

Cars and Ramp Play Sequence to Elicit 2-3 word phrases

Content: To expressively identify - vehicles (police car, bus, ambulance, etc)
- adverbs (fast, slow, up, down)
- verbs (push, drive, stop, go, crash)

To identify concepts of *in front* and *behind* receptively and expressively

Form: To produce two-three word combinations:

- attribute + noun - red car, yellow bus
- verb + noun - push car, drive car, stop car
- verb + adverb - go fast, drive slow, go up/down
- noun + verbing - car driving
- negatives - no, not

Use: To model and facilitate commenting, requesting, and protesting

To encourage the following conversational skills:

- attention-getting techniques to initiate conversation
- develop turn taking skills
- develop topic maintenance

Materials:

Toy vehicles of different types (ie. Doug and Melissa Town Vehicles), ramp (large book leaning against a chair, or Doug and Melissa wooden garage)

Sequence of Activities

A. Line up vehicles

B. Pick vehicles

C. Drive vehicles

Objectives

1. To identify vehicles expressively (to teach child the name of each vehicle such that the child can name it verbally)

2. To teach prepositions *behind* and *in front*

3. To encode protest (to teach the child to identify and point out a mistake)

1. To produce attribute + noun (ie. *yellow bus*)

2. To practice carrier phrase "*I see....*"

1. To produce verb + noun (ie. *push car, drive car, stop car*)

2. To produce verb + adverb (ie. *drive fast, go slow*)

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How to Play

1. Name each vehicle for the child as you line up the vehicles.
2. Line up vehicles again and encourage child to repeat the names after you.
3. Encourage child to imitate lining up the vehicles while repeating the names after you.
4. Line up the vehicles and model using the word *behind*, ie. say, *I put the bus behind the car.*
5. Encourage child to imitate using the word *behind*.
6. Model identifying the car *in front* of the line, ie. Say *Look! The bus is in the front of the line.* Then, push the bus to the back of the line and say *Now the bus is in the back of the line.*
7. Then, *Look! The _____ is in the front of the line.*

8. Mislable a vehicle. Model protest, ie. *Oh, this is not a police car! This is a bus!*

1. Model picking an animal and commenting, ie. *Look, a yellow bus! Look, a red car!*
2. Model saying *I see a red car.* Then point to the red car. Encourage child to imitate saying the phrase and pointing.
3. Invite child to pick and point a vehicle of his/her choice. Ask, *Which car do you see?* Prompt carrier phrase *I see....* if necessary.

1. Model pushing a car and invite child to imitate, saying, *Let's drive the car.* Then, *Stop the car!*
2. Model pushing the car fast, saying "*Driving fast!*", then pushing the car slow, saying "*Go slow*", then "*Stop the car!*" Invite child to imitate actions and phrases.

Sequence of Activities

D. Drive up and down the ramp

E. Clean up the cars and put away

Objectives

1. To produce verb + adverb (ie. *going up, going down*)
2. To produce noun + verbing (ie. *car crashing!*)
3. To practice taking turns
4. To elicit requesting with the carrier phrase *I want...*
5. To encode protest (to teach the child to identify and point out a mistake)

1. To help child develop habit of cleaning up and sense of where things belong.
2. To encode protest (to teach the child to identify and point out a mistake)
3. To practice counting or singing the cleaning up song

How to Play

1. Model driving a car up and down the ramp, while saying "*going up*" and "*Wheeee! going down!*" Encourage child to imitate actions and phrases.
 2. Model one car crashing into another as it goes down to the bottom of the ramp, and say, "*Oh no! Car crashing! bang!*"
 3. Invite child to imitate. Say, "*Your turn.*" Practice taking turns driving cars up and down the ramp, then ask, "*Whose turn?*" Prompt the answer if necessary.
 4. Ask, "*Which one do you want to drive now?*" Prompt child to use the phrase "*I want...*"
 5. After several turns and choices of car, Ask child "*Which one do you want to drive?*" After child's response, give the child the wrong vehicle. Encourage child to verbalize a protest. Prompt/ model if necessary: ie. *No, this is not the bus. This is an ambulance. Where is the bus?* Help child pick out the correct vehicle.
1. When child is done playing cars, ask "Where do cars belong?" Encourage child to point out the correct place.
 2. Point out a place where they do not belong. Ask, "Do they belong in the garbage?" Model/prompt child to respond, "No, not in the garbage." Ask, "Do they belong on my head?" etc.
 3. Pick up the cars one by one and count them as child places them in a bin. Or sing the cleaning up song. Finish with "*All done playing cars. All done cleaning up.*"