

Task A: Generating Antonyms in Context

Goal: The student will finish sentences with word opposites with 90% or greater accuracy.

Finish each sentence with an opposite.

	Dates				
1.	Ice is <i>cold</i> , soup is _____. (hot)				
2.	Mice are <i>small</i> , elephants are _____. (big)				
3.	Rabbits are <i>fast</i> , turtles are _____. (slow)				
4.	Pillows are <i>soft</i> , rocks are _____. (hard)				
5.	Turn the light <i>on</i> , turn the light _____. (off)				
6.	Smiles mean <i>happy</i> , tears mean _____. (sad)				
7.	Some rulers are <i>short</i> , some rulers are _____. (long)				
8.	The horse jumped <i>over</i> the fence, the dog crawled _____. (under)				
9.	Bricks are <i>heavy</i> , feathers are _____. (light)				
10.	Sandpaper is <i>rough</i> , glass is _____. (smooth)				
11.	A desert is <i>dry</i> , an ocean is _____. (wet)				
12.	Butterflies are <i>pretty</i> , monsters are _____. (ugly)				
13.	Division is <i>hard</i> , addition is _____. (easy)				
14.	Penguins are <i>short</i> , giraffes are _____. (tall)				
15.	My glass is <i>full</i> , yours is _____. (empty)				
16.	Today's paper is <i>new</i> , yesterday's is _____. (old)				
17.	Some roads are <i>curved</i> , some are _____. (straight)				
18.	First clothes are <i>clean</i> , then they get _____. (dirty)				
19.	Rabbits are <i>quiet</i> , birds are _____. (noisy)				
20.	A rope is <i>thick</i> , a string is _____. (thin)				
		20	20	20	20
		%	%	%	%

Observations:

Task C: Identifying Emotion Words

Goal: The student will identify emotion words with 90% or greater accuracy.

Listen to my sentence. Tell me the emotion word you hear. (Use appropriate prosody, but don't emphasize the target word.)

	Dates				
1.	I'm <i>happy</i> to see you.				
2.	He is too <i>embarrassed</i> to sing today.				
3.	They are <i>afraid</i> of the dark.				
4.	Jill is <i>sad</i> to see the rain.				
5.	I'm <i>glad</i> the package came today.				
6.	She is <i>scared</i> to walk in the tunnel.				
7.	The class is <i>confused</i> about the test.				
8.	Dad was <i>worried</i> when the doctor called.				
9.	Marc is <i>angry</i> about the prank.				
10.	Our coach is <i>disappointed</i> we lost the game.				
11.	Maria is <i>proud</i> of her book report.				
12.	Mom was <i>mad</i> when the window broke.				
13.	The firefighter is <i>horrified</i> by the fire.				
14.	Grandma was <i>lonely</i> after we left.				
15.	Our teacher is <i>pleased</i> with our class play.				
16.	The dogs are <i>bored</i> with their toys.				
17.	The chef is <i>impressed</i> by the dessert.				
18.	The baby is <i>terrified</i> of the loud noise.				
19.	He is <i>anxious</i> to start painting.				
20.	Sam thinks winning the race is <i>hopeless</i> .				
		20	20	20	20
		%	%	%	%

Observations:

Task D: Category Membership by Location, *continued*

Goal: The student will name category members with 90% or greater accuracy.

Listen to the category I say. Name as many things as you can in that category: things you might see _____. (Score an item correct if the student names an adequate number of things for his age.)

		Dates			
1.	in a gym locker _____				
2.	in a clothing store _____				
3.	in a kitchen drawer _____				
4.	in a bathroom cabinet _____				
5.	in a freezer _____				
6.	on a bulletin board _____				
7.	in a teacher's bag _____				
8.	in a grocery store _____				
9.	on a computer screen _____				
10.	in a doctor's office _____				
11.	in a hospital room _____				
12.	in a car trunk _____				
13.	in an airplane _____				
14.	in a movie theater lobby _____				
15.	in a hotel room _____				
16.	in a band room _____				
17.	in a lion's cage _____				
18.	in a vending machine _____				
19.	in a circus ring _____				
20.	on a fire engine _____				
		20	20	20	20
		%	%	%	%

Observations: