cars
1	23	hop	2	27	leaping	3	14	relaxing
1	24	sled	2	28	lizard	3	15	shaggy ram
1	25	park	2	29	bamboo	3	16	traffic jam
1	26	nest	2	30	baboon	3	17	chess pieces
1	27	paw	2	31	open	3	18	Ferris wheel
1	28	hoof	2	32	away	3	19	first aid kit
1	29	horns	2	33	beside	3	20	windsurfing
1	30	house	2	34	under	3	21	bicycle
1	31	fins	2	35	lifeboats	3	22	gas station
1	32	moose	2	36	cluttered	3	23	blooming sage
1	33	peach	2	37	cockpit	3	24	currency
1	34	shirts	2	38	peacock	3	25	dangling boot
1	35	tear	2	39	prison	3	26	strawberries
1	36	swamp	2	40	profile	3	27	dry creekbed
1	37	straight	2	41	ripples	3	28	harvesting
1	38	stall	2	42	skimming	3	29	hewn canoe
1	39	sliced	2	43	thatched roof	3	30	pier parking
1	40	shade	2	44	tractor	3	31	traveller
1	41	pair	2	45	bovine	3	32	river barge
1	42	match	2	46	canine	3	33	restriction
1	43	inch	2	47	equine	3	34	waterway
1	44	dome	2	48	feline	3	35	artichoke
1	45	closed	2	49	mammal	3	36	blusterous
1	46	cliffs	2	50	rodent	3	37	camouflage
1	47	blimp	2	51	insect	3	38	citadel
1	48	shrub	2	52	flora	3	39	converging
1	49	bleak	2	53	fauna	3	40	crimson crest
1	50	barb	2	54	geode	3	41	luminous
2	1	airplane	2	55	hydrant	3	42	pachyderm
2	2	apples	2	56	ibex	3	43	somnolence
2	3	bird nest	2	57	decline	4	1	basket of beets
2	4	burning	2	58	incline	4	2	berry cluster

And a One, Two, Three! Word List

Syllables	Stimulus Number	Stimulus	Syllables	Stimulus Number	Stimulus	Syllables	Stimulus Number	Stimulus
4	3	bounding dolphins	4	57	narrow crevice	5	44	sea anemone
4	4	cheese and crackers	4	58	pentadactyl	5	45	saturated fur
4	5	chocolate bar	4	59	querying look	5	46	expectative dog
4	6	compass needle	4	60	snowy egret	5	47	precipitation
4	7	electric fan	4	61	solitary	5	48	seed cultivation
4	8	gaggle of geese	4	62	expedition	5	49	careful measurement
4	9	exercising	4	63	spherical fruits	5	50	melodious clown
4	10	gated entrance	4	64	desolation	5	51	Vancouver harbor
4	11	grazing pony	4	65	succulent fruit	5	52	tropical sunset
4	12	hammer and nail	4	66	victorious	5	53	wooden enclosure
4	13	hen and rooster	4	67	zipper closure	5	54	complacent rabbit
4	14	jigsaw puzzle	5	1	airport terminal	5	55	elongated neck
4	15	large sea turtle	5	2	American flag	5	56	eucalyptus leaf
4	16	lemons and limes	5	3	amusement park ride	5	57	celebratory
4	17	lifeguard station	5	4	baseball stadium	5	58	capricious critter
4	18	lifesaver ring	5	5	bunches of carrots	5	59	arid canyonlands
4	19	new camera	5	6	bus transportation	5	60	old cemetery
4	20	peeled banana	5	7	buttoning the shirt	5	61	accumulation
4	21	picnic basket	5	8	camera flashbar	5	62	inconspicuous
4	22	red radishes	5	9	teapot and teabowls	5	63	hexagonal combs
4	23	remaining grape	5	10	costumed toy soldier	5	64	fossilization
4	24	row of houses	5	11	fire extinguisher	5	65	hippopotami
4	25	running rooster	5	12	flipping the pancake	5	66	rappelling the rock
4	26	rushing river	5	13	folded pajamas	5	67	lackadaisical
4	27	avocado	5	14	glob of yellow paint	5	68	innocuous shark
4	28	scuba divers	5	15	grapefruit with sugar	5	69	traversing the bridge
4	29	sea lion pup	5	16	Halloween costume	5	70	industrialized
4	30	three fishermen	5	17	pouring the coffee	5	71	homeopathic
4	31	toffee candy	5	18	grinning gorilla	5	72	Presidio door
4	32	very thick rope	5	19	tennis equipment	5	73	protuberant beak
4	33	washing the car	5	20	wintery weather	5	74	ichthyology
4	34	worn-out work shoes	5	21	anchors on the bow	5	75	sundial gnomon
4	35	grooming primates	5	22	balanced flamingos	6	1	cooking some cabbage soup
4	36	intersection	5	23	cantaloupe melon	6	2	crossing at the corner
4	37	perched parakeet	5	24	drab and dreary day	6	3	delicious cherry pie
4	38	poolside lounge chairs	5	25	crop irrigation	6	4	barking elephant seal
4	39	pumping oil rig	5	26	high elevation	6	5	appointment Saturday
4	40	competitive	5	27	laundry detergent	6	6	along the riverbank
4	41	conveyor belt	5	28	marathon finish	6	7	assortment of flavors
4	42	approaching train	5	29	oncoming traffic	6	8	basketball referees
4	43	ascending ramp	5	30	outdoor marketplace	6	9	wooden handled hammers
4	44	descending sun	5	31	rigging on the mast	6	10	California Poppy
4	45	destructive blaze	5	32	golden monument	6	11	stairway to the castle
4	46	emergency	5	33	absorbing water	6	12	three monarch butterflies
4	47	soaring vulture	5	34	Canadian geese	6	13	three masted sailing ship
4	48	staked sugar peas	5	35	embroidered napkin	6	14	telephone messages
4	49	throwing a pot	5	36	accompanying	6	15	tall cathedral towers
4	50	hustling hogs	5	37	blossoming thistle	6	16	travelling by ferry
4	51	waddling geese	5	38	anticipation	6	17	unoccupied bleachers
4	52	aerial view	5	39	hazardous building	6	18	wiggle waggle waddle
4	53	antiquated	5	40	loosening gravel	6	19	colorful totem pole
4	54	exuberant	5	41	police motorcade	6	20	casting the fishing line
4	55	memoranda	5	42	pastoral farmhouse	6	21	baby rhinoceros
4	56	mesa and butte	5	43	overhead lattice			

And a One, Two, Three! Word List

Syllables	Stimulus Number	Stimulus
6	21	baby rhinoceros
6	22	identical outfits
6	23	red locomotive cars
6	24	musical instrument
6	25	playing on the swingset
6	26	lovable companion
6	27	outdoor thermometer
6	28	rainforest canopy
6	29	recyclable boxes
6	30	grasshopper alighting
6	31	horse's leather bridle
6	32	arriving hydroplane
6	33	lavender carnation
6	34	plowing the barren field
6	35	spears of asparagus
6	36	southwest on the compass
6	37	slumbering on the beach
6	38	speeding competitors
6	39	ruins of the fortress
6	40	ragtime entertainment
6	41	steel manufactory
6	42	suspended dragonfly
6	43	water laden petals
6	44	elaborately set
6	45	dromedary camel
6	46	identifiable
6	47	brown and white ptarmigan
6	48	meticulous rabbit
6	49	inedible mushroom
6	50	contemplating cherub
6	51	industrious cobbler
6	52	cascading waterfall
6	53	uninhabited land
6	54	utilitarian
6	55	solidified lava
6	56	hydrophilic sportsmen
6	57	medieval tower
6	58	mastodon skeleton

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I Like Keys: Basic Words for Children

Because the program allows you to type your own labels for the pictures, you need to tell it that you want to use keys for navigation and not for labeling. Use the key combination "Control" and "T" to toggle between allowing keystrokes for navigation and restricting keystrokes to entering text.

100 Basic Words & Wild, Woolly, Wonderful Critters!

Main Screens

→ (right arrow) go to the next word
← (left arrow) go to the previous word
↑ (up arrow) increase the sound volume
↓ (down arrow) decrease the sound volume

"Control" and "R" toggle between random and sequential
"Control" and "H" toggle between displaying/hiding the text
"Control" and "P" print the picture and homework

"Control" and "F" return to the main screen
"X" or "Q" exit, quit the program

"TAB" play the next sound

"R" record the word
"S" stop recording the word
"P" play back the word

"C" score the pronunciation as Imitative and Correct
"E" or "I" score the pronunciation as Imitative and Incorrect (error)
"Z" score the pronunciation as Spontaneous and Correct
"A" score the pronunciation as Spontaneous and Incorrect

Note: If the shortcut says "Control" and "key" then the "Control" key is acting like the shift key. Press the "Control" key and while holding it down, press the other key in the command.

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I Like Keys: Basic Words for Children

"1" play the sound (and display the text) for the word
"2" play the sound for "Parentese"
"3" play the sound for the question "What is it?"
"4" play the sound for the answer to "What is it?", e.g., "It's pajamas"
"5" play the sound for the phrase
"6" play the sound for a descriptive sentence with the target word
"7" play the sound for a functional sentence
"8" play the sound for the initial letter
"9" and "0"play the sound for "Your Text"

Results Screen
"F" return to the main screen
"M" return to the Main Screen
"?" go to the Help Screen
"H" go to the Help Screen

"P" print the results page
"Option" and "P" print the results page
"X" or "Q" exit, quit the program

Options Screen
"Option" and "R" toggle between random and sequential
"Option" and "H" toggle between displaying the word and hiding it
"Option" and "H" go to the Help Screen
"Control" and "F" exit the current game
"D" or RETURN return to main menu

Help Screen
"D" or RETURN return to main menu

Names Screen
TAB toggle between Names fields
RETURN record the names and return to main menu

LocuTour™
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I Like Keys: Basic Words for Children

And a One, Two, Three!

"1" move felt 1 down to the line
"2" move felt 2 down to the line
"3" move felt 3 down to the line
"4" move felt 4 down to the line
"5" move felt 5 down to the line
"6" move felt 6 down to the line
"0" move the felts back to their original positions
"A" Check **A**nswer
"L" Show Answer (put the felts on the **L**ine)
"W" play the sound for the **w**ord
"Y" play the sound for the s**y**llables
"D" scorethe pronunciation as **d**istorted
"Control" and "C" toggle between continuous and non-continuous play

ABC

The keys for *And a One, Two, Three* will work with *ABC*.