

Suggested Uses for Black Sheep Press Pictures

Pairs in Pictures

Pairs in Pictures consists of illustrations of minimal pairs arranged in sound contrast groups.

A minimal pair is defined as two words, each with a distinct meaning, which sound alike except for a single phonetic feature e.g. pear/bear; bat/bad; waiting/waking.

Following assessment by a Speech and Language Therapist, it is possible to identify processes within the child's phonological system which characterise their problems in achieving clear speech.

For example: backing. The child consistently produces 't' and 'd' as 'k' and 'g', thus transferring sounds which should be made at the front of the mouth, to the back of the mouth. You will hear errors such as tea = "kea"; butter = "bukker"; hat = "hak"; door = "goor"; garden = "gargen"; bed = "beg".

The use of minimal pairs in therapy is a powerful technique which enables the child to detect and process the contrast between sounds, and so correct errors in their speech.

Suggestions for Use

Make double sets of pictures of the particular process you wish to target with the child e.g. Final Consonant Deletion: - car/cart; four/fork; sea/seat; etc. Colouring and laminating the pictures will increase durability and make them more attractive to children.

Remember! This is not a vocabulary teaching tool and the listening tasks will be too demanding for the child if they are also struggling to identify unfamiliar words. Therefore, always spend some time ensuring that the child knows what the pictures are illustrating. Discard any pairs which are too difficult.

Using two identical sets of pictures during most of the games is recommended as it allows you to provide immediate visual re-enforcement when the child achieves their target – and also when they are having more difficulty.

Example: A set of cards is face up on the table in front of the child. The adult is holding the identical set and is hiding it from the child. Adult: "Find the pictures I'm looking at. Find the key". The child selects the key from the set on the table and holds it up. The adult then shows the child the picture they were looking at. "Good listening! You found the key!" etc.

It becomes even more important to have two sets of pictures when the child is attempting to achieve correct production of words.

Example: A set of pictures is face up on the table in front of the adult. The child is now "the teacher" and is holding the identical set. The child is looking at the picture of the tap but tells you to "Find the cap" (backing error). The adult picks up the cap from the pictures on the table – even when they know the child has made an error. This allows the child to understand the consequences of incorrect production and facilitates self – correction.

Games to play using BSP pictures

1. Posting Games – use boxes with slots cut into them; gift bags; monster faces with mouths cut out so that the pictures can be posted through them.

Write the appropriate letter on each box – or draw a visual symbol if more appropriate e.g. if listening for the contrast between 't' and 's' (stopping) write a 't' on one box and a 's' on the other...or use Jolly Phonics pictures or similar.

a. Adult holds up a pair of pictures and says the words 'sea' and 'tea' then asks "Which box shall we post this into? Does it begin with 't' or 's'? Child posts the pictures into the correct boxes.

b. Adult tells the child that one monster only likes things that begin with 't' and that the other monster only likes things that begin with 's'. The adult says the words and the child "feeds" the monster.

c. Place pairs of pictures around the room but don't hide them. Make them clearly visible for the child to find. Give the child a gift bag with a letter or visual symbol on it. Tell them they must go "shopping" and bring back pictures of things that begin with the sound on their bag...or give the child two bags at once. This will be more demanding.

In each of these games, once the pictures have been sorted, say all the words in each box, bag or monster. Then place all the pictures back on the table and ask the child to find the pictures that sound the same. Say them together.

2. Surprise Games

a. Place a pair of pictures on the table, face up e.g. four/door. Ask the child to close their eyes as you are going to hide something under one of the pictures. Place a sticker – or a small picture of something nasty! E.g. a spider, a monster or a ghost under one of the pictures. (Children seem to prefer the "nasty" surprises!!!) Tell the child to open their eyes. Then say one word e.g. "door". The child picks up the correct picture to see if anything is underneath. Repeat with other pairs.

Then reverse the game with the child leading the game.

b. Make a 'Lift the Flap' game. Take an A4 piece of paper or card. From another sheet of card, cut a square slightly larger than the minimal pair pictures. Place this square on the centre of the A4 piece of card and, using sticky tape across the top edge, make a flap, under which you can hide a picture.

Place a pair of pictures in front of the child. The adult holds the identical pictures from the second set. The child closes their eyes. You hide one of your pictures under the flap. The child opens their eyes and then tries to guess which picture is under the flap. This will give lots of opportunities to say the words – one after the other. The child lifts the flap to reveal if their guess was correct.

Reverse the game so the child becomes the teacher.

3. Table Top Games

Matching Pairs

Picture Lotto

Board Game

Finish my sentence

a. *Matching Pairs*

Double photocopy one sheet. Cut into individual pictures and place face down on the table. Take turns in turning over two pictures. Keep the pictures if they are the same. Turn them back over if they are not the same. Continue the game until all the pairs have been found.

Lots of opportunities for production of single words.

b. *Picture Lotto*

Double photocopy sheets. Keep one sheet complete as the "board". Cut the second sheet into individual pictures. Place in a pile face down on the table. Take turns in turning over the cards. The first person to cover all the pictures on their "board" is the winner.

Lots of opportunities to say and repeat words.

c. *Board Game*

Photocopy a sheet of pictures. Cut into individual pictures. Then make a selection of your own instruction cards e.g. Miss a Go; Go back 2 spaces; Go forward 1 space; Sing a song; Stand on one leg etc.

Place instruction cards and picture cards in a sequence on the table or on the floor. Then play as a dice game.

d. *Finish my sentence*

Place pairs of pictures on the table face up. Tell the child that they must find the word that finishes your sentence.

Example: backing

I'd like a nice cup of -----

I'll lock the door with a -----

The boy is wearing a baseball -----

The water comes out of the -----

Children fly -----

Ladies wear -----

Etc.