

Blast Off Board

Language Sets

Building functional receptive and expressive language

The Blast Off Board Language Set combines word and phrase practice with FUN for young children who have delays in receptive and/or expressive language. Created by Rachel Arntson, speech-language pathologist, the proto-type of this set has been used and loved for years by Rachel.

With the success of the Blast Off Board Sound Sequencing Set, customers requested additional overlays/magnets that focus on language categories. We pay attention to what our customers say and are thrilled to present our Blast Off Board Language Set.

Children learn more effectively and stay more attentive when they enjoy an activity and are actively participating. The Blast Off Board facilitates the goals of increased attention and motivation all while learning a variety of different skills such as receptive and expressive vocabulary, scanning for objects, pointing, and understanding similarities and differences in objects.

What is the Blast Off Board?

The Blast Off Board is a two-sided magnetic-receptive board with 10 holes cut into it. Children match magnet pictures over the holes while saying the sounds or words on each picture. After all ten pictures are placed on the tray, children are rewarded by pushing the pictures out from the holes on the other side. Children have a “blast” as they push the pictures that are embedded into a scene on the back side of the board.

What is included in the complete Blast Off Board Language Set?

The Board itself is purchased separately and includes one set of magnets, with a natural scene printed on the back. The 10 following overlay/magnet language sets can be purchased separately or in bundles.

1. Farm Animals/Actions – This set features 10 animals doing specific actions that are illustrated on the magnet pieces and embedded into a farm scene on the overlay. Sheep-eat, Cow-sleep, Horse-jump, Chicken-peck, Cat-drink, Goat-kick, Turkey-walk, Duck-fly, Pig-sit, Dog-run.
2. Vehicles-Go – This set features 10 vehicles and the locations of each which are illustrated in a scene on the overlay. Boat in the water, Helicopter in the sky, Train on the tracks, Motorcycle on the road, Bike on the road, Balloon in the air, Car on the road, Airplane in the sky, Bus in the parking lot, Tractor in the field.
3. Getting Dressed – This set features 10 items of clothing that are illustrated in a child’s bedroom. Boots, Hat, Mittens, Shoes, Pajamas, Coat, Shirt, Shorts, Socks, Pants.
4. Body Parts – This set features 10 magnets with 16 different body parts illustrated on the overlay with a set of monkeys. Mouth-teeth-tongue, Hair, Ear, Leg-knee, Foot-toes, Tail, Eyes, Nose, Tummy-belly, Hand-fingers.

5. Wild Animals/Adjectives – This set features 10 magnets of wild animals and adjectives that describe each animal. Fierce roaring lion, Big elephant, Wet heavy hippo, Little bug, Slow turtle, Light fluttering butterfly, Striped zebra, Tall spotted giraffe, Fast spotted cheetah, Long alligator with sharp teeth.
6. Busy on the Bus – This set features parts of a bus and activities related to the bus. Fix with a hammer wrench screwdriver, Window and kids, Seats, Wheel.
7. Busy at Home – This set features activities common to a child’s life at home. Hang up clothes, Take a bath and wash your hair, Brush your teeth, Throw in the trash, Put a bandage on an owie, Wash clothes, Dry with a towel, Change a diaper, Go potty, pee, poop, Brush your hair.
8. Food/Actions in the Kitchen – The set features foods and actions done in the kitchen. Cut pizza, Bake cookies in the hot oven/cookie jar, Bite an apple, Scoop peas in a bowl with a spoon, Toast your bread, Fry and boil eggs in a pan and pot, Eat crackers on a plate, Juice and milk in the cold frig, Carrots and cheese, Peel a banana.
9. Outside Chores and Activities – This set features many chores and activities that are done outside. Mail a letter, Throw and recycle garbage, Sweep the sidewalk, Rake the leaves, Water the flowers, Knock on the door, Ride in the car, Cut the tree with a saw, Feed the birds, Push the stroller.
10. Playtime – This set features toys and activities used during playtime. Vehicles-choo choo train/truck/car/bus, Going whee on a swing, Baby doll sleeping in bed with a bottle and blanket, Puzzle pieces in and out, Read a book, Throw a ball through a net, Blocks going up and falling down, Light on and off and blow bubbles, Slide down, Paint on paper with a brush.

Extensions of the Blast Off Board Language Set

In addition to the Blast Off Board and magnet sets, additional products can be purchased at www.TalkItRockIt.com that will further enhance speech and language learning.

1. **Talk It Rock It songs, printable visuals, and movies** enhance many of the vocabulary words emphasized in these Blast Off Board Language Sets. Use the coupon code, TIRI-20, for a 20% discount on any of our song or movie sets.

The following songs are excellent for enhancing the vocabulary from our language sets:

Farm Animals/Actions –

- Imitation Exploration Set 1 –
Animals, Puppy Song, Yee Haw
- Drills for Sounds Set 3 –
Ride the Horsie

Animals Movin’ and Groovin’ Set 5 –

All of the songs in this set emphasize animals and the sounds and movements that they make. This set also comes with a set of animal face posters which would be an excellent extension of the Blast Off Board Language Set.

Getting Dressed –

- Imitation Exploration Set 1 – Put Them On
- Rock and Roll with a Language Goal – I Dressed Myself, Where Did My Shoes Go?

Vehicles/Go –

- Imitation Exploration Set 1 – Express Train, Go in my Car, Booga Choo Choo, Row Your Boat
- Rock and Roll with a Language Goal Set 2 – Go
- Drills for Sounds Set 3 – Jump on the Choo Choo, Wheels, Bus, Boat, Bike,

Body Parts –

- Imitation Exploration Set 1 – Baby Blowing Bubbles, Bath Time

Drills for Sounds Set 3 – Tiny Tony

Wild Animals/Adjectives –

Drills for Sounds Set 3 – A Monkey, Moose, and Mouse, Fish, Sharks, and Shells, Hissing Snakes, I See a Bug, Hippopotamus

Animals Movin' and Groovin' Set 5 – All songs in Animals Movin' and Groovin' relate to animals and would be an excellent extension to the Language Set of the Blast Off Board.

Busy on the Bus –

Rock and Roll with a Language Goal Set 2 – Go

Drills for Sounds Set 3 – Bus, Boat, Bike, Wheels

Busy at Home –

Imitation Exploration Set 1 – Owie Day, Bath Time, Put Them On

Rock and Roll with a Language Goal Set 2 – Brush, I Dressed Myself, Help Me Mama, Stop at the Door

Drills for Sounds Set 3 – All Done Playing,

Food/Actions in the Kitchen –

Imitation Exploration Set 1 – Milk and Juice, Let's Eat,

Rock and Roll with a Language Goal Set 2 – Cheese and Macaroni, Bananas, Scrambled Eggs

Outside Chores and Activities –

Imitation Exploration Set 1 – Go in My Car,

Rock and Roll with a Language Goal Set 2 – I Hear, Go

Drills for Sounds Set 3 – I Hear

Playtime –

Imitation Exploration Set 1 – Dump and Fill, Baby Blowing Bubbles, Gonna Get You, Row Your Boat, Bouncy, Bouncy, Bouncy, Go in my Car,

Rock and Roll with a Language Goal Set 2 – Slide, Go, Round We Go, Ball Ball Ball, Ha Ha Hiding

Drills for Sounds Set 3 – Jump on the Choo, All Done Playing, Bus Boat Bike, Ride the Horsie

2. **Blast Off Board Sound Sequencing Sets** – In addition to the Language Sets, we have a Sound Sequencing Set for children with apraxia and other motor sequencing disorders. We also have an initial consonant set for children with articulation delays.

Learning vocabulary requires more than simple pictures –

To build vocabulary, children must be exposed to words deeply, in many contexts, so that the words become a part of them. Although pictures are helpful, we find our overlays especially helpful to vocabulary building. When pictures of objects are presented in a natural context, children get the benefit of understanding what the vocabulary words really mean. There are so many ways to use our language set to enhance your child's vocabulary. These sets go way beyond just the pictures.

Here are some suggestions on how to get the most of the Blast Off Board Language Set.

1. **Relate the words in these language sets to your child's real life.** When you see the car in our magnet sets, relate it to your own car. Point out all of the vehicles you see when you are driving or when you are going on a walk with your child.
2. **Find a connection and similarities between words for deeper learning.** For example, when looking at our vehicle overlay, you can talk with your child about how the boat goes in the water –

Without water, boats cannot go. Talk about other things that go in the sky such as a helicopter, a rocket ship, or even a bird. Connections between words are essential to deeply learning vocabulary.

3. **Talk about differences in words.** When discussing animals, for example, discuss that a duck has feathers but a cat has hair.
4. **Act out the movements of the words** – Pretend you are a goal and kick like it shows on our Farm Animals/Actions magnet/overlay set. Pretend you are rowing a boat as shown in our Vehicles set. Also use our songs as mentioned above, to further enhance the vocabulary in our Language Set.
5. **When pointing to the objects on the back of the board** – You can certainly have children locate and point to the object say. Give directions such as, “Where is the cat?, Point to the cat. Push the cat.” As your child is able to respond to those directions, you can get more complicated by asking questions such as, “Who is drinking milk? Which vehicle is flying in the sky? Which body part do we use to eat? or What do we wear to bed?”

The uses of the Blast off Board Language set are endless. Be creative and let us know how you use it. We would love to share with others.

Data sheets for tracking progress

As you practice the words in the Blast Off Board Language Sets, you may want to track a child’s progress with the 0-3 scoring system listed below. When using this scoring system, you first determine what your goal is. The goal may be for the child to name the objects. It may be to have the child point to the object you name. It may be to have the child attempt to imitate the word or imitate the word in a short phrase. Whatever your goal is, this scoring system can be used in virtually ever situation.

0-3 Scoring System

- 0 – No attempt to imitate, name, respond with a verbal direction, or complete your desired goal.
- 1 – Attempted the goal, but the child was off target or undifferentiated from the other attempts.
- 1.5 – Child’s attempt was close to the target but required gestural, tactile, or verbal cueing.
- 2 – Child’s attempt was close to the target but still contained errors or difficulties not typical of a child his/her age.
- 2.5 – Child’s attempt was developmentally typical but required gestural, tactile, or verbal cueing.
- 3 – Child’s attempt was typical of a child that age with no need for cueing.

Use of gestures and signs

Children learn vocabulary best when presented in a variety of ways. Do not hesitate to use gestures or signs when talking about the words in our Language Sets. Teaching children sign can often be a bridge to verbal communication. If a child could talk, he would. Gestures and signs will relieve frustration. You can also physically assist a child by holding his hands to shape a sign. Forcing a child to say a sound or word is counterproductive.

A word about imitation

When practicing sounds and words from the Blast Off Board, encourage your students to first listen to your production of the sound before they say the sound. Children sometimes anticipate and begin imitating productions before they have heard the entire production. If that happens, use the phrase, “your turn” to cue the child to say the word again.

As mentioned before but very important, if children are not yet ready to imitate upon request, don’t create a

battle of the wills in requiring imitation. Withholding a magnet from a child who is not yet imitating or who cannot imitate will only cause frustration and negative interaction. Instead, show the child what you want her to do and encourage a level that you know she can do.

Teach your child to hold out her hand to request a magnet. That is an excellent place to start. Discourage a child from grabbing the magnets out of your hand. Grabbing does not help her learn the important skills of waiting and listening while you say the word.

When teaching your child to hold out her hand, this gives you a chance to also hold the child's hand in yours, to give her the picture, to move her hand up to your face as you say the word, and then to guide her hand up to her face as you give her the look of anticipation to try to say the word.

If he doesn't say the sound back to you, that is OK. He's simply not ready or does not yet understand the expectation. If you have another person around such as an older sibling, use that person to demonstrate what you are wanting the children to learn.

At first, the goal is to help the child focus on the words you are saying, train his ears and eyes to listen and watch, and have fun!

You may want to sign up for Rachel Arntson's blog on the Talk It Rock It site to receive periodic suggestions on how to help children learn to imitate. Another possible resource for you is her book, WE CAN TALK, Tips for Enhancing your Child's Speech and Language.

Thank you for your purchase of the Blast Off Board Language Set

We hope you find this set as helpful as it has been to me for the past 10 years. Children have loved my prototype of this set, and I am thrilled that I am finally offering it to others. Thank you again!

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