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COGNITIVE REHABILITATION

"It's a..." Bundle
Therapy for Expressive Naming Disorders

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"It's a..." Bundle: Therapy for
Expressive Naming Disorders

Have you ever had difficulty finding materials suitable for your patients with aphasia, especially those on either end of the continuum of language skills? The stimuli on this CD were chosen to cover the full range of expressive language impairment, from the most to the least impaired.

"It's a..." Bundle:

"It's a..."
Inside; Outside; At Work; At Play

Everyday objects found around the house, office, yard, garage, and in leisure activities are included in this section. The 100 words are mostly familiar but some unusual features of an object may be included to encourage further conversation. The objects include leisure items that can encourage retrieval of distant memories and newer, modern items for comparison to current objects found in the home.

Miscellaneous 1-25; 26-50; 51-75; 76-100

Sometimes the goal of therapy is to discuss a wide range of topics. *"Miscellaneous"* has numerous photographs of people engaged in various activities. The pictures were chosen to provide an opportunity to use specific verbs in conversation. There is a range of climates and locales to initiate conversation about weather and locations. The household objects and animals have some easy to name items and some more difficult ones. The backgrounds vary from a clean uncluttered background with the picture surrounded by white to the target item surrounded by the natural environment. This allows naming practice in both a simple and complex figure/ground background.

Fruits; Vegetables; Snacks; Meals; Las Comidas Típicas

Familiar food items are generally easy to name and have a high interest level. We all want to be able to choose our menu. The 125 pictures are placed in five categories. They are: fruits, vegetables, snacks, meals, and foods from Latin America, Mexico, and Spain. The photographs are arranged hierarchically from most familiar to least familiar.

Set 1; Set 2; Set 3; Mixed

The three "Set" buttons allow the clinician to choose client-specific groups of pictures. The "Mixed" button means that the computer will present the 325 pictures in the *"It's a..."* game in random order.

"It's a..." Animals
House; Ranch/Farm; Forest; Mountain; Desert; Insects; River/Lake; Ocean;
Africa; Jungle; Prairie/Grasslands; Tundra/Arctic

The most basic photographic and written stimuli are of animals around the house. There is a hierarchical progression through animals that live in the jungles, oceans, and other habitats of the world to the final (12th) category of animals on the tundra or those in arctic weather. The one category that is not by habitat is the *Insect* category, since insects are in all habitats! There are 120 animals to talk about.

You will undoubtedly notice that some animals could be located in more than one habitat. While it was difficult to make a final determination, we chose the 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; Mix All
This syllable segmentation game is a great tool for stimulating expressive language in clients with aphasia. The difficulty levels are easily controlled by choosing 1-6 syllables for expressive practice. The "Record and Play" feature allows clients to record their own speech, listen to it, and judge their intelligibility. Practicing the same stimuli day after day is rewarding for most adults with aphasia. They have reported how pleasant it is to practice choral speech production by chiming in when the computer is presenting the stimuli. There are 360 words to practice and each has a corresponding picture to help with recall and vocabulary stimulation. This is also an excellent activity for those clients with verbal apraxia.

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 that allows clients to listen to their productions of the sounds.

Who Needs this Bundle?
The games included in this bundle are intended for clients with weaknesses or dysfunctions in naming. The goal of therapy is to improve accuracy, fluency, and speed of word retrieval. It is appropriate for Rancho Levels III, V, VI, VII, VIII, and requires attention, discrimination, processing, and conceptualization of speech sounds, words, phrases, and sentences. Confrontation naming problems are common in patients with anterior lesions (Broca's aphasia) and individuals with language-learning disabilities. However, there seems to be no consensus as to the location in the brain that is responsible for, "naming" (Hegde 1994). In their book, *Conversations with Neil's Brain*, William Calvin, a neurophysiologist, and George Ojemann, a neurosurgeon, describe how they map the language areas of patients' brains before doing surgery for epilepsy. Concerning the areas for naming they say,

Many different patterns of naming areas are encountered in patients with left-brain dominance for language. In a few such patients, only frontal naming areas could be identified: apparently these patients have no posterior language areas, although their language seems normal. In a few other patients, only temporal naming areas are present: stimulating Broca's areas simply does not disrupt naming.

Why Work on Naming?
The treatment of naming difficulties is usually undertaken because an inability to name items affects fluency in conversational speech. It is true, however, that adults are infrequently asked, "What is it?" In this program, we will provide several types of cueing strategies. Different people respond differently to cueing strategies. Keep records to determine which combinations of strategies teach self-cueing behaviors. Use these strategies to establish carryover activities.

How Do You Work on Naming?
There are at least two processes involved. Getting the information in, i.e., "storage" and getting the information out, "retrieval." Naming tasks are usually of two types, *visual confrontation* and *responsive naming*. In visual confrontation the client is shown a picture of an object and is expected to name the object. If the visual stimulus does not elicit a response, an auditory or gestural stimulus can be provided to help with recall. It is presumed that the name of the item is logged into long term storage and the problem is one of retrieval. In responsive naming, the client responds to a characteristic of the object, "What do you eat with?" I prefer to use the structure words (color, size, shape, etc.) from the program, *Visualizing and Verbalizing for Language Comprehension and Thinking* (Bell 1991) or describe functional characteristics for cueing. "I use a hammer to pound a ...."

How Do You Develop Naming Strategies?

Several types of cueing strategies to facilitate word recall are: phonetic cues, associative-semantic class cues, sentence completion, melodic stress cueing, and multiple choice cueing (Wiig and Semel 1984).

The strategies of modeling, sentence completion, and initial sound cue are the ones I have chosen for inclusion on this CD. We have provided five other buttons to individualize this program for your clients. Hedge (1994) describes the following cueing hierarchies:

Modeling	What is this? It's a ...
Sentence completion	"You write with a ..."
Phonetic cues	".... starts with a p...."
Syllabic cues	tap out syllables "ta-ble-cloth"
Silent phonetic cues	Clinician begins to make the initial sound with articulators but without sound.
Functional description	"It is something you read..."
Description and demonstration of action	Client describes the stimuli for naming and cues self. "I use it to write with. It's a pen."
Client demonstrates the function of the item.	Gesture to cue the word.
Written cue	Client matches word to the item.
Spelled cue	Client spells word, then says the word.
Writing cue	Client writes the word, then says it.
Presentation of a sound to evoke a name	"meow"
Repeated trials	Client evokes the correct response through drill.

"It's a ..." Bundle:
Therapy for Expressive Naming Disorders
"It's a..."; "It's a..." Animals

Categories

Clinicians will find pictures in the following categories: (1) everyday objects found around the house, office, yard, garage, and in leisure activities; (2) a variety of pictures to stimulate conversation; (3) fruits, vegetables, snacks, meals, and Spanish food, and (4) animals in a variety of habitats including house, ranch/farm, forest, mountain, desert, river/lake, ocean, Africa, jungle, prairie/grasslands, and tundra/arctic. There is also an insect category.

Objective

The client will see a picture, hear it labelled, and record their imitation of the word, phrase, or sentence. They can tally whether the production was spontaneous or imitative and whether it was correct or incorrect. The user-definable buttons allow for more client-specific stimuli presentation and individualized objectives.

Monitoring and Self-Monitoring: The clinician 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 to record and listen to the client's production of the target. Alternate between the model and the client's recorded words. Stress the importance of the concept that, "Contrast aids perception." Listen for the similarities and differences between the two productions. Have the client monitor their own speech and determine accuracy using the *CI* buttons. Compare the client's perception of accuracy with your own. You may use the *CI* buttons each time the client says the target word to keep a running tally of accuracy.

Transfer activities can include writing on the homework sheets and recording new phrases and sentences for the target word. These recordings can be saved by selecting the "Save Recordings" feature in the Options screen.

Generalization can be practiced through 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.

How to Play

The clinician will assist the client in choosing a series of target words. The client will listen to each word as it is pronounced and try to replicate the sound. The client may listen to the word again by clicking on the *Word* button. Use the record button to record their voice. They may click on the *What?* button to listen and respond to a direct question. The client can use the *It's a...* button to listen, then copy the short sentence containing the target word. After listening carefully, the client can choose *It's a ___* and finish the sentence with the target word. Then the client will click on the *Sentence* button to hear the word used in a sentence. The client will repeat the sentence and may say another sentence using the word.

Response Options

Use the touchscreen or mouse to select the *Word*, *What?*, *It's a...*, *It's a ___*, or *Sentence*, button to hear the target word spoken. If keyboard entry is allowed, you may type the numbers 1, 2, 3, 4, or 5 and you will hear the sound corresponding to the Word (1), What is it? (2), etc. Use key combination "Control T" to toggle between allowing keyboard input and not allowing keyboard input.

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 the *I Like Keys* insert for more keyboard shortcuts.

Recording Options

To record your client's speech, click on one of the *Your Text* buttons and the *Record* button will turn red. Click on the red button to record your client's speech. Click on *Stop* to stop the recording. Play it back by clicking on the highlighted *Your Text* button.

Options	*Random/Sequential; Display the Words, Phrases, and Sentences/Hide the Words Phrases, and Sentences; Finish Speech/Interrupt Speech;* Uninterrupted play of stimuli is achieved by clicking on *Play each sound then go to the next picture.*
Options 2	The second page of options requires a password because quick little fingers can change your plans for therapy when you aren't looking. Type the password **Options**, in the space after "More Options: Enter Password"

Choose Picture Sets allows you to control which pictures are presented. You can create three ("It's a...") or four ("It's a..." Animals) picture sets that are saved from session to session, and 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 names for the sets. Highlight the name you want to change and type over it. 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 client, "John's Words", subject, "Animals", "Places", 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. Click on each picture you would like to include. There are 13 pages of pictures to choose from. 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 to the Game* 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 keep clients from exiting the game too soon. While you are playing the game, you can bypass the lock by typing the key combination "Control F". 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".

Choose First Speech Sound allows you to choose which stimuli you want presented first. If you have a client who 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 give just the initial sound cue. 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. The white boxes around the *Your Text* buttons indicate that the button text may be changed. Highlight the current label and type the label that you want to use.

Allow Keyboard Entry The program will allow you to type in your own labels for each picture. The default is to allow keyboard entry. If Keyboard Entry is allowed, then the keyboard shortcut keys are not active. While playing the game, 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.

Screens	445 Photographs
Game Results	By Picture Set: Number of Spontaneous Correct and Incorrect Productions, Number of Imitative Correct and Incorrect Productions, Number of Pictures Viewed, and Average Time per Screen
Rationale	If word retrieval is the task, it requires accurate storage of new information and precise, rapid, and fluent retrieval of any stored information. A speech task requires the ability to attend to a series of complex auditory stimuli, analyze the sound segments, and imitate these sounds in sequence. It requires auditory processing at the sound, syllable, phrase, and sentence levels with imitative or spontaneous expressive articulatory production.
Word Selection	The words chosen for *"It's a..."* are, for the most part, words familiar to most children and adults but there are several unusual and less familiar words included intentionally. The less familiar words can be used to assist with developing learning strategies for vocabulary building.

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Alternative Uses for the *"It's a..."* CD Program

Modifications of target words can be made easily which makes this game also appropriate for children and adults learning English as a second language. Clients with auditory processing dysfunction (APD), auditory conceptualization dysfunction, reading and spelling disorders, autism, stuttering, apraxia, dysarthria, aphasia, and speech containing circumlocutions, neologisms, and paraphasias may also benefit from this activity.

Auditory Processing Disorder

Recent research indicates that phonemic processing is critical to auditory processing of connected speech. This CD allows for auditory processing of speech sounds at the word and sentence levels. You could add phonemic (s - ea- l) or syllabic (ma - ri - na) processing by recording individual words and typing in the sounds and syllables using one of the user-defined sounds buttons. This slowing down and 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.

Literacy Development and Dyslexia

If no word has been recorded for a user-defined sounds button, click on it and the space for the word or phrase will be blank. Have the client type in a word or words for spelling practice. In small groups the others can read what has been typed. If the *Save Recordings* option is turned off, the word will be erased when they go to the next screen. *Transfer activity:* Use the homework pages to practice copying the word and spelling new sentences. If the *Save Recordings* option is turned on, the text the client types will be printed on the homework pages. If your clients copy the word from the computer screen to a word list, they are also developing shifting attention skills, visual perceptual, and motor sequencing skills.

Auditory Memory and Working Memory

Requiring *forward and backward repetition* of the words, phrases, and sentences can help those with short term memory problems as well as those with sustained and shifting attention difficulties. Use felt squares on the table to "anchor" the sounds in sequence. I have used this process of repetition to increase the amount of information a client can hold in working memory. The process of forward repetition can teach the compensatory strategy of "reauditorization." If you can develop your "internal tape recorder" you have a chance to replay and thus comprehend auditory information.

Aphasia Therapy

The pictures in this CD can be used to stimulate conversational speech, check auditory comprehension, and to practice repetition, naming, writing, and reading skills. Use the record features to make your own cueing strategies. The program is designed to present a speech model at the word, and sentence levels. You can always record your own, "It's a..." phrases, sentence completion, or phonemic cue sentences for individualized cueing. The record feature will allow several minutes of recording but will save the recording only if the *Save Recordings* option is selected.

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 the individual tell what could happen next. Clients 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 recording feature and played back to allow some processing of their own speech. You could track topic maintenance or appropriateness of responses.

Traumatic Brain Injury

The communication deficits related to TBI often include dysarthria, auditory and reading comprehension problems, anomia, and pragmatic language disorders. In a small group setting, the CD can be used to present a stimuli 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 can allow the clinician to present the same stimuli each day. As the client progresses, you can increase the variability for responses using the *Random* option. Repeating the word, phrases, and sentences forward and backward at a level in which your client is successful 85% of the time, will develop working memory, short-term memory skills, and mental flexibility. I always use felt squares to "anchor" the words.

Dysarthria and Apraxia

Auditory feedback is critical for self-monitoring of dysarthric speech. The pictures were chosen for familiarity and "picturability." The screen was designed to allow printed and/or auditory stimuli. A client with apraxia may prefer to have the words displayed and use the buttons for self-paced imitative speech practice. The client with dysarthria may choose to practice using the record feature to listen to their speech with the goal of improving intelligibility for phrases and sentences. Most clients can practice on their own or with an assistant. Use of the *CI* button will allow the client to keep track of their perception of the accuracy of reproduction of the stimulus. The comparison of *their* perception of intelligibility and *your* perception of intelligibility can be insightful when planning therapy goals.

Dialect

As for the way I talk, I was born in Pennsylvania, have lived in Ohio, Georgia, Maryland, Washington D.C., and five cities in California. I know my speech does not represent the entire country, but does approximate the "Newscaster's American Dialect." You are not limited to my way of pronouncing words and choosing sentences. You may use the five buttons below the prerecorded buttons to record your own words and sentences in a regional dialect or even a foreign language.

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" Es..." Comida
Frutas; Verduras; Meriendas; Comidas; Las Comidas Típicas; Mezcla
Usa para determinar siete grupos conservados

"It's a..." Food
Fruit; Vegetables; Snacks; Meals; Las Comidas Típicas; Mixed
Seven user-definable buttons for saving groups of pictures

Objective
The client will see a picture, hear it labelled, and record their imitation of the word, phrase, or sentence. They can tally whether the production was spontaneous or imitative and whether it was correct or incorrect. Seven user-definable buttons allow for more client-specific stimuli presentation and individualized objectives.

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

Transfer activities
These include writing on the homework sheets and recording new phrases and sentences for the target word. These recordings can be saved by selecting the "Save Recordings" feature in the *Opciones (Options)* screen.

Generalization
This can be practiced through 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 section for details.

How to Play
The clinician will assist the client in choosing a series of target words. The client will listen to the word as it is pronounced and try to replicate the sound. The client may listen to the word again by clicking on the *Palabra (Word)* button. Use the record button to record their voice. They may click on the *¿Que Vez? (What do you see?/ What is it?)* button to listen and respond to a direct question. The client can use the *Es un... (It's a...)* button to listen, then copy the short sentence containing the target word. After listening carefully, the client can choose *Es un___ (It's a ___)* and finish the sentence with the target word. Then the client will click on the *Oración (Sentence)* button to hear the word used in a sentence. The client will repeat the sentence and may say another sentence using the word.

Response Options
Use the touchscreen or mouse to select the *Word, What?*, *It's a...*, *It's a ___*, or *Sentence*, button to hear the target word spoken. If keyboard entry is allowed, you may type the numbers 1, 2, 3, 4, or 5 and you will hear the sound corresponding to the Word (1), What is it? (2), etc. Use key combination "Control T" to toggle between allowing keyboard input and not allowing keyboard input.
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 *Volumen (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 *Asistencía (Help)* screen. *X* allows a quick *exit* from the program. The *Imprimir (Print)* button allows you to print the picture on a homework page. Refer to the *Me Gustan las Teclas (I Like Keys)* insert for more keyboard shortcuts.

Recording Options
To record your client's speech, click on one of the *Su Texto (Your Text)* buttons and the *Grabar (Record)* button will turn red. Click on the red button to record your client's speech. Click on *(Parar) Stop* to stop the recording. Play it back by clicking on the highlighted *Su Texto (Your Text)* button.

Options   *Al Azar/Secuencia (Random/Sequential), Esconde las Palabras/Se Muestra las Palabras (Hide Words/Show Words), Terminar el Habla/Interrumpir el Habla (Finish Speech/Interrupt Speech)*. Uninterrupted play of each stimuli is achieved by clicking on *Toque cada sonido y sigue al próximo retrato (Play each sound then go to the next picture)*

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

Escoje Grupos de Retratos (Choose Picture Sets) allows you to control which pictures are presented. You can create seven picture sets that are saved from session to session, and name the sets to assist you in remembering which pictures were chosen. Click on the *Escoje Grupos de Retratos (Choose Picture Sets)* button to display a screen with selection buttons and the current name of each set. Highlight the name you want to change and type over it. 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 client, "John's Words", subject, "Animals", "Places", or objective, "pre-Tx", "post-Tx". Double-click on the button next to the set name or click on the *Escoje los Retratos (Choose Pictures)* button to choose which pictures belong to the selected set. Click on each picture you would like to include. When you have finished picking pictures for a set, click on the *Terminado (Finished)* button. This will return you to the screen with the set labels. Click on the *Regresa (Return to Game)* button to return to the *Opciones (Options)* screen.

Guarda las Grabaciones (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 *Guarda las Grabaciones Nuevas (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.

Encierre el Botón al Terminar (Lock Finish Button) allows you to keep kids from exiting the game too soon. While you are playing the game, you can bypass the lock by typing the key combination "Control F". 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".

Escoje el Primer Sonido (Choose First Speech Sound) allows you to choose which stimuli you want presented first. If you have a child who 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 give just the initial sound cue. 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 *Su Texto (Your Text*)buttons, the computer will not play any sound when that button is selected for the first speech sound. The white boxes around the *Your Text* buttons indicate that the button text may be changed. Highlight the current label and type the label that you want to use.

Permite Selección por Tecla (Allow Keyboard Entry) The program will allow you to type in your own labels for each picture. 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 five buttons each display 25 pictures in a category. The Mixed button displays all 125 pictures–randomly chosen. The *Grupo (Set)* buttons allow you to choose which of the 125 pictures you want to put in a special set. Use the *Opciones (Options)* screen to choose the pictures. (See *Options 2*).

Screens   125 Photographs

Game Results   Grupo de Retratos (By Picture Set): Cantidad de Producciónes Espontaneas/Imitado Correctas y Errores (Number of Spontaneous/Imitative Correct and Incorrect Productions), Cantidad de Retratos Vistos (Number of Pictures Viewed), y Tiempo Promedio (Average Time per Screen)

Rationale   If word retrieval is the task, it requires accurate storage of new information and precise, rapid, and fluent retrieval of any stored information. A speech task requires the ability to attend to a series of complex auditory stimuli, analyze the sound segments, and imitate these sounds in sequence. It requires auditory processing at the sound, syllable, phrase, and sentence levels with imitative or spontaneous expressive articulatory production.

"Es..." Animales

*Casa; Granjas/Fincas; Bosque; Montañas; Desierto; Insectos;
Río/Lago; Océano; África; Selva; Pradera; Tundra/Ártico; Usa para
Determinar Grupos Conservados*

"It's a..." Animals

*House; Ranch/Farm; Forest; Mountain; Desert; Insect;
River/Lake; Ocean; Africa; Jungle; Prairie/Grasslands; Tundra/Arctic;
Four User-Definable Buttons*

Objective	The client will see a picture, hear it labelled, and record their imitation of the word, phrase, or sentence. They can tally whether the production was spontaneous or imitative and whether it was correct or incorrect. Five user-definable buttons allow for more client-specific stimuli presentation and individualized objectives.
Monitoring and Self-Monitoring	The clinician can track spontaneous and imitative responses and whether these responses were correct or incorrect by clicking on *Espontáneo C* (or type *Z*), *Espontáneo I* (or type *A*), *Imitar C* (or type *C*), or *Imitar I* (type *I* or *E*). Use the "Record and Play" feature to record and listen to the client's production of the target. Alternate between the model and the client's recorded words. Stress the importance of the concept that, "Contrast aids perception." Listen for the similarities and differences between the two productions. Have the client monitor their own speech and determine accuracy using the *CI (Correcto/Incorrecto)* buttons. Compare the client's perception of accuracy with your own. You may use the *CI* buttons each time the client says the target word to keep a running tally of accuracy.
Transfer activities	These include writing on the homework sheets and recording new phrases and sentences for the target word. These recordings can be saved by selecting the "Save Recordings" feature in the *Opciones (Options)* screen.
Generalization	This can be practiced through 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 section for details.
How to Play	The clinician will assist the client in choosing a series of target words. The client will listen to the word as it is pronounced and try to replicate the sound. The client may listen to the word again by clicking on the *Palabra (Word)* button. Use the record button to record their voice. They may click on the *¿Que Vez? (What do you see?/ What is it?)* button to listen and respond to a direct question. The client can use the *Es un... (It's a...)* button to listen, then copy the short sentence containing the target word. After listening carefully, the client can choose *Es un___ (It's a ___)* and finish the sentence with the target word. Then the client will click on the *Oración (Sentence)* button to hear the word used in a sentence. The client will repeat the sentence and may say another sentence using the word.
Response Options	Use the touchscreen or mouse to select the *Word*, *What ?*, *It's a...*, *It's a ___*, or *Sentence*, button to hear the target word spoken. If keyboard entry is allowed, you may type the numbers 1, 2, 3, 4, or 5 and you will hear the sound corresponding to the Word (1), What is it? (2), etc. Use key combination "Control T" to toggle between allowing keyboard input and not allowing keyboard input. 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 *Volumen (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 *Asistencía (Help)* screen. *X* allows a quick *exit* from the program. The *Imprimir (Print)* button allows you to print the picture on a homework page. Refer to the *Me Gustan las Teclas (I Like Keys)* insert for more keyboard shortcuts.
Options	*Al Azar/Secuencia (Random/Sequential), Esconde las Palabras/Se Muestra las Palabras (Hide Words/Show Words), Terminar el Habla/Interrumpir el Habla (Finish Speech/Interrupt Speech.), Calidad de Sonido* Uninterrupted play of each stimuli is achieved by clicking on *Toque cada sonido y sigue al próximo retrato (Play each sound then go to the next picture)*

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Recording Options   To record your client's speech, click on one of the *Su Texto (Your Text)* buttons and the *Grabar (Record)* button will turn red. Click on the red button to record your client's speech. Click on *Parar (Stop)* to stop the recording. Play it back by clicking on the highlighted *Su Texto (Your Text)* button.

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

Escoje Grupos de Retratos (Choose Picture Sets) allows you to control which pictures are presented. You can create four picture sets that are saved from session to session, and name the sets to assist you in remembering which pictures were chosen. Click on the *Escoje Grupos de Retratos (Choose Picture Sets)* button to display a screen with selection buttons and the current name for each set. Highlight the name you want to change and type over it. 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 client, "John's Words", subject, "Animals", "Places", or objective, "pre-Tx", "post-Tx". Double-click on the button next to the set name or click on the *Escoje los Retratos (Choose Pictures)* button to choose which pictures belong to the selected set. Click on each picture you would like to include. When you have finished picking pictures for a set, click on the *Terminado (Finished)* button. This will return you to the screen with the set labels. Click on the *Regresa (Return to Game)* button to return to the *Opciones (Options)* screen.

Guarda las Grabaciones (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 *Guarda las Grabaciones Nuevas (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.

Encierre el Botón al Terminar (Lock Finish Button) allows you to keep kids from exiting the game too soon. While you are playing the game, you can bypass the lock by typing the key combination "Control F". 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".

Escoje el Primer Sonido (Choose First Speech Sound) allows you to choose which stimuli you want presented first. If you have a child who 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 give just the initial sound cue. 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 *Su Texto (Your Text)* buttons, the computer will not play any sound when that button is selected for the first speech sound. The white boxes around the *Your Text* buttons indicate that the button text may be changed. Highlight the current label and type the label that you want to use.

Permite Selección por Tecla (Allow Keyboard Entry) The program will allow you to type in your own labels for each picture. 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   Twelve of the buttons on the main screen are permanently set to display specific pictures. The twelve buttons each display 10 pictures in a category. The Mixed button displays all 120 pictures–randomly chosen. The *Grupo (Set)* button allows you to choose which of the 120 pictures you want to put in a special set. Use the Option screen to choose the pictures. It is possible to label *Your Set* 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**.

Screens   120 Photographs

Game Results   Grupo de Retratos (By Picture Set): Cantidad de Producciónes Espontaneas/Imitado Correctas y Errores (Number of Spontaneous/Imitative Correct and Incorrect Productions), Cantidad de Retratos Vistos (Number of Pictures Viewed), y Tiempo Promedio (Average Time per Screen)

Rationale   If word retrieval is the task, it requires accurate storage of new information and precise, rapid, and fluent retrieval of any stored information. A speech task requires the ability to attend to a series of complex auditory stimuli, analyze the sound segments, and imitate these sounds in sequence. It requires auditory processing at the sound, syllable, phrase, and sentence levels with imitative or spontaneous expressive articulatory production.

Alternative Uses for the *"Es..." Todo* CD Program

Modifications of target words can be made easily which makes this game also appropriate for children and adults learning English or Spanish as a second language. Clients with auditory processing dysfunction (APD), auditory conceptualization dysfunction, reading and spelling disorders, autism, stuttering, apraxia, dysarthria, aphasia, and speech containing circumlocutions, neologisms, and paraphasias may also benefit from this activity.

Auditory Processing Disorder

Recent research indicates that phonemic processing is critical to auditory processing of connected speech. This CD allows for auditory processing of speech sounds at the word and sentence levels. You could add phonemic (s - ea- l) or syllabic (ma - ri - na) processing by recording individual words and typing in the sounds and syllables using one of the user-defined sounds buttons. This slowing down and 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.

Literacy Development and Dyslexia

If no word has been recorded for a user-defined sounds button, click on it and the space for the word or phrase will be blank. Have the client type in a word or words for spelling practice. In small groups the others can read what has been typed. If the *Save Recordings* option is turned off, the word will be erased when they go to the next screen. *Transfer activity:* Use the homework pages to practice copying the word and spelling new sentences. If the *Save Recordings* option is turned on, the text the client types will be printed on the homework pages. If your clients copy the word from the computer screen to a word list, they are also developing shifting attention skills, visual perceptual and motor sequencing skills.

Auditory Memory and Working Memory

Requiring **forward and backward repetition** of the words, phrases, and sentences can help those with short term memory problems as well as those with sustained and shifting attention difficulties. Use felts on the table to "anchor" the sounds in sequence. I have used this process of repetition to increase the amount of information a client can hold in working memory. The process of forward repetition can teach the compensatory strategy of "reauditorization." If you can develop your "internal tape recorder" you have a second chance to replay and thus comprehend auditory information.

Aphasia Therapy

The pictures in this CD can be used to stimulate conversational speech, check auditory comprehension, and to practice repetition, naming, writing, and reading skills. Use the record features to make your own cueing strategies. The program is designed to present a speech model at the word, and sentence levels. You can always record your own, "It's a..." phrases, sentence completion, or phonemic cue sentences for individualized cueing. The record feature will allow several minutes of recording but will save the recording only if the *Save Recordings* option is selected.

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 the individual tell what could happen next. Clients 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 recording feature and played back to allow some processing of their own speech. You could track topic maintenance, or appropriateness of responses.

Traumatic Brain Injury

The communication deficits related to TBI often include dysarthria, auditory and reading comprehension problems, anomia, and pragmatic language disorders. In a small group setting, the CD can be used to present a stimuli 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 can allow the clinician to present the same stimuli each day. As the client progresses, you can increase the variability for responses using the *Random* option. Repeating the word, phrases, and sentences forward and backward at a level in which your client is successful 85% of the time, will develop working memory, short-term memory skills, and mental flexibility. I always use felt squares to "anchor" the words.

Dysarthria and Apraxia

Auditory feedback is critical for self-monitoring of dysarthric speech. The pictures were chosen for familiarity and "picturability." The screen was designed to allow printed and/or auditory stimuli. A client with apraxia may prefer to have the words displayed and use the buttons for self-paced imitative speech practice. The client with dysarthria may choose to practice using the record feature to listen to their speech with the goal of improving intelligibility for phrases and sentences. Most clients can practice on their own or with an assistant. Use of the *CI* button will allow the client to keep track of their perception of the accuracy of reproduction of the stimulus. The comparison of *their* perception of intelligibility and *your* perception of intelligibility can be insightful when planning therapy goals.

Dialect

We attempted to have a "global" translation of Spanish. When we had to make a choice between words we picked the word that was listed first in the dictionary or one that was the most consistent with the syllabification rule or phoneme choice for that game. Our speakers hail from South America and Mexico and tried to use a nonspecific dialect so the recorded speech could be easily understood. Since this program is designed for speech and language therapy, sometimes the speech was deliberately slowed down or exaggerated. We have found that this change in speech helps some individuals process the language more easily.

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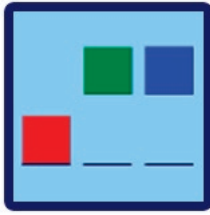
And a One, Two, Three
One Syllable; Two Syllables; Three Syllables; Four Syllables;
Five Syllables; Six Syllables; 1-3 Syllables; 4-6 Syllables;
Mix All

Objective
The client will indicate the number of syllables for an auditorially presented word or 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 *Syllables* 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 *Syllables* button again and this time, the client 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 client can always pull down the colored squares, then click on *Syllables* to recheck 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. The computer will play 20 pictures, then return to the menu screen. If you would like to continue at the same level with picture # 21 click on the small highlighted button. If you click on the big button with the game name, you will start over with picture #1. 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/Stay on Same 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
In order to score, the communication partner will need to click on one of the scoring buttons, C, D, or I. 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 *CD* scoring.

The computer keeps track of the number of times you indicated that theword 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.

To Save Your Clinical Log Notes After you have written your session notes, click on *Save Log*. When the white dialog box comes up, save to the desktop. Change the Save As title if you want to. Click on *Save*. The computer will save the results and the session notes.

Rationale This task is intended for clients in Rancho Level VII and above as it 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 clients 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 (e.g. For the word, "felt" the felt 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 clients tell what could happen next. The clients 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.

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 client 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 client 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 client with apraxia may prefer to have the words displayed and use the *Word* and *Syllables* buttons for self-paced imitative speech practice. The client with dysarthria may choose to practice k/g sounds in words to improve intelligibility for phrases and sentences. Most clients can practice on their own or with an assistant. Use of the *CDI* button will allow the client 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.

LocuTour® MULTIMEDIA

ABC

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

Objective	The client will repeat letter names or letter sounds after the voice stimulus. The IPA symbols are for the clinician.
How to Play	The client 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 client or clinician can determine if the client'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 client's production of the target. Alternate between the model and the client'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 client monitor their own speech and determine accuracy using the *CDI* button. Compare the client's perception of accuracy with your own. You may use the *CDI* button each time the client 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 (56), Lowercase/Uppercase Names (52), Alphabet in sequence (18), IPA (36).
Scoring	The computer keeps track of the number of times you indicated that the word was said correctly, distorted, or incorrectly over the total number of attempts at producing the word. You must click on the C (correct), D (Distorted), or I (Incorrect) buttons to score the client's response.
Game Results	By Trial: Category, % Correct (C), % Distorted (D), and % Incorrect (I), and Average Time.
Rationale	This task is intended for students in Rancho Levels VII and above and requires the ability to attend to an auditory stimulus. This task is designed to prepare the student 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 and adults 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.

"It's a..." Stimuli List--Everyday Objects

Inside

01 dog
The dog waits patiently for someone to come home.

02 cat
This cat is black and white.

03 cookie
The chocolate chip cookie is crunchy.

04 toothbrush
Use a toothbrush every day for healthy teeth.

05 rabbit
The fur on a rabbit is very soft.

06 eggs
Please pick up a dozen eggs on your way home.

07 chair
The chair has arms and legs.

08 comb
A comb can fit in your pocket.

09 glasses
I wear glasses to help me read.

10 goldfish
A goldfish swims around in the bowl.

11 video
It's fun to watch movies on video.

12 catsup and mustard
Catsup and mustard are condiments.

13 pretzel
A pretzel has salt on top.

14 TV and VCR
This TV can also play tapes in the VCR.

15 CD
Most people call a compact disc a CD.

16 bag of groceries
Put the bag of groceries on the counter.

17 mask
This mask is carved from wood.

18 remote controls
The remote controls change the channels on the TV.

19 medication
Keep medication away from children.

20 speakers
Music is played through the speakers.

21 teapot
The tea has been steeping in the teapot.

22 audio cassette
My favorite music is on audio cassette.

23 globe
The continents are shown on the globe.

24 utensils
A fork, knife, and spoon are called utensils.

25 abacus
An abacus is a Chinese counting machine.

Outside

01 mat
Wipe your feet on the mat at the front door.

02 flag
The American flag has stars and stripes.

03 mailbox
My letter carrier puts mail in the mailbox.

04 trash can
Garbage goes in the trash can.

05 stop sign
The stop sign has eight sides.

06 sunglasses
Wear sunglasses to protect your eyes.

07 dog bone
Where will he hide his dog bone?

08 wood
This wood will be used in a fireplace.

09 shopping cart
Grab a shopping cart before going into the store.

"It's a..." Stimuli List--Everyday Objects

10   stoplight
A yellow stoplight means caution.

11   umbrella
It is dry under the umbrella.

12   brick
A brick is heavy.

13   nest
The nest has three blue eggs.

14   seashell
The inside of the seashell has chambers.

15   pine cone
A pine cone has many seeds.

16   lawn chair
On a sunny day I sit in my lawn chair.

17   piñata
The piñata is full of candy.

18   lantern
Please pack the lantern for our camping trip.

19   package
The package was wrapped in brown paper.

20   one-way sign
It is important to see a one-way sign.

21   detour sign
The detour sign directs you away from a hazard.

22   traffic barrier
The traffic barrier warns of a closure.

23   sundial
The sundial tells time by the sun.

24   snowshoes
Use snowshoes to walk on snow.
25   decoy
This decoy makes a nice decoration.

At Work
01   slow sign
Drive slower when you see the slow sign.

02   telephone
Please answer the telephone.

03   camera
A photographer uses a camera.

04   lunch box
Fruit, sandwich, and a drink go in the lunch box.

05   newspapers
Recycle the newspapers on Thursday.

06   gloves
Work gloves protect your hands.

07   sponge
I scrub with a sponge.

08   clipboard
Coaches often use a clipboard.

09   briefcase
Carry work papers in a briefcase.

10   tape measure
I used the tape measure to measure the room.

11   computer
The computer can be used for work or fun.

12   appointment book
Use an appointment book for scheduling.

13   filing cabinet
Filing cabinets keep the office organized.

14   address file
Keep the address file up to date.

15   skeleton
The doctor's office has a skeleton.

16   charts
Doctors and nurses write in the medical charts.

17   movie camera
The movie camera was used on the set.

18   hard hat
A hard hat protects you from injury.

"It's a..." Stimuli List--Everyday Objects

19   wheelbarrow
You can carry a heavy load in a wheelbarrow.

20   wire
The wire was wrapped for storage.

21   phone jack
The phone plugs into the phone jack.

22   change-maker
The concessionaire had a change-maker.

23   fax machine
Use the fax machine to send information quickly.

24   wood planer
Use the wood planer to shave wood.

25   microscope
Scientists look at organisms through a microscope.

At Play
01   ball
My ball bounces.

02   bicycle
A bicycle has two wheels.

03   yo-yo
Make the yo-yo go up and down.

04   robot
I wish the robot could do my homework.

05   marbles
Would you like to play a game of marbles?

06   baseball
Have you ever played baseball?

07   football
Can you show me how to throw a football?

08   basketball
It is possible to score many points in basketball.

09   bowling ball
A bowling ball rolls down the alley.

10   mitt
Get your mitt and ball before the baseball game.

11   goggles
Swim goggles protect your eyes in the pool.

12   soccer ball
Run and kick the soccer ball.

13   guitar
The guitar has a beautiful sound.

14   stereo
I like to relax and listen to the stereo.

15   video camera
The video camera captured her first steps.

16   dice
Roll the dice on your turn.

17   bugle
The bugle sound woke us up early in the morning.

18   life jacket
A life jacket keeps your head above water.

19   canteen
Be sure to take a canteen full of water.

20   dart board
A bull's eye is the center of the dart board.

21   harmonica
Inhale and exhale to play the harmonica.

22   chess board
The chess board is set up for a game.

23   paddle
Use a ping pong paddle and ball for table tennis.

24   binoculars
Binoculars are great for bird watching.

25   backgammon
Do you know how to play backgammon?

"It's a..." Stimuli List--Miscellaneous

Group 1

01   bear
It's a bear.
It's a b _ _ _.
The bear is in the woods.

02   billy goat
It's a billy goat.
It's a b _ _ _ _ _ _ _ _.
The billy goat has a long beard.

03   bison
It's a bison.
It's a b _ _ _ _.
The bison is eating grass.

04   bulldog
It's a bulldog.
It's a b _ _ _ _ _ _.
The bulldog has many wrinkles.

05   camel
It's a camel.
It's a c _ _ _ _.
This camel has two humps.

06   cheetah
It's a cheetah.
It's a ch _ _ _ _ _.
The cheetah has many spots.

07   donkey
It's a donkey.
It's a d _ _ _ _ _.
A donkey says, "Hee, haw."

08   duck
It's a duck.
It's a d _ _ _.
This duck has beautiful feathers.

09   elephant seal
It's an elephant seal.
It's an el _ _ _ _ _ _ _ _ _ _.
The elephant seal is in the warm sun.

10   fish
It's a fish.
It's a f _ _ _.
The fish lives in the ocean.

11   giraffe
It's a giraffe.
It's a g _ _ _ _ _ _.
The giraffe has a very long neck.

12   gorilla
It's a gorilla.
It's a g _ _ _ _ _ _.
The mother gorilla is holding her baby.

13   herd
It's a herd.
It's a h _ _ _.
There are many gazelles in this herd.

14   hippo
It's a hippo.
It's a h _ _ _ _.
The hippo is coming out of the water.

15   lamb
It's a lamb.
It's a l _ _ _.
The lamb is sleeping.

16   monkey
It's a monkey.
It's a m _ _ _ _ _.
The monkey is looking at his foot.

17   orangutan
It's an orangutan.
It's an o _ _ _ _ _ _ _ _.
The orangutan has long hair.

18   sea otter
It's a sea otter.
It's a s _ _ _ _ _ _ _.
The furry sea otter floats on his back.

19   panda
It's a panda.
It's a p _ _ _ _.
The panda's fur is black and white.

20   parrot
It's a parrot.
It's a p _ _ _ _ _.
The parrot has bright yellow feathers.

"It's a..." Stimuli List--Miscellaneous

21   pig
It's a pig.
It's a p _ _.
The pig is very fat.

22   porcupine
It's a porcupine.
It's a p _ _ _ _ _ _ _ _.
A porcupine has many quills.

23   rabbit
It's a rabbit.
It's a r _ _ _ _ _.
The rabbit has very long ears.

24   rhino
It's a rhino.
It's a r _ _ _ _.
The rhino has a sharp horn on its nose.

25   sea turtle
It's a sea turtle.
It's a s _ _ _ _ _ _ _ _.
A sea turtle has a hard shell.

Group 2
01   seal
It's a seal.
It's a s _ _ _.
A seal barks, "Ark, ark."

02   snail
It's a snail.
It's a sn _ _ _.
A snail lives in its shell.

03   snake
It's a snake.
It's a sn _ _ _.
This snake is coiled.

04   sea star
It's a sea star.
It's a s _ _ _ _ _ _.
The sea star has five arms.

05   whale
It's a whale.
It's a wh _ _ _.
The large whale is jumping out of the water.

06   zebra
It's a zebra.
It's a z _ _ _ _.
This is a young zebra.

07   group
It's a group.
It's a gr _ _ _.
The group will be going on a boat.

08   couple
It's a couple.
It's a c _ _ _ _ _.
They are a singing couple.

09   outing
It's an outing.
It's an ou _ _ _ _.
The children are on an outing.

10   man
It's a man.
It's a m _ _.
The man is carving the watermelon.

11   baby
It's a baby.
It's a b _ _ _.
The baby is one day old.

12   trio
It's a trio.
It's a tr _ _.
The three girls are a trio.

13   boy
It's a boy.
It's a b _ _.
The happy boy is out of school.

14   girl
It's a girl.
It's a g _ _ _.
This girl can swing the hula hoops!

15   father and daughter
It's a father and daughter.
It's a f _ _ _ _ _ and _ _ _ _ _ _ _ _.
The father is holding his daughter.

"It's a..." Stimuli List--Miscellaneous

16   ranger
It's a ranger.
It's a r _ _ _ _ _.
The ranger is showing the map.

17   desert
It's a desert.
It's a d _ _ _ _ _.
The desert is very dry.

18   village
It's a village.
It's a v _ _ _ _ _ _.
This village is in Africa.

19   dining room
It's a dining room.
It's a d _ _ _ _ _ _ _ _ _.
This is a fancy dining room.

20   crosswalk
It's a crosswalk.
It's a cr _ _ _ _ _ _ _.
The people are in the crosswalk.

21   city
It's a city.
It's a c _ _ _.
This city has many tall buildings.

22   carnival
It's a carnival.
It's a c _ _ _ _ _ _ _.
You can win prizes at the carnival.

23   cemetery
It's a cemetery.
It's a c _ _ _ _ _ _ _.
The soldiers were buried in the cemetery.

24   meadow
It's a meadow.
It's a m _ _ _ _ _.
It is peaceful on the grassy meadow.

25   marina
It's a marina.
It's a m _ _ _ _ _.
The marina is beside the ocean.

Group 3

01   longhouse
It's a longhouse.
It's a l _ _ _ _ _ _ _ _.
A longhouse is made of bark and sticks.

02   mountain
It's a mountain.
It's a m _ _ _ _ _ _ _.
The mountain is rocky.

03   cave
It's a cave.
It's a c _ _ _.
It is dark in the cave.

04   tar pit
It's a tar pit.
It's a t _ _ _ _ _.
Animals got stuck in the tar pit.

05   sunset
It's a sunset.
It's a s _ _ _ _ _.
It is a golden sunset.

06   living room
It's a living room.
It's a l _ _ _ _ _ _ _ _ _.
There is a rug in the living room.

07   house
It's a house.
It's a h _ _ _ _.
This house has many windows.

08   flower
It's a flower.
It's a fl _ _ _ _.
This flower has yellow petals.

09   window
It's a window.
It's a w _ _ _ _ _.
The shutters can protect the window.

10   Ferris wheel
It's a Ferris wheel.
It's a F _ _ _ _ _ _ _ _ _ _.
The Ferris wheel is at the park.

"It's a..." Stimuli List--Miscellaneous

11   hut
It's a hut.
It's a h _ _.
The hut is made of sticks.

12   phone booth
It's a phone booth.
It's a ph _ _ _ _ _ _ _ _.
That phone booth is painted red.

13   shadow
It's a shadow.
It's a sh _ _ _ _.
Her shadow is dark.

14   cactus
It's a cactus.
It's a c _ _ _ _ _.
The cactus flower is red.

15   lily pad
It's a lily pad.
It's a l _ _ _ _ _ _.
The lily pad floats on the water.

16   flower
It's a flower.
It's a fl _ _ _ _.
A flower smells nice.

17   sign
It's a sign.
It's a s _ _ _.
He is holding the stop sign.

18   parade
It's a parade.
It's a p _ _ _ _ _.
The drummer is marching in the parade.

19   playground
It's a playground.
It's a pl _ _ _ _ _ _ _ _.
He is swinging at the playground.

20   plane
It's a plane.
It's a pl _ _ _.
The plane is in the air.

21   helicopter
It's a helicopter.
It's a h _ _ _ _ _ _ _ _ _.
The helicopter can hover.

22   ambulance
It's an ambulance.
It's an am _ _ _ _ _ _ _.
The ambulance is rushing to the emergency.

23   street cleaner
It's a street cleaner.
It's a str _ _ _ _ _ _ _ _ _.
The street cleaner sweeps the streets.

24   monster truck
It's a monster truck.
It's a m _ _ _ _ _ _ _ _ _ _.
The monster truck has huge wheels.

25   boat
It's a boat.
It's a b _ _ _.
The fisherman is on the boat.

Group 4
01   splashing
It's a girl splashing.
It's a girl spl _ _ _ _ _ _.
She is splashing in the puddle.

02   talking
It's a boy talking.
It's a boy t _ _ _ _ _ _.
He is talking to his friend.

03   cutting
It's a woman cutting.
It's a woman c _ _ _ _ _ _.
She is cutting his hair.

04   yawning
It's a dog yawning.
It's a dog y _ _ _ _ _ _.
She is yawning.

05   drinking
It's a boy drinking.
It's a boy dr _ _ _ _ _ _.
He is drinking juice.

"It's a..." Stimuli List--Miscellaneous

06   digging
It's a boy digging.
It's a boy d _ _ _ _ _ _.
He is digging in the sand.

07   walking
It's a family walking.
It's a family w _ _ _ _ _ _.
They are walking.

08   patting
It's a girl patting.
It's a girl p _ _ _ _ _ _.
She is patting sand.

09   dropping rocks
It's a girl dropping rocks.
It's a girl dr _ _ _ _ _ _.
She is dropping rocks.

10   eating
It's a group of girls eating.
It's a group of girls ea _ _ _ _.
They are eating.

11   running
It's a man running.
It's a man r _ _ _ _ _ _.
He is running around the track.

12   hitting
It's a girl hitting.
It's a girl h _ _ _ _ _ _.
She will be hitting the ball.

13   learning
It's a boy learning to carve.
It's a boy l _ _ _ _ _ _ _ to carve.
He is learning from the man.

14   playing
It's a soccer team playing.
It's a soccer team pl _ _ _ _ _.
They are playing on the field.

15   wondering
It's a girl wondering.
It's a girl w _ _ _ _ _ _ _ _.
She was wondering, "Why do we have big toes?"

16   surfing
It's a man surfing.
It's a man s _ _ _ _ _ _.
He is surfing on the wave.

17   waiting
It's a teenager waiting.
It's a teenager w _ _ _ _ _ _.
She is waiting to hit the ball.

18   drumming
It's a drumming team.
It's a dr _ _ _ _ _ _ team.
They are drumming on congas.

19   winter
It's a winter day.
It's a w _ _ _ _ _ day.
It is cold in the winter.

20   spring
It's a spring day.
It's a spr _ _ _ day.
Spring days can be cloudy.

21   summer
It's a summer day.
It's a s _ _ _ _ _ day.
They rode horses one summer day.

22   fall
It's a fall day.
It's a f _ _ _ day.
The dog is hiding in the fall leaves.

23   foggy
It's a foggy day.
It's a f _ _ _ _ day.
It is foggy at the top of the mountain.

24   rainy
It's a rainy day.
It's a r _ _ _ _ day.
Everyone gets wet on a rainy day.

25   snowy
It's a snowy day.
It's a sn _ _ _ day.
It is quiet on a snowy day.

"It's a..." Stimuli List--Food

Fruit

1   bananas
Bananas are fun to peel.

2   red apple
My red apple is crunchy.

3   orange
I see a juicy orange.

4   green apple
I'd like a green apple, please.

5   green grapes
The green grapes are on a stem.

6   peaches
Peaches are fuzzy.

7   watermelon
This watermelon has many seeds inside.

8   strawberry
A strawberry has tiny seeds on the outside.

9   lemon
The lemon tastes very sour.

10   pear
This pear is golden brown.

11   red grapes
These red grapes are in a bunch.

12   plum
I would like a plum in my lunch.

13   pineapple
Don't eat the outside of the pineapple.

14   cherries
The cherries have small pits inside.

15   lime
There are three slices of lime.

16   blueberries
Blueberries taste good in pie.

17   cantaloupe
I like cantaloupe for breakfast.

18   grapefruit
Grapefruit is divided into many sections.

19   raspberry
The raspberry is used in sauces and jams.

20   coconut
The coconut grows on a palm tree.

21   apricot
The apricot is related to the peach.

22   kiwi
Kiwi is an unusual fruit.

23   papaya
The papaya is oblong.

24   mangoes
Mangoes are a tropical fruit.

25   pomegranate
You can eat the seeds of the pomegranate.

Vegetables

1   carrots
The carrots are long and orange.

2   corn
These are ears of corn.

3   potatoes
Potatoes grow in the ground.

4   lettuce
I like lettuce in my salad.

5   tomato
I like tomato on my sandwich.

6   beans
There are many kinds of beans.

7   peas
The peas are found in the pod.

8   mushroom
Mushroom slices are good on pizza.

9   pumpkin
I like to carve a pumpkin on Halloween.

"It's a..." Stimuli List--Food

10 broccoli
The broccoli is green and crunchy.

11 pickles
Dill pickles are my favorite snack.

12 cucumber
The cucumber seeds can be eaten.

13 olives
Green olives have pimientos inside.

14 green peppers
Sliced green peppers are yummy.

15 avocado
The avocado has a large brown seed.

16 red pepper
The red pepper is sweet.

17 cauliflower
I like to eat raw cauliflower.

18 string beans
These string beans are long and thin.

19 hot peppers
These hot peppers are multicolored.

20 red onion
The red onion has a thin outer skin.

21 radish
The radish is a root.

22 asparagus
The asparagus is tied in a bundle.

23 eggplant
The eggplant is purple and smooth.

24 artichoke
I like to eat artichoke hearts.

25 brussels sprouts
Fresh brussels sprouts taste good steamed.

Snacks
1 cookies
I like gingerbread cookies.

2 milk
Milk is in the glass.

3 water
We need to drink a lot of water.

4 candy
I love chocolate candies.

5 cheese
Cheese is made from milk.

6 potato chips
Potato chips are made from potatoes.

7 french fries
I dip my french fries in catsup.

8 cup of coffee
The cup of fresh coffee is hot.

9 popcorn
I like popcorn with butter and salt.

10 apple juice
Apple juice is cold and sweet.

11 orange juice
I drink fresh orange juice.

12 muffin
The muffin has sliced almonds on top.

13 cake
The cake has a sweet raspberry sauce.

14 donuts
It's a treat to eat donuts for breakfast.

15 bagels
Do you eat bagels?

16 nuts
Which nuts are walnuts and which nuts are hazelnuts?

17 peanut
The peanut shell is rough and curvy.

18 lemonade
Lemonade is refreshing on a hot day.

"It's a..." Stimuli List--Food

19   chocolate sundae
A chocolate sundae is my favorite dessert.

20   loaves of bread
A bakery has many loaves of bread.

21   fruit cup
A fruit cup is a delicious dessert.

22   custard
This creamy custard is called "flan".

23   sherbert
Sherbert is a frozen dessert.

24   pie a la mode
Pie a la mode means "ice cream on top".

25   pastry
This pastry has a flaky crust.

Meals
1   cereal
I eat cereal for breakfast.

2   toast
Toast is warm and crunchy.

3   hamburger
A hamburger is made of beef.

4   hot dog
I like to eat a hot dog with mustard.

5   pizza
The pizza has lots of toppings.

6   sandwich
I can make a cheese sandwich.

7   waffles
I like waffles with blueberries.

8   macaroni and cheese
The macaroni and cheese is ready.

9   soup
Soup is good for you.

10   taco
The taco has lettuce and cheese.

11   bacon and eggs
I sometimes eat bacon and eggs in the morning.

12   baked potato
The baked potato has foil around it.

13   salad
I like a green salad for dinner.

14   pasta
Pasta is good with red sauce.

15   steak
This steak is not well done.

16   fish
This cooked fish is served with fruit.

17   lasagna
Lasagna has cheese, sauce, and pasta.

18   frozen dinner
A frozen dinner is easy to make.

19   lobster
The lobster comes from the ocean.

20   baked ham
The baked ham is topped with pineapple rings.

21   shrimp
Only eat the soft part of the shrimp.

22   crabs
The crab meat is under the hard shell.

23   quesadilla
The quesadilla is filled with cheese.

24   clams
These clam shells decorate the pasta dish.

25   omelet
You would be full if you ate this omelet!

"It's a..." Stimuli List--Food

Las Comidas Típicas

01   rice
Rice can be tricky to cook.

02   burrito
The beans and cheese are rolled into a burrito.

03   tamale
The corn tamale was wrapped in a corn husk.

04   enchiladas
The enchiladas have cheese inside and on top.

05   fajitas
You make fajitas with chicken, onions, and peppers.

06   refried beans
Refried beans taste good with salsa and chips.

07   black beans
Cooked black beans are soft.

08   tortillas
Warm a tortilla and spread it with butter.

09   menudo
Many people eat menudo for lunch.

10   sausage
Sausage is chopped up for a breakfast burrito.

11   fish salad
In Perú every restaurant serves the fish salad, cebiche.

12   meatball soup
I eat meatball soup before my meal.

13   cactus
The cactus plant can be cooked.

14   hot peppers
Hot peppers are used to spice up a meal.

15   garlic
Garlic is an herb made up of many bulbs.

16   green tomatoes
You can make salsa with green tomatoes.

17   jícama
Thin slices of jícama are tasty on a salad.

18   coriander
Coriander is a green leafy herb.

19   sweet potato
The sweet potato is orange inside.

20   squash
A squash can be baked or broiled.

21   fritter
This fritter is fried and sprinkled with cinnamon and sugar.

22   taquitos
The small rolled taquitos are deep fried.

23   salsa and chips
I enjoy salsa and chips.

24   horchata
Horchata is a sweet, nutty drink and is served cold.

25   fruit burrito
The fruit burrito is filled with blueberries.

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"It's a..." Stimuli List--Animals

House Habitat

01   dog
It's a dog.
It's a... d _ _.
A dog is a loyal companion.

02   cat
It's a cat.
It's a... c _ _.
A cat can meow and purr.

03   rabbit
It's a rabbit.
It's a... r _ _ _ _ _.
A soft fluffy rabbit is fun to pet.

04   guinea pig
It's a guinea pig.
It's a... g _ _ _ _ _ _ _ _.
This furry guinea pig has many colors.

05   hamster
It's a hamster.
It's a... h _ _ _ _ _ _.
This furry hamster is cute.

06   mouse
It's a mouse.
It's a... m _ _ _ _.
This mouse is a pet.

07   bird
It's a bird.
It's a... b _ _ _.
This bird's name is Emily.

08   fish
It's fish.
It's a... f _ _ _.
The two fish are swimming.

09   lizard
It's a lizard.
It's a... l _ _ _ _ _.
The lizard has a black and green tail.

10   snake
It's a snake.
It's a... s _ _ _ _.
A snake has smooth shiny scales.

Ranch/Farm Habitat

01   puppies
It's puppies.
It's... p _ _ _ _ _ _.
The puppies are waiting for their mother.

02   cat
It's a cat.
It's a... c _ _.
The coat on this cat is striped and fluffy.

03   cow
It's a cow.
It's a... c _ _.
Find the udder on this cow.

04   pig
It's a pig.
It's a... p _ _.
The pig has rolled in the mud to keep cool.

05   horse
It's a horse.
It's a... h _ _ _ _.
The mother horse is next to her foal.

06   sheep
It's sheep.
It's... sh _ _ _.
The herd of sheep moves through the grass.

07   chicken
It's a chicken.
It's a... ch _ _ _ _ _.
A chicken must protect her chicks.

08   goat
It's a goat.
It's a... g _ _ _.
The horns on this goat curve backward.

09   duck
It's ducks.
It's a... d _ _ _.
This duck has an orange beak.

10   rooster
It's a rooster.
It's a... r _ _ _ _ _ _.
The rooster has a red comb and wattle.

"It's a..." Stimuli List--Animals

Forest Habitat

01   bird
It's a bird.
It's a b _ _ _.
The bird is perched on the branch.

02   wolf
It's a wolf.
It's a w _ _ _.
A howling wolf is a mournful sound.

03   cardinal
It's a cardinal.
It's a c _ _ _ _ _ _ _.
This cardinal is a scarlet-colored bird.

04   porcupine
It's a porcupine.
It's a p _ _ _ _ _ _ _ _.
Porcupine quills are long and sharp.

05   moose
It's a moose.
It's a m _ _ _ _.
The moose is a grazing animal.

06   bobcat
It's a bobcat.
It's a b _ _ _ _ _.
The bobcat lives in North America.

07   badger
It's a badger.
It's a b _ _ _ _ _.
A badger lives in a burrow.

08   great horned owl
It's a great horned owl.
It's a g _ _ _ _ _ _ _ _ _ _ _ _ _.
The great horned owl has very good eyesight.

09   opossums
It's opossums.
It's o _ _ _ _ _ _ _.
Opossums have long pointed noses.

10   wild boar
It's a wild boar.
It's a w _ _ _ _ _ _ _.
Coarse hair covers the wild boar.

Mountain Habitat

01   squirrel
It's a squirrel.
It's a s _ _ _ _ _ _ _.
A squirrel can scurry across the grass and up a tree.

02   raccoon
It's a raccoon.
It's a r _ _ _ _ _.
This raccoon is getting ready to drink.

03   grizzly bear
It's a grizzly bear.
It's a g _ _ _ _ _ _ _ _ _ _.
The grizzly bear has powerful legs.

04   fox
It's a fox.
It's a f _ _.
This small red fox is standing in the snow.

05   eagle
It's an eagle.
It's an ea _ _ _.
The eagle has very good eyesight.

06   cougar
It's cougars.
It's a c _ _ _ _ _.
Another name for cougar is mountain lion.

07   deer
It's a deer.
It's a d _ _ _.
The mule deer listens attentively.

08   bighorn sheep
It's a bighorn sheep.
It's a b _ _ _ _ _ _ _ _ _ _ _.
The bighorn sheep has large curved horns.

09   llamas
It's llamas.
It's l _ _ _ _ _.
Llamas graze in the high mountains.

10   lynx
It's a lynx.
It's a l _ _ _.
Here is a crouching lynx.

"It's a..." Stimuli List--Animals

Desert Habitat

01   snake
It's a snake.
It's a s _ _ _ _.
This snake is poisonous.

02   camels
It's camels.
It's c _ _ _ _ _.
Camels can live many days without water.

03   lizard
It's a lizard.
It's a l _ _ _ _ _.
Scales cover the body of the lizard.

04   desert tortoise
It's a desert tortoise.
It's a d _ _ _ _ _ _ _ _ _ _ _ _.
The desert tortoise is watchful and alert.

05   Gila monster
It's a Gila monster.
It's a G _ _ _ _ _ _ _ _ _ _.
The Gila monster is an orange and black lizard.

06   roadrunner
It's a roadrunner.
It's a r _ _ _ _ _ _ _ _ _.
The roadrunner is a speedy bird.

07   coyote
It's a coyote.
It's a c _ _ _ _ _.
The coyote is a small wolf.

08   kit fox
It's kit foxes.
It's a k _ _ _ _ _.
The kit fox will hunt for small mammals to eat.

09   termite mound
It's a termite mound.
It's a t _ _ _ _ _ _ _ _ _ _ _.
Termites live underground below the mound.

10   hyena
It's a hyena.
It's a h _ _ _ _.
The spotted hyena eats at night.

Insect Habitat

01   bee
It's a bee.
It's a b _ _.
The bee has delicate wings.

02   grasshopper
It's a grasshopper.
It's a g _ _ _ _ _ _ _ _ _ _.
Two long strong legs help the grasshopper hop.

03   ladybug
It's a ladybug.
It's a l _ _ _ _ _ _.
Ladybug, ladybug, fly away home!

04   butterfly
It's a butterfly.
It's a b _ _ _ _ _ _ _ _.
This butterfly has stripes like a tiger.

05   moth
It's a moth.
It's a m _ _ _.
The dull coloring is typical of a moth.

06   caterpillar
It's a caterpillar.
It's a c _ _ _ _ _ _ _ _ _ _.
The caterpillar has eaten some of the leaf.

07   dragonfly
It's a dragonfly.
It's a d _ _ _ _ _ _ _ _.
A dragonfly prefers a watery habitat.

08   mosquito
It's a mosquito.
It's a m _ _ _ _ _ _ _.
Some consider the mosquito a pest.

09   hornet
It's a hornet.
It's a h _ _ _ _ _.
A hornet bite hurts.

10   praying mantis
It's a praying mantis.
It's a p _ _ _ _ _ _ _ _ _ _ _ _.
Why is this insect called a praying mantis?

"It's a..." Stimuli List--Animals

River/Lake Habitat

01   duck
It's a duck.
It's a d _ _ _.
Duck feathers repel water.

02   frog
It's a frog.
It's a f _ _ _.
Frogs have wet skin and live on land and in water.

03   beaver
It's a beaver.
It's a b _ _ _ _ _.
A busy beaver will build a dam using logs.

04   swan
It's a swan.
It's a s _ _ _.
The swan's neck curves gracefully.

05   salmon
It's a salmon.
It's a s _ _ _ _ _.
The orange salmon swims up the stream.

06   goose
It's a goose.
It's a g _ _ _ _.
The goose is a migratory bird.

07   flamingo
It's a flamingo.
It's a f _ _ _ _ _ _ _.
The pink flamingo wades in the pond.

08   river otter
It's a river otter.
It's a r _ _ _ _ _ _ _ _ _.
This river otter may go fishing soon.

09   black bear
It's a black bear.
It's a b _ _ _ _ _ _ _ _.
A black bear will look for food in the river.

10   alligators
It's alligators.
It's a _ _ _ _ _ _ _ _ _.
Many alligators climb on top of each other in the river bed.

Ocean Habitat

01   seagull
It's a seagull.
It's a s _ _ _ _ _ _.
A seagull fishes in the ocean.

02   crab
It's a crab.
It's a c _ _ _.
This crab lives in a coral reef.

03   dolphin
It's a dolphin.
It's a d _ _ _ _ _ _.
There are sharp teeth in the dolphin's mouth.

04   sea star
It's a sea star.
It's a s _ _ _ _ _ _.
Some people call the sea star a "starfish".

05   sea turtle
It's a sea turtle.
It's a s _ _ _ _ _ _ _ _.
The sea turtle is a gentle animal.

06   sea otter
It's a sea otter.
It's a s _ _ _ _ _ _ _.
A sea otter likes to float on his back.

07   angelfish
It's an angelfish.
It's an a _ _ _ _ _ _ _ _.
The angelfish has black, white, and yellow stripes.

08   elephant seal
It's an elephant seal.
It's an e _ _ _ _ _ _ _ _ _ _ _.
The elephant seal has a loud bark.

09   whale
It's a whale.
It's a w _ _ _ _.
The whale is an air breathing mammal.

10   sea anemone
It's a sea anemone.
It's a s _ _ _ _ _ _ _ _.
The sea anemone catches fish that swim past its tentacles.

"It's a..." Stimuli List--Animals

African Habitat

01   lion
It's a lion.
It's a l _ _ _.
This is a male lion. He has a mane.

02   elephants
It's elephants.
It's e _ _ _ _ _ _ _ _.
How many elephants are in this picture?

03   zebra
It's a zebra.
It's a z _ _ _ _.
The young zebra is watching for lions.

04   giraffe
It's a giraffe.
It's a g _ _ _ _ _ _.
The giraffe is getting a drink of water.

05   hippopotamus
It's a hippopotamus.
It's a h _ _ _ _ _ _ _ _ _ _.
A hippopotamus likes to be near water.

06   meerkats
It's meerkats.
It's m _ _ _ _ _ _ _.
Meerkats are social animals that live in burrows.

07   rhinoceros
It's a rhinoceros.
It's a r _ _ _ _ _ _ _ _.
A rhinoceros uses its long horn for protection.

08   cheetah
It's a cheetah.
It's a ch _ _ _ _ _.
The cheetah is the fastest land animal.

09   wildebeest
It's a wildebeest.
It's a w _ _ _ _ _ _ _ _ _.
Wildebeest travel in large herds for safety.

10   crocodile
It's a crocodile.
It's a c _ _ _ _ _ _ _ _.
The crocodile is a fast swimming meat-eater.

Jungle Habitat

01   tiger
It's a tiger.
It's a t _ _ _ _.
Tiger stripes are distinctive.

02   gorilla
It's a gorilla.
It's a g _ _ _ _ _ _.
The gorilla is a powerful animal.

03   chimpanzee
It's a chimpanzee.
It's a ch _ _ _ _ _ _ _ _.
The chimpanzee is an intelligent creature.

04   parrot
It's a parrot.
It's a p _ _ _ _ _.
The macaw parrot has blue and gold feathers.

05   peacock
It's a peacock.
It's a p _ _ _ _ _ _.
Peacock tail feathers look like eyes.

06   iguana
It's an iguana.
It's an i _ _ _ _ _.
An iguana can have a tail twice as long as its body.

07   orangutan
It's an orangutan.
It's an or _ _ _ _ _ _ _.
The orangutan's reddish-orange fur is unique.

08   anteater
It's an anteater.
It's an a _ _ _ _ _ _ _.
The spiny anteater makes a meal of ants.

09   gecko
It's a gecko.
It's a g _ _ _ _.
One of the best bug catchers is a gecko.

10   cockatoo
It's a cockatoo.
It's a c _ _ _ _ _ _ _.
The cockatoo cracks open seeds with his beak.

"It's a..." Stimuli List--Animals

Prairie/Grasslands Habitat

01   prairie dog
It's a prairie dog.
It's a p _ _ _ _ _ _ _ _ _.
A prairie dog is a type of rodent.

02   hawk
It's a hawk.
It's a h _ _ _.
A hawk is a bird of prey.

03   kangaroo
It's a kangaroo.
It's a k _ _ _ _ _ _ _.
The kangaroo bounces on its hind legs.

04   bison
It's a bison.
It's a b _ _ _ _.
The bison has a massive head, neck, and shoulders.

05   bull elk
It's a bull elk.
It's a b _ _ _ _ _ _.
This bull elk has a beautiful rack of antlers.

06   deer
It's a deer.
It's a d _ _ _.
Very young deer are called "fawn".

07   ostrich
It's an ostrich.
It's an o _ _ _ _ _ _.
The largest bird in the world is the ostrich.

08   antelope
It's an antelope.
It's an a _ _ _ _ _ _ _.
Antelope roam the prairies.

09   cottontail
It's a cottontail.
It's a c _ _ _ _ _ _ _ _ _.
The cottontail is a rabbit that lives on the prairie.

10   vulture
It's a vulture.
It's a v _ _ _ _ _ _.
A prairie scavenger is the vulture.

Tundra/Arctic Habitat

01   polar bear
It's a polar bear.
It's a p _ _ _ _ _ _ _ _.
A polar bear is standing on the ice floe.

02   arctic fox
It's an arctic fox.
It's an ar _ _ _ _ _ _ _.
The arctic fox trudges across the snowy landscape.

03   bighorn sheep
It's a bighorn sheep.
It's a b _ _ _ _ _ _ _ _ _ _ _.
The bighorn sheep must still find food in the deep snow.

04   bobcat
It's a bobcat.
It's a b _ _ _ _ _.
The bobcat grows thick fur to keep warm.

05   mountain goat
It's a mountain goat.
It's a m _ _ _ _ _ _ _ _ _ _ _.
The hooves of the mountain goat grip the rocky ground.

06   muskox
It's a muskox.
It's a m _ _ _ _ _.
A muskox has curved horns and humped shoulders.

07   snowy owl
It's a snowy owl.
It's a s _ _ _ _ _ _ _.
The snowy owl has white plumage.

08   ground squirrel
It's a ground squirrel.
It's a g _ _ _ _ _ _ _ _ _ _ _ _ _.
This squirrel is sitting upright.

09   harp seal
It's a harp seal.
It's a h _ _ _ _ _ _ _.
A harp seal pup is white and fluffy.

10   ptarmigan
It's a ptarmigan.
It's a p t _ _ _ _ _ _ _.
The ptarmigan lives in Alaska.

Single Word List--Everyday Objects

Inside

dog
cat
cookie
toothbrush
rabbit
eggs
chair
comb
glasses
goldfish
video
catsup and mustard
pretzel
TV and VCR
CD
bag of groceries
mask
remote controls
medication
speakers
teapot
audio cassette
globe
utensils
abacus

Outside

mat
flag
mailbox
trash can
stop sign
sunglasses
dog bone
wood
shopping cart
stoplight
umbrella
brick
nest
seashell
pine cone
lawn chair
billy goat
bison
bulldog
camel
cheetah
donkey
duck

elephant seal
fish
giraffe
gorilla
herd
hippo
lamb
monkey
orangutan
sea otter
panda
parrot
pig
porcupine
rabbit
rhino
sea turtle
seal
snail
snake
sea star
whale
zebra
group
couple
outing
man
baby
trio
boy
girl
father and daughter
ranger
desert
village
dining room
crosswalk
city
carnival
cemetery
meadow
marina
longhouse
mountain
cave
tar pit
sunset
living room
house
flower
window

Ferris wheel
hut
phone booth
shadow
cactus
lily pad
flower
sign
parade
playground
plane
helicopter
ambulance
street cleaner
monster truck
boat
splashing
talking
cutting
yawning
drinking
digging
walking
patting
dropping rocks
eating
running
hitting
learning
playing
wondering
surfing
waiting
drumming
winter
spring
summer
fall
foggy
rainy
snowy
hair
piñata
lantern
package
one-way sign
detour sign
traffic barrier
sundial
snowshoes
decoy

Single Word List--Everyday Objects

At Work	At Play
slow sign	ball
telephone	bicycle
camera	yo-yo
lunch box	robot
newspapers	marbles
gloves	baseball
sponge	football
clipboard	basketball
briefcase	bowling ball
tape measure	mitt
computer	goggles
appointment book	soccer ball
filing cabinet	guitar
address file	stereo
skeleton	video camera
charts	dice
movie camera	bugle
hard hat	life jacket
wheelbarrow	canteen
wire	dart board
phone jack	harmonica
change-maker	chess board
fax machine	paddle
wood planer	binoculars
microscope	backgammon

Single Word List--Miscellaneous

Group 1

bear
billy goat
bison
bulldog
camel
cheetah
donkey
duck
elephant seal
fish
giraffe
gorilla
herd
hippo
lamb
monkey
orangutan
sea otter
panda
parrot
pig
porcupine
rabbit
rhino
sea turtle

Group 2

seal
snail
snake
sea star
whale
zebra
group
couple
outing
man
baby
trio
boy

girl
father and daughter
ranger
desert
village
dining room
crosswalk
city
carnival
cemetery
meadow
marina

Group 3

longhouse
mountain
cave
tar pit
sunset
living room
house
flower
window
Ferris wheel
hut
phone booth
shadow
cactus
lily pad
flower
sign
parade
playground
plane
helicopter
ambulance
street cleaner
monster truck
boat

Group 4

splashing
talking
cutting
yawning
drinking
digging
walking
patting
dropping rocks
eating
running
hitting
learning
playing
wondering
surfing
waiting
drumming
winter
spring
summer
fall
foggy
rainy
snowy

Single Word List--Food

Fruits
bananas
red apple
orange
green apple
green grapes
peaches
watermelon
strawberry
lemon
pear
red grapes
plum
pineapple
cherries
lime
blueberries
cantaloupe
grapefruit
raspberry
coconut
apricot
kiwi
papay
mangoes
pomegranate

Vegetables
carrots
corn
potatoes
lettuce
tomato
beans
peas
mushroom
pumpkin
broccoli
pickles
cucumber
olives
green peppers
avocado
red pepper
cauliflower
string beans
hot peppers
red onion

radish
asparagus
eggplant
artichoke
brussels sprouts

Snacks
cookies
milk
water
candy
cheese
potato chips
french fries
cup of coffee
popcorn
apple juice
orange juice
muffin
cake
donuts
bagels
nuts
peanut
lemonade
chocolate sundae
loaves of bread
fruit cup
custard
sherbert
pie a la mode
pastry

Meals
cereal
toast
hamburger
hot dog
pizza
sandwich
waffles
macaroni and cheese
soup
taco
bacon and eggs
baked potato
salad
pasta

steak
fish
lasagna
frozen dinner
lobster
baked ham
shrimp
crabs
quesadilla
clams
omelet

Las Comidas Típicas
rice
burrito
tamale
enchiladas
fajitas
refried beans
black beans
tortillas
menudo
sausage
fish salad
meatball soup
cactus
hot peppers
garlic
green tomatoes
jícama
coriander
sweet potato
squash
fritter
taquitos
salsa and chips
horchata
fruit burrito

Single Word List--Animals

House	Desert	Africa
dog	snake	lion
cat	camels	elephants
rabbit	lizard	zebra
guinea pig	desert tortoise	giraffe
hamster	Gila monster	hippopotamus
mouse	roadrunner	meerkats
bird	coyote	rhinoceros
fish	kit foxes	cheetah
lizard	termite mound	wildebeest
snake	hyena	crocodile

Ranch/Farm	Insect	Jungle
puppies	bee	tiger
cat	grasshopper	gorilla
cow	ladybug	chimpanzee
pig	butterfly	parrot
horse	moth	peacock
sheep	caterpillar	iguana
chicken	dragonfly	orangutan
goat	mosquito	anteater
ducks	hornet	gecko
rooster	praying mantis	cockatoo

Forest	River/Lake	Prairie/Grasslands
bird	duck	prairie dog
wolf	frog	hawk
cardinal	beaver	kangaroo
porcupine	swan	bison
moose	salmon	bull elk
bobcat	goose	deer
badger	flamingo	ostrich
great horned owl	river otter	antelope
opossums	black bear	cottontail
wild boar	alligators	vulture

Mountain	Ocean	Arctic/Tundra
squirrel	seagull	polar bear
raccoon	crab	arctic fox
grizzly bear	dolphin	bighorn sheep
fox	sea star	bobcat
eagle	sea turtle	mountain goat
cougars	sea otter	muskox
deer	angelfish	snowy owl
bighorn sheep	elephant seal	ground squirrel
llamas	whale	harp seal
lynx	sea anemone	ptarmigan

And a One, Two, Three Word List

Syll.	#	Stimulus		Syll.	#	Stimulus	
1	1	bugs	bugs	1	48	shrub	shrub
1	2	cow	cow	1	49	bleak	bleak
1	3	on	on	1	50	barb	barb
1	4	in	in	2	1	airplane	air•plane
1	5	bite	bite	2	2	apples	ap•ples
1	6	bark	bark	2	3	bird nest	bird•nest
1	7	bear	bear	2	4	burning	bur•ning
1	8	chair	chair	2	5	chicken	chic•ken
1	9	eggs	eggs	2	6	eating	ea•ting
1	10	sail	sail	2	7	parrot	par•rot
1	11	ship	ship	2	8	pumpkin	pump•kin
1	12	truck	truck	2	9	puppy	pup•py
1	13	tire	tire	2	10	purple	pur•ple
1	14	wheel	wheel	2	11	rainbow	rain•bow
1	15	red	red	2	12	reindeer	rein•deer
1	16	brown	brown	2	13	spider	spi•der
1	17	white	white	2	14	sunset	sun•set
1	18	coin	coin	2	15	taco	ta•co
1	19	rug	rug	2	16	blowing	blow•ing
1	20	stop	stop	2	17	cannon	can•non
1	21	sign	sign	2	18	chopsticks	chop•sticks
1	22	wink	wink	2	19	canal	ca•nal
1	23	hop	hop	2	20	cornfield	corn•field
1	24	sled	sled	2	21	desert	de•sert
1	25	park	park	2	22	donkey	don•key
1	26	nest	nest	2	23	foggy	fog•gy
1	27	paw	paw	2	24	gathered	ga•thered
1	28	hoof	hoof	2	25	fountain	foun•tain
1	29	horns	horns	2	26	hidden	hid•den
1	30	house	house	2	27	leaping	lea•ping
1	31	fins	fins	2	28	lizard	li•zard
1	32	moose	moose	2	29	bamboo	bam•boo
1	33	peach	peach	2	30	baboon	ba•boon
1	34	shirts	shirts	2	31	open	o•pen
1	35	tear	tear	2	32	away	a•way
1	36	swamp	swamp	2	33	beside	be•side
1	37	straight	straight	2	34	under	un•der
1	38	stall	stall	2	35	lifeboats	life•boats
1	39	sliced	sliced	2	36	cluttered	clut•tered
1	40	shade	shade	2	37	cockpit	cock•pit
1	41	pair	pair	2	38	peacock	pea•cock
1	42	match	match	2	39	prison	pri•son
1	43	inch	inch	2	40	profile	pro•file
1	44	dome	dome	2	41	ripples	rip•ples
1	45	closed	closed	2	42	skimming	skim•ming
1	46	cliffs	cliffs	2	43	thatched roof	thatched•roof
1	47	blimp	blimp	2	44	tractor	trac•tor

And a One, Two, Three Word List

Syll.	#	Stimulus		Syll.	#	Stimulus	
2	45	bovine	bo•vine	3	25	dangling boot	dan•gling•boot
2	46	canine	ca•nine	3	26	strawberries	straw•ber•ries
2	47	equine	e•quine	3	27	dry creekbed	dry•creek•bed
2	48	feline	fe•line	3	28	harvesting	har•ves•ting
2	49	mammal	mam•mal	3	29	hewn canoe	hewn•ca•noe
2	50	rodent	ro•dent	3	30	pier parking	pier•par•king
2	51	insect	in•sect	3	31	traveller	tra•vel•ler
2	52	flora	flor•a	3	32	river barge	ri•ver•barge
2	53	fauna	fau•na	3	33	restriction	re•stric•tion
2	54	geode	ge•ode	3	34	waterway	wa•ter•way
2	55	hydrant	hy•drant	3	35	artichoke	ar•ti•choke
2	56	ibex	i•bex	3	36	blusterous	blus•ter•ous
2	57	decline	de•cline	3	37	camouflage	ca•mou•flage
2	58	incline	in•cline	3	38	citadel	ci•ta•del
2	59	obscured	ob•scured	3	39	converging	con•ver•ging
2	60	ornate	or•nate	3	40	crimson crest	crim•son•crest
2	61	rural	rur•al	3	41	luminous	lu•mi•nous
2	62	bouquet	bou•quet	3	42	pachyderm	pa•chy•derm
2	63	frigid	fri•gid	3	43	somnolence	som•no•lence
2	64	stanchion	stan•chion	4	1	basket of beets	bas•ket•of•beets
2	65	tundra	tun•dra	4	2	berry cluster	ber•ry•clus•ter
2	66	verdant	ver•dant	4	3	bounding dolphins	boun•ding•dol•phins
2	67	trio	tri•o	4	4	cheese and crackers	cheese•and•crac•kers
3	1	broccoli	broc•co•li	4	5	chocolate bar	cho•co•late•bar
3	2	cabbage plant	cab•bage•plant	4	6	compass needle	com•pass•nee•dle
3	3	flamingo	fla•min•go	4	7	electric fan	e•lec•tric•fan
3	4	garbage truck	gar•bage•truck	4	8	gaggle of geese	gag•gle•of•geese
3	5	garlic bulbs	gar•lic•bulbs	4	9	exercising	ex•er•ci•sing
3	6	gorilla	go•ril•la	4	10	gated entrance	ga•ted•en•trance
3	7	half-dollar	half•dol•lar	4	11	grazing pony	gra•zing•po•ny
3	8	honeycomb	hon•ey•comb	4	12	hammer and nail	ham•mer•and•nail
3	9	mission bells	mis•sion•bells	4	13	hen and rooster	hen•and•roos•ter
3	10	mountain side	moun•tain•side	4	14	jigsaw puzzle	jig•saw•puz•zle
3	11	Orca whale	Or•ca•whale	4	15	large sea turtle	large•sea•tur•tle
3	12	overcast	o•ver•cast	4	16	lemons and limes	le•mons•and•limes
3	13	railroad cars	rail•road•cars	4	17	lifeguard station	life•guard•sta•tion
3	14	relaxing	re•lax•ing	4	18	lifesaver ring	life•sav•er•ring
3	15	shaggy ram	shag•gy•ram	4	19	new camera	new•ca•mer•a
3	16	traffic jam	traf•fic•jam	4	20	peeled banana	peeled•ba•nan•a
3	17	chess pieces	chess•pie•ces	4	21	picnic basket	pic•nic•bas•ket
3	18	Ferris wheel	Fer•ris•wheel	4	22	red radishes	red•ra•di•shes
3	19	first aid kit	first•aid•kit	4	23	remaining grape	re•mai•ning•grape
3	20	windsurfing	wind•sur•fing	4	24	row of houses	row•of•hou•ses
3	21	bicycle	bi•cy•cle	4	25	running rooster	run•ning•roos•ter
3	22	gas station	gas•sta•tion	4	26	rushing river	ru•shing•ri•ver
3	23	blooming sage	bloo•ming•sage	4	27	avocado	a•vo•ca•do
3	24	currency	cur•ren•cy	4	28	scuba divers	scu•ba•di•vers

And a One, Two, Three Word List

Syll.	#	Stimulus		Syll.	#	Stimulus	
4	29	sea lion pup	sea•li•on•pup	5	9	teapot and teabowls	tea•pot•and•tea•bowls
4	30	three fishermen	three•fi•sher•men	5	10	costumed toy soldier	cos•tumed•toy•sol•dier
4	31	toffee candy	tof•fee•can•dy	5	11	fire extinguisher	fire•ex•tin•guish•er
4	32	very thick rope	ver•y•thick•rope	5	12	flipping the pancake	flip•ping•the•pan•cake
4	33	washing the car	wa•shing•the•car	5	13	folded pajamas	fol•ded•pa•ja•mas
4	34	worn-out work shoes	worn•out•work•shoes	5	14	glob of yellow paint	glob•of•yel•low•paint
4	35	grooming primates	groo•ming•pri•mates	5	15	grapefruit with sugar	grape•fruit•with•su•gar
4	36	intersection	in•ter•sec•tion	5	16	Halloween costume	Hal•lo•ween•cos•tume
4	37	perched parakeet	perched•par•a•keet	5	17	pouring the coffee	pour•ing•the•cof•fee
4	38	poolside lounge chairs	pool•side•lounge•chairs	5	18	grinning gorilla	grin•ning•go•ril•la
4	39	pumping oil rig	pum•ping•oil•rig	5	19	tennis equipment	ten•nis•e•quip•ment
4	40	competitive	com•pet•ti•tive	5	20	wintery weather	win•ter•y•wea•ther
4	41	conveyor belt	con•vey•or•belt	5	21	anchors on the bow	an•chors•on•the•bow
4	42	approaching train	ap•proa•ching•train	5	23	cantaloupe melon	can•ta•loupe•mel•on
4	43	ascending ramp	a•scen•ding•ramp	5	24	drab and dreary day	drab•and•drear•y•day
4	44	descending sun	de•scen•ding•sun	5	25	crop irrigation	crop•ir•ri•ga•tion
4	45	destructive blaze	de•struc•tive•blaze	5	26	high elevation	high•el•e•va•tion
4	46	emergency	e•mer•gen•cy	5	27	laundry detergent	laun•dry•de•ter•gent
4	47	soaring vulture	soar•ing•vul•ture	5	28	marathon finish	mar•a•thon•fin•ish
4	48	staked sugar peas	staked•su•gar•peas	5	29	oncoming traffic	on•co•ming•traf•fic
4	49	throwing a pot	throw•ing•a•pot	5	30	outdoor marketplace	out•door•mar•ket•place
4	50	hustling hogs	hus•tl•ing•hogs	5	31	rigging on the mast	rig•ging•on•the•mast
4	51	waddling geese	wad•dl•ing•geese	5	32	golden monument	gol•den•mon•u•ment
4	52	aerial view	aer•i•al•view	5	33	absorbing water	ab•sor•bing•wa•ter
4	53	antiquated	an•ti•qua•ted	5	34	Canadian geese	Ca•na•di•an•geese
4	54	exuberant	ex•u•ber•ant	5	35	embroidered napkin	em•broi•dered•nap•kin
4	55	memoranda	me•mor•an•da	5	36	accompanying	ac•com•pa•ny•ing
4	56	mesa and butte	me•sa•and•butte	5	37	blossoming thistle	blos•som•ing•thi•stle
4	57	narrow crevice	nar•row•cre•vice	5	38	anticipation	an•ti•ci•pa•tion
4	58	pentadactyl	pen•ta•dac•tyl	5	39	hazardous building	ha•zar•dous•buil•ding
4	59	querying look	quer•y•ing•look	5	40	loosening gravel	loo•sen•ing•grav•el
4	60	snowy egret	snow•y•e•gret	5	41	police motorcade	po•lice•mo•tor•cade
4	61	solitary	sol•i•tar•y	5	42	pastoral farmhouse	pas•tor•al•farm•house
4	62	expedition	ex•pe•di•tion	5	43	overhead lattice	o•ver•head•lat•tice
4	63	spherical fruits	spher•i•cal•fruits	5	44	sea anemone	sea•a•nem•o•ne
4	64	desolation	de•so•la•tion	5	45	saturated fur	sa•tur•a•ted•fur
4	65	succulent fruit	suc•cu•lent•fruit	5	46	expectative dog	ex•pec•ta•tive•dog
4	66	victorious	vic•tor•i•ous	5	47	precipitation	pre•ci•pi•ta•tion
4	67	zipper closure	zip•per•clo•sure	5	48	seed cultivation	seed•cul•ti•va•tion
5	1	airport terminal	air•port•ter•mi•nal	5	49	careful measurement	care•ful•mea•sure•ment
5	2	American flag	A•mer•i•can•flag	5	50	melodious clown	me•lo•di•ous•clown
5	3	amusement park ride	a•muse•ment•park•ride	5	51	Vancouver harbor	Van•cou•ver•har•bor
5	4	baseball stadium	base•ball•sta•di•um	5	52	tropical sunset	tro•pi•cal•sun•set
5	5	bunches of carrots	bun•ches•of•car•rots	5	53	wooden enclosure	woo•den•en•clo•sure
5	6	bus transportation	bus•trans•por•ta•tion	5	54	complacent rabbit	com•pla•cent•rab•bit
5	7	buttoning the shirt	but•ton•ing•the•shirt	5	55	elongated neck	e•lon•ga•ted•neck
5	8	camera flashbar	ca•mer•a•flash•bar	5	56	eucalyptus leaf	eu•ca•lyp•tus•leaf

And a One, Two, Three Word List

Syll.	#	Stimulus	
5	57	celebratory	cel•e•bra•tor•y
5	58	capricious critter	ca•pri•cious•crit•ter
5	59	arid canyonlands	ar•id•can•yon•lands
5	60	old cemetery	old•ce•me•ter•y
5	61	accumulation	ac•cum•u•la•tion
5	62	inconspicuous	in•con•spi•cu•ous
5	63	hexagonal combs	hex•a•gon•al•combs
5	64	fossilization	fos•sil•i•za•tion
5	65	hippopotami	hip•po•po•ta•mi
5	66	rappelling the rock	rap•pel•ling•the•rock
5	67	lackadaisical	lack•a•dai•si•cal
5	68	innocuous shark	in•noc•u•ous•shark
5	69	traversing the bridge	tra•ver•sing•the•bridge
5	70	industrialized	in•dus•tri•al•ized
5	71	homeopathic	ho•me•o•path•ic
5	72	Presidio door	Pre•si•di•o•door
5	73	protuberant beak	pro•tu•ber•ant•beak
5	74	ichthyology	ich•thy•ol•o•gy
5	75	sundial gnomon	sun•di•al•gno•mon
6	1	cooking some cabbage soup	coo•king•some•cab•bage•soup
6	2	crossing at the corner	cros•sing•at•the•cor•ner
6	3	delicious cherry pie	de•li•cious•cher•ry•pie
6	4	barking elephant seal	bar•king•el•e•phant•seal
6	5	appointment Saturday	ap•point•ment•Sa•tur•day
6	6	along the riverbank	a•long•the•ri•ver•bank
6	7	assortment of flavors	as•sort•ment•of•fla•vors
6	8	basketball referees	ba•sket•ball•re•fer•ees
6	9	wooden handled hammers	woo•den•han•dled•ham•mers
6	10	California Poppy	Ca•li•for•nia•pop•py
6	11	stairway to the castle	stair•way•to•the•ca•stle
6	12	three monarch butterflies	three•mon•arch•but•ter•flies
6	13	three masted sailing ship	three•mas•ted•sai•ling•ship
6	14	telephone messages	tel•e•phone•mes•sa•ges
6	15	tall cathedral towers	tall•ca•the•dral•tow•ers
6	16	travelling by ferry	tra•vel•ling•by•fer•ry
6	17	unoccupied bleachers	un•oc•cu•pied•blea•chers
6	18	wiggle waggle waddle	wig•gle•wag•gle•wad•dle
6	19	colorful totem pole	co•lor•ful•to•tem•pole
6	20	casting the fishing line	cas•ting•the•fi•shing•line
6	21	baby rhinoceros	ba•by•rhi•no•cer•os
6	22	identical outfits	i•den•ti•cal•out•fits
6	23	red locomotive cars	red•lo•co•mo•tive•cars
6	24	musical instrument	mu•si•cal•in•stru•ment
6	25	playing on the swingset	play•ing•on•the•swing•set
6	26	lovable companion	lov•a•ble•com•pan•ion
6	27	outdoor thermometer	out•door•ther•mo•me•ter
6	28	rainforest canopy	rain•for•est•can•o•py
6	29	recyclable boxes	re•cy•cla•ble•box•es
6	30	grasshopper alighting	grass•hop•per•a•ligh•ting

And a One, Two, Three Word List

| --- | --- | --- | --- |
6	31	horse's leather bridle	hor•ses•lea•ther•bri•dle
6	32	arriving hydroplane	ar•ri•ving•hy•dro•plane
6	33	lavender carnation	la•ven•der•car•na•tion
6	34	plowing the barren field	plow•ing•the•bar•ren•field
6	35	spears of asparagus	spears•of•a•spar•a•gus
6	36	southwest on the compass	south•west•on•the•com•pass
6	37	slumbering on the beach	slum•ber•ing•on•the•beach
6	38	speeding competitors	spee•ding•com•pe•ti•tors
6	39	ruins of the fortress	ru•ins•of•the•for•tress
6	40	ragtime entertainment	rag•time•en•ter•tain•ment
6	41	steel manufactory	steel•man•u•fac•tor•y
6	42	suspended dragonfly	sus•pen•ded•dra•gon•fly
6	43	water laden petals	wa•ter•la•den•pe•tals
6	44	elaborately set	e•la•bor•ate•ly•set
6	45	dromedary camel	dro•me•dar•y•cam•el
6	46	identifiable	i•den•ti•fi•a•ble
6	47	brown and white ptarmigan	brown•and•white•ptar•mi•gan
6	48	meticulous rabbit	me•ti•cu•lous•rab•bit
6	49	inedible mushroom	in•e•di•ble•mush•room
6	50	contemplating cherub	con•tem•pla•ting•cher•ub
6	51	industrious cobbler	in•dus•tri•ous•cob•bler
6	52	cascading waterfall	cas•ca•ding•wa•ter•fall
6	53	uninhabited land	un•in•ha•bi•ted•land
6	54	utilitarian	u•til•i•tar•i•an
6	55	solidified lava	so•li•di•fied•la•va
6	56	hydrophilic sportsmen	hy•dro•phil•ic•sports•men
6	57	medieval tower	med•i•e•val•tow•er
6	58	mastodon skeleton	mas•ta•don•skel•e•ton

LocuTour® MULTIMEDIA

I Like Keys: "It's a..." and "Es..." Todo

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 labelling. Use the key combination "Control" and "T" to toggle between allowing keystrokes for navigation and restricting keystrokes to entering text.

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

"Option" and "R" toggle between random and sequential
"Option" and "H" toggle between displaying/hiding the text
"Option" and "N" go to the Enter Names Screen
"Option" and "P" print the picture and homework

"F" return to the main screen
"?" go to the Help Screen
"H" go to the Help Screen
"X" and "Q" exit, quit the program

"R" record the word
"S" stop recording 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 "Option" and "key" then the "Option" key is acting like the shift key. Press the "Option" key and while holding it down, press the other key in the command. (Windows users should press the Control Key.)

I Like Keys: "It's a..." and "Es..." Todo

"1" play the sound for the word
"2" play the sound for the question "What is it?"
"3" play the sound for the complete short sentence, "It's a bear."
"4" play the sound for the sentence completion with the initial sound cue
"5" play the sound for a descriptive sentence with the target word
"6-10" play the user's sounds

Results Screen

"F" quit the current game
"M" or "R" return to the Main Screen
"?" go to the Help Screen
"H" go to the Help Screen

"Option" and "P" print the results page
"X" and "Q" quit everything

Options Screen

"Option" and "R" toggle between random and sequential
"Option" and "H" toggle between displaying the word and hiding it
"Option" and "N" go to the Enter Names Screen
"Option" and "H" go to the Help Screen
"?" go to the Help Screen

"D" or RETURN to return to the Main Menu

Help Screen

"D" or RETURN to return to return to the Main Menu

Names Screen

TAB toggle between names fields
RETURN record the names and return to the Main Menu

ABC Game

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

I Like Keys: And a One, Two, Three and ¡Uno, Dos y Tres!

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

"Option" and "R" toggle between random and sequential
"Option" and "H" toggle between displaying the text and hiding it
"Option" and "N" go to the Enter Names Screen
"Option" and "P" print the picture and homework

"F" return to the main screen
"?" go to the Help Screen
"H" go to the Help Screen
"X" and "Q" quit everything

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

"C" score the pronunciation as correct
"D" score the pronunciation as distorted
"E" or "I" score the pronunciation as incorrect (error)

"1" move the first colored square down to the line
"2" move the second colored square down to the line
"3" , "4", "5", "6", "7", "8", "9", "0" (i.e. 10th square) to move the corresponding
                square.
"U" reset all ten tiles back to their starting positions (Up)

"A" Check **A**nswer
"L" Show Answer (put the squares on the **L**ine)
"W" play the sound for the **w**ord
"Y" play the sound for the s**y**llables

Note: If the shortcut says "Option" and "key" then the "Option" key is acting like the shift key. Press the "Option" key and while holding it down, press the other key in the command. (Windows users should press the Control Key.)