

Basic Concept Practice

Space and Time concept words are often mastered first. Some of the words listed below are not typically mastered until around kindergarten:

- **Space** concepts include words such as "on, in, off, under, over, below, above, up, down, next to, far, near, around, beside, underneath, in a row, separated, together, lead, follow".
 - **Time** concepts include words such as "first, last, second, third, fourth (etc.), next, before, after, day, week, month, hour, minute, during, following, while, beginning, ending, start, finish, morning, evening, daytime, nighttime, early, late".
 - **Quantity** concepts include words such as "all, none, more, less, few, several, many, all gone, some, one, more than one, as many as".
 - **Quality** concepts include many different describing words, like "healthy, ill, sick, well, big, little, small, large, dark (color), light (color), heavy (weight), light (weight), happy, sad, shiny, dull, hot, cold, warm, and all color words (such as red, blue, etc.)".
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- Ideally, practice these concepts with a student by hands-on activities. Working on two at a time (opposites) can be helpful. Example: play with big and small blocks, talk about wet and dry and you put toys into the tub, have a bucket to be full or empty with toys, etc.
 - Often, children learn concepts receptively first—meaning they could **point** to big/small/etc, before they could **tell** you that an object is big/small/etc. After teaching children a pair of concept words, ask them to point to or find the target words (big/small/etc).
 - Use errors as teaching opportunities: If a child hands you a small block when you asked for big, label the incorrect item and repeat the request for the correct item. Example: "That is a **small** block (put it back), I need a **big** block." Or "You gave me **wet**, I need **dry**."