

FACILITATING WORD RECALL

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Illustrated by Kevin M. Newman

Components:

100 reproducible masters
50 student worksheets
50 corresponding instructor's worksheets

Directions for use are provided on each copy of the instructor's worksheet.

Purpose:

The purpose of Facilitating Word Recall is to assist young students in recalling labels in response to questions and statements.

The unit is intended for younger students who need picture clues to assist them in developing word recall.

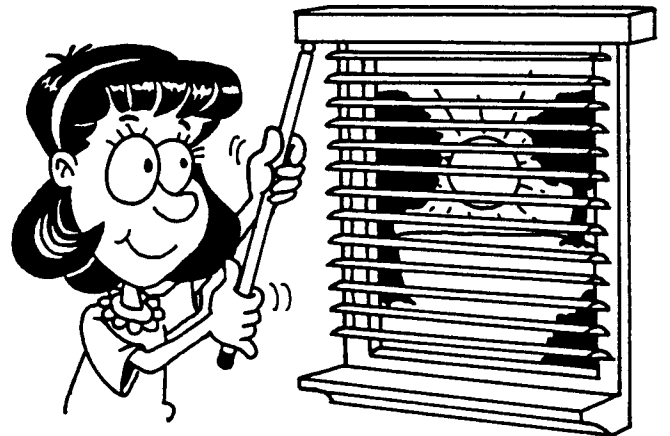
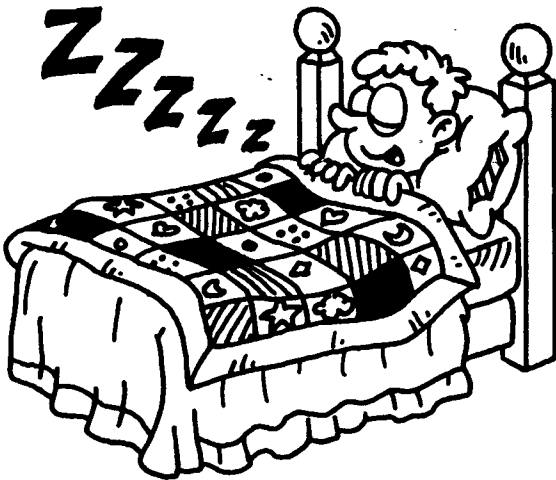
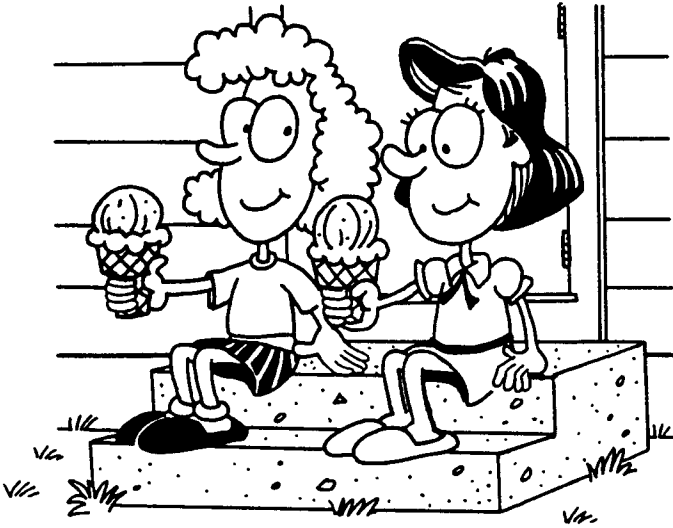
The illustrations do not provide the answer. Rather, they picture another example or an association that helps the students recall a certain word.

Suggestions for Use:

1. The students are to use the worksheet that corresponds to the instructor's worksheet.
2. All statements and questions are to be read aloud to the students.
3. In most instances, the illustration will assist the student in recalling the words they want to say. The purpose is to recall and say the word aloud.
4. If the student is unable to recall the label, give additional hints such as its color, its size, what goes with it, etc. As a final hint, say the word, along with another word, such as, "Is it a dog or a cat?" When the student quickly responds with the correct answer, it is obvious that the child knew the word but could not retrieve or recall it. If the child does not identify the label at this level, the problem is not one of recall but unfamiliarity.
5. The students will learn how the skill of associating other words and clues can help them in recalling specific words and labels.

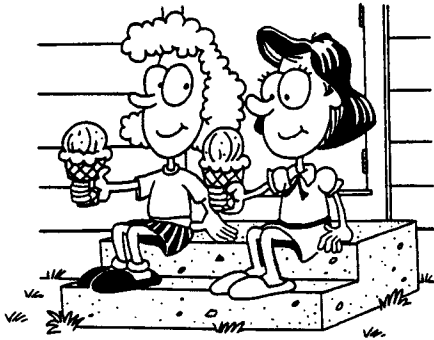
Student Worksheet

Name: _____



Instructor's Worksheet:

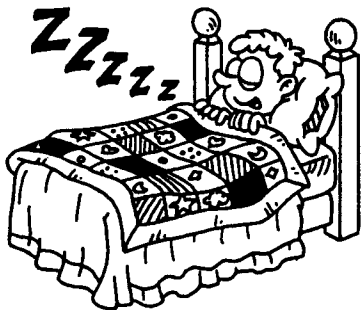
Directions: The instructor should make sure that each student is using the worksheet that corresponds to this page. Each question or statement is to be read aloud to the students, allowing them adequate time to answer. Each picture serves as an aid to assist the students in recalling the appropriate answers. If a student still has difficulty, association clues can be provided by the instructor.



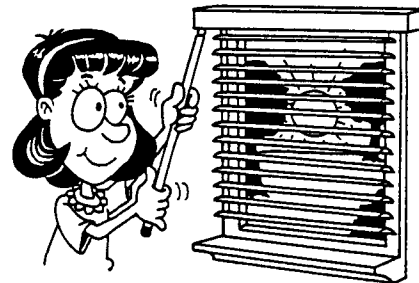
1. What are the girls holding?
2. What is the ice cream in?
3. How will the girls eat the ice cream?
4. Where are the girls sitting?
5. Name the clothing each girl is wearing.
6. Name something else to eat that is frozen.



1. What kind of boat do you see?
2. What is growing on the captain's face?
3. What is puffing out of the top?
4. What is hanging down the side of the tugboat?
5. What three round things do you see attached to the side?
6. What is the captain wearing?



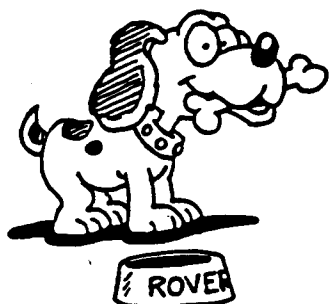
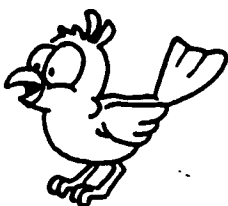
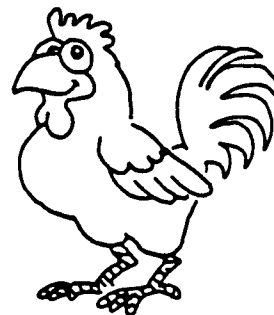
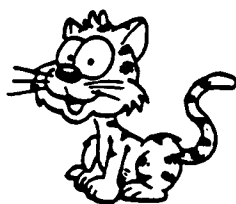
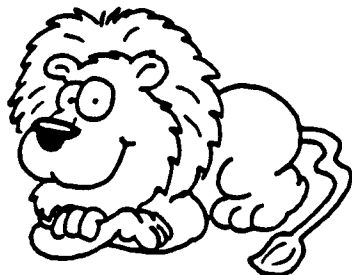
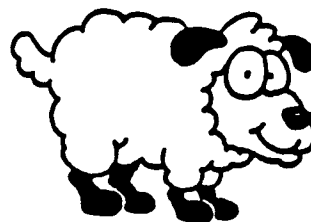
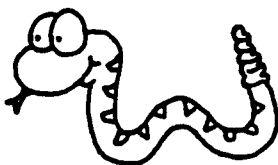
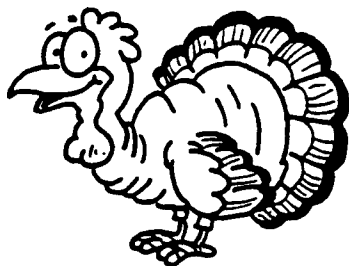
1. What is the boy's head on?
2. What is the top bed cover called?
3. What is he sleeping on that is soft?
4. What is put over a pillow?
5. What fits over the mattress?
6. Quickly point and name all the things on the bed.



1. What is covering the window?
2. What is the girl holding?
3. What do you see outside of the window that means it is a pretty day?
4. What does the girl have in her hair?
5. What are the hairs on her eyelids called?
6. What are the lines of hair above the eyes called?

Student Worksheet

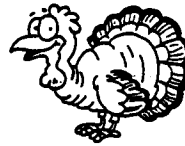
Name: _____



Instructor's Worksheet:

Student Worksheet 23

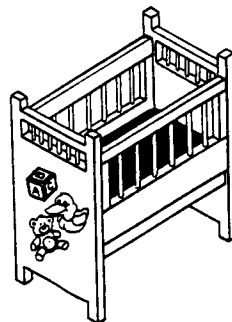
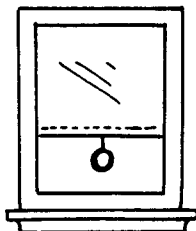
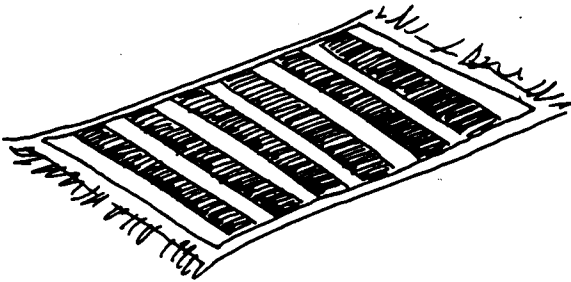
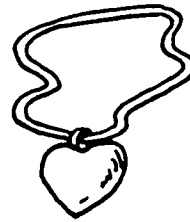
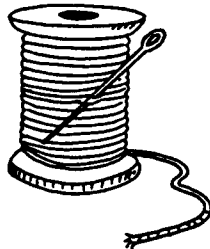
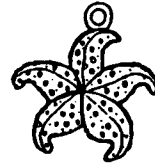
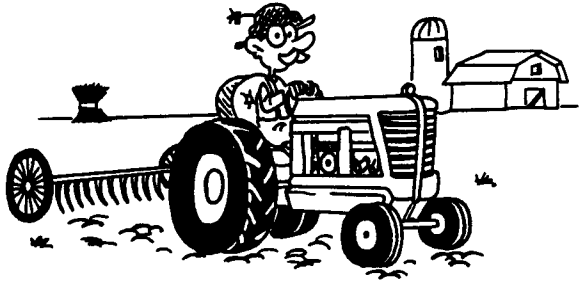
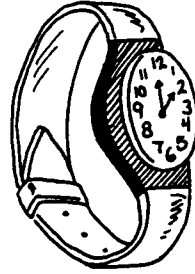
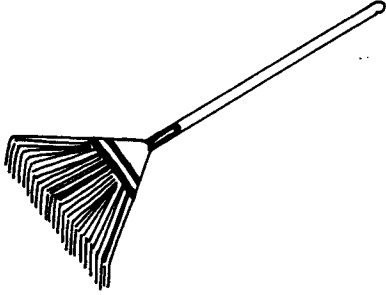
Directions: The instructor should make sure that each student is using the worksheet that corresponds to this page. Each statement is to be read aloud to one student at a time. That student should point to the picture that best completes the statement and then say its name aloud.



1. "Bow wow" says the _____.
2. "Cock-a-doodle-do" says the _____.
3. "Hiss" says the _____.
4. "Growl" says the _____.
5. "Roar" says the _____.
6. "Baa" says the _____.
7. "Hoot" says the _____.
8. "Tweet tweet" says the _____.
9. "Squeek" says the _____.
10. "Meow" says the _____.
11. "Gobble, gobble" says the _____.
12. "Ribbit" says the _____.

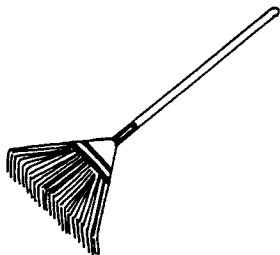
Student Worksheet

Name: _____



Instructor's Worksheet:

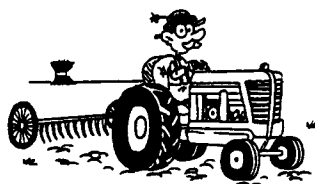
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Nick raked up the _____.



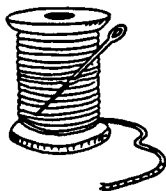
Dan wore the watch on his _____.



Farmer Brown plows the _____.



Charms attach to a _____.



The thread goes through the hole in the _____.



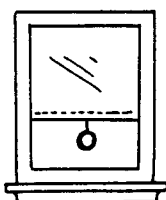
A locket is worn on a _____.



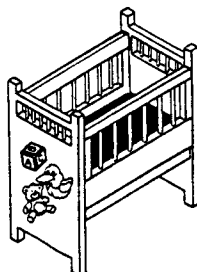
A rug is on the _____.



A ring is worn on someone's _____.



The shade is on a _____.



A soft part of a baby crib is a _____.

Student Worksheet

Name: _____



Instructor's Worksheet:

Directions: The instructor should make sure each student is using the worksheet that corresponds to this page. The instructor should point to each small part of the picture such as door, window pane, cloth, window cleaner, headband, doorknob, window and ask the students to name these smaller parts aloud. If a student cannot recall the naming labels, the instructor should give association hints, one at a time, in this order.

1. Provide a descriptive hint, such as color, size, shape, etc., in the form of a completion statement. For example, "To go into your house you must go through this."
2. Provide an association word clue, such as, "You open this to let fresh air into the house." "You use these things to clean your windows."
3. Name the answer word, along with another word, such as, "Is it a doorknob or door mat?"

If the student still cannot name the label, the problem is probably not one of recall, but that the student is not familiar with the word label and therefore cannot recall it.

