



English Language Series

First Words and Sentences

USER GUIDE

Contents

Introduction	1
Activation	2
Quick Start	3
Main Menu	4
Game Plan	5
Program Modules	5
Activity Type	5
Activity Settings	5
In-Game Settings	8
Training Levels of Instruction	9
Activities	12
Optimized Learning	12
First Words 1 and 2, First Verbs	12
Simple Sentences	13
Training by Level	14
Word Introduction	14
Test Mode	15
Zot Routines	15
Data Reports	16
User Management	17
Help	17
Appendix: Vocabulary Words	18
Technical Support, Credits	22

Introduction

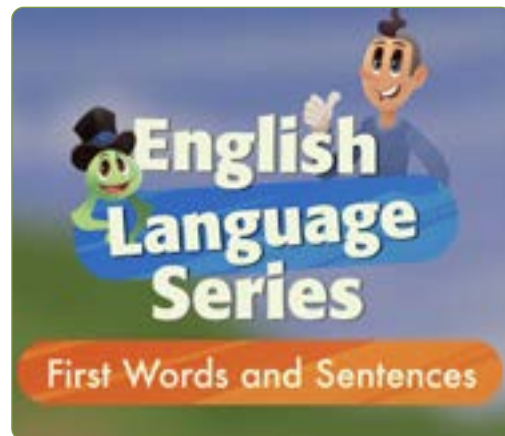
Attainment’s **English Language Series – First Words and Sentences** includes four learning modules: **First Words 1**, **First Words 2**, **First Verbs**, and **Simple Sentences**. These modules are based on original programs developed by Laureate Learning Systems, LLC.

The first three modules, First Words 1, First Words 2, and First Verbs, introduce and train 50 early-developing nouns and verbs. The Simple Sentences module helps students master the canonical Subject-Verb-Object word order of the English language.

All learning modules include multiple activities for training and reinforcement of the materials. The recommended training activity is **Optimized Learning**. With Optimized Learning, the program will automatically introduce, train, and track mastery of the content. Training can also be set manually using the **Training by Level** activity.

Several supplemental activities are included in the program as well. The **Word Introduction** activity provides an interactive introduction to the content. **Test Mode** presents content with no instructional support or feedback and is useful as a pre- and/or post-test. The last supplemental activity, **Zot Routines**, is available only with First Words 1 and First Words 2. Zot Routines is a fun activity featuring the Zot animations from the original Laureate programs.

First Words and Sentences is compatible with single switch scanning. The autoscan delay can be customized for individual students. Other custom settings include choosing the background style, card style, cue style, response time, and displaying the prompt text.



ACTIVATION

The Windows, Mac, and iPad versions require activation to unlock the full features of the app. If you purchased a download for Windows or Mac, or have installed the free app on an iPad, you will unlock the app using the Access Code you received after purchasing the program. If you purchased a web subscription, use your Attainment HUB login to sync the app to your HUB account. Select the Free Trial button if you want to try the program before purchasing. The trial version is limited to 10 vocabulary words in the First Words 1 module.

To activate with an Access Code, enter your code and then select the **Activate** button in the lower right corner.




To log in with your HUB account (subscription required), select the **HUB** button in the lower left corner of the screen and then enter either your teacher credentials or a student username and password. If successful, the app will synchronize data from your HUB account.



Quick Start

From the Main Menu, select the **Start New Game** button. This will bring up the Game Plan screen. Select one of the four program modules on the left side of the screen, then choose an activity from the Activity Type drop-down menu.

To select specific words to be used in the session, select the **Edit List** button. Customizing the Vocabulary List only applies to First Words 1, First Words 2, and First Verbs.

Customize the additional settings, Game Time, Response Time, Card Style, etc., for the student. Other settings, including Autoscan Delay, Display Prompt Text, and Volume, are available in the In-Game settings by selecting the **Gear** icon  in the upper left corner. **Note:** Not all settings are available or apply to all activities.

After customizing the settings, select the **Start Game** button. When the student is ready to begin, select the **Start** button.

To pause the session at any time, select and hold the **Pause** button in the upper left corner of the screen until the Pause menu appears. On the Pause menu, select the **Settings** button to modify the In-Game settings. Select the **Resume** button when the student is ready to continue, or select **Quit** to end the session.

Note: Selecting anywhere outside of the active program window, opening a different application, or selecting a different browser tab (web browser version) while the program is running will also pause the program.

To exit **First Words and Sentences** in the web browser version, simply close the tab or web browser at any time. In the downloadable versions for Windows or Mac, or the iPad app, select the **Gear** icon and select the **Quit Application** button from the In-Game Settings screen. **CAUTION:** Closing the program during a game session will result in no data recorded for that session. Return to the Main Menu before exiting the program to prevent lost data.

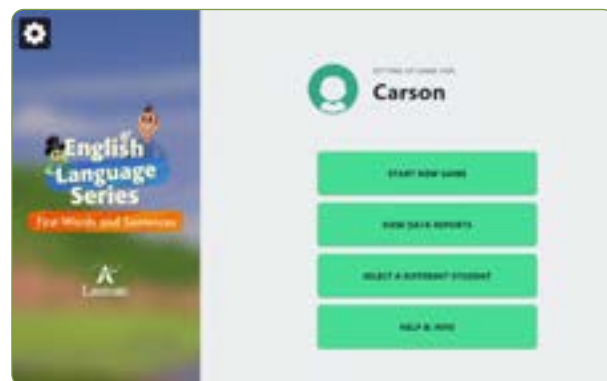


Main Menu

From the **Main Menu**, you can start a new game, view reports, change students, or view help and information about this program. You will be returned to this menu screen after every session. If the program is launched from the Attainment HUB for a specific student, the option to select a different student will be disabled.

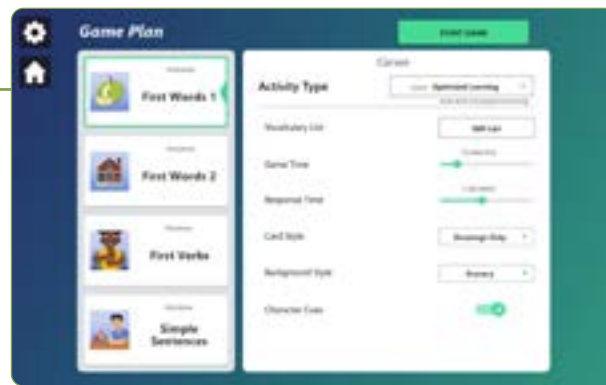
Additional settings are available on the In-Game Settings screen by selecting the **Gear** icon in the upper left corner.

To select a learning module and customize settings, select the **Start New Game** button.



Game Plan

Before starting any activity, the **Game Plan** screen allows you to select a program module and customize settings for the student. The four program modules are listed on the left side of the screen, and the activity type and activity settings are on the right.

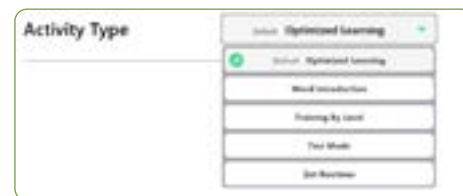


PROGRAM MODULE

There are four programs to choose from, listed on the left side of the screen. Select First Words 1, First Words 2, First Verbs, or Simple Sentences.

ACTIVITY TYPE

This drop-down menu allows you to choose a learning activity. All modules include Optimized Learning, Word Introduction, Training By Level, and Test Mode. First Words 1 and First Words 2 include an additional activity, Zot Routines. See the **Activities** section on pages 12–15 for a detailed description of each activity.



ACTIVITY SETTINGS

Vocabulary List

You can edit the list to select specific words for each session. All 50 words are selected by default. The vocabulary list also shows the student's Mastery level indicator next to each word.

TIP: While it is possible to select all 50 nouns, it is recommended to select no more than 10–15 words at a time when using Training by Level or Optimized Learning.

In First Words 1, First Words 2, and First Verbs, there are 50 words displayed in the list. Using the checkbox next to each word, you can select or deselect individual words to be presented in the session.



The drop-down menu in the top left corner allows you to filter and sort the order of words as they appear in the list. Sort words Alphabetically, by Mastery Level (Ascending or Descending—see *below*), or in Developmental Order (the order in which they are typically acquired). Filter words by choosing Selected Only, Deselected Only, Mastered Only, or Unmastered Only.



In Simple Sentences, the Vocabulary List displays the sentences included in each sentence set. Sentence sets are trained in order as a complete set, so individual sentence sets and individual sentences cannot be selected or deselected. Sentences from each set can be viewed using the drop-down menu at the top.

To the right of each word in the Vocabulary List is a progress bar representing the student’s mastery of each word in the Optimized Learning activity. When a word is deselected, the Mastery Level indicator is faded out. In Simple Sentences, each sentence pair is represented by a single progress bar.

Mastery Level Indicators

Note: Simple Sentences does not use training Levels 1 and 2.

0 bars lit up: No training level has been assigned or has not been presented to the student.

1 bar lit up: Currently in Training Level 1 (FW 1, FW 2, FV)

2 bars lit up: Currently in Training Level 2 (FW 1, FW 2, FV)

3 bars lit up: Currently in Training Level 3

4 bars lit up: Currently in Training Level 4

5 bars lit up: Currently in Training Level 5

6 bars lit up: Currently in Confirmation Testing

7 bars lit up: Mastered

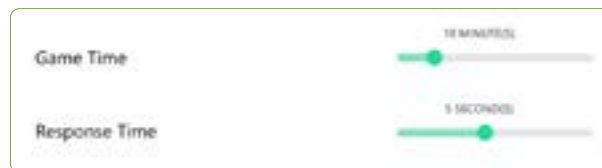
WORDS	EXPOSURES THIS SESSION	ALL TIME MASTERY
★ Cow	4	Mastery Level 7 bars lit up
🚩 Dog	5	Mastery Level 1 bar lit up

A gold star ★ is displayed next to the word when a word or sentence pair has been mastered. Mastered words may appear in other training sessions, but once a word is mastered, it remains mastered. Words the student struggles with are marked with a red flag. 🚩 Flags reset each time the program is launched.

Training Levels are only modified through the Optimized Learning activity. A student’s performance in other activities does not affect the training level.

Game and Response Times

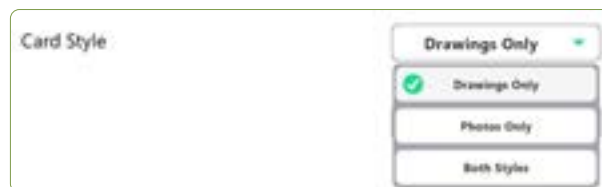
Game Time: You can select a session time between 5 and 30 minutes, in 5-minute increments or unlimited sessions. This setting is only available for Optimized Learning, Word Introduction, and Training By Level.



Response Time: The Response Time setting is available only for Optimized Learning and Training By Level. This setting adjusts the time the program waits for a response from the student, between 1 and 10 seconds.

Card and Background Styles

Card Style: In First Words 1 and First Words 2, each word contains two illustrated examples and two photo examples. This setting determines which examples are used in the activity, either two illustrated examples, two photos, or both, which will display one example of each card style.

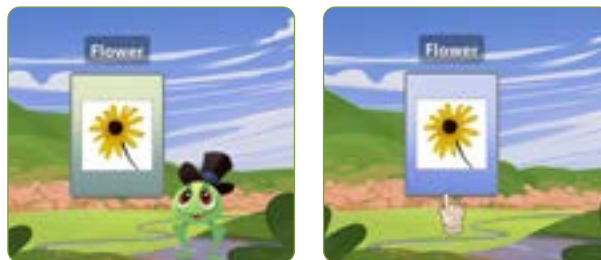


Background Style: Use this setting to select an appropriate background for a student. Four background styles are available for each activity: Scenery, Scenery Faded, Simple, and White.





Character Cues

This setting controls the stimulus used to cue the correct response in levels specified in Training By Level, or in Optimized Learning after delayed responses. When enabled, Blob cues the correct answer. When disabled, a pointing finger is used for cueing.



Specify Blob or a pointing finger to cue the correct answer in Training Levels 1 through 3, or after delayed response.

IN-GAME SETTINGS

In-Game Settings can be changed without exiting an activity. Before starting an activity, the Gear icon  in the upper left corner of the Game Plan screen opens the In-Game Settings. When an activity is in progress, these settings can be accessed any time by pausing the activity. 

Master Volume: Users can change the volume of the game without using the volume controls on the device.

Display Prompt Text: When this setting is enabled, the target word or sentence is displayed above the cards in the activity.

Accessibility Switch Autoscans Delay: Attainment's English Language Arts Series is compatible with single switch scanning. Use the slider to select a scan delay between 1 and 8 seconds. Switch scanning is controlled with either the Space Bar or Enter key.



Training Levels of Instruction

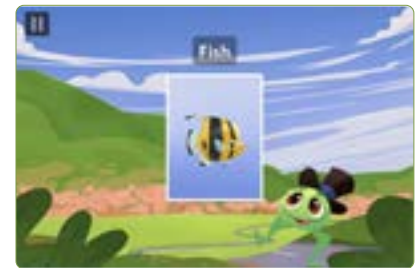
There are five training levels of instruction. Each level features one or two pictures on the screen, instruction, cueing, and verbal feedback. First Words 1, First Words 2, and First Verbs include all five levels. Simple Sentences uses only Levels 3, 4, and 5.

Every level gives students two opportunities to choose the correct answer. A correct response on the second attempt is recorded the same as a correct response on the first attempt. If a student does not respond within the set Response Time or an incorrect response is recorded on the second attempt, the question is considered incorrect.

Level 1 (Instruction, Cueing, and Feedback)

One picture is presented in the center of the screen, and instruction is provided (“This is a fish.”). The student is then asked to find the picture (“Find the fish.”), and the cue points to the picture.

If the student responds with the correct answer, the narrator acknowledges the correct response (“Way to go!”) and repeats the instructional sentence (“Here’s the fish.”). If the student does not respond within the set Response Time, the program repeats the question and provides a second opportunity to respond. On Levels 1–3, the two examples of each word are always presented on successive trials.



“Find the fish.”



“This is a truck.”

Level 2 (Instruction, Cueing, and Feedback)

One picture is presented in the center of the screen, and instruction is provided (“This is a truck.”). The picture then relocates to either the left or right side of the screen and the student is asked to find the picture (“Find the truck.”), and the cue points to the picture.

If the student responds with the correct answer, the narrator acknowledges the correct response (“Nice work!”) and repeats the instructional sentence (“This is a truck.”). If the student does not respond within the set Response Time, or does not respond correctly, the program repeats the question and provides a second opportunity to respond. On Levels 1–3, the two examples of each word are always presented on



“Find the truck.”

Level 3 (Instruction, Cueing, and Feedback)

One picture is presented in the center of the screen, and instruction is provided (“This is a chair.”). The picture then relocates to either the left or right side of the screen, and a second picture with a different word or sentence, the foil, appears on the opposite side of the screen.

The student is asked to find the picture (“Show me the chair.”), and the cue points to the picture.

If the student responds with the correct answer, the narrator acknowledges the correct response (“That’s right!”) and repeats the instructional sentence (“This is a chair”). If the student does not respond within the set Response Time, or does not respond correctly, the program repeats the question and provides a second opportunity to respond. On Levels 1–3, the two examples of each word are always presented on successive trials.



“This is a chair.”



“Show me the chair.”

Level 4 (Instruction and Feedback)

One picture is presented in the center of the screen, and instruction is provided (“Here’s a horse.”). The picture then relocates to either the left or right side of the screen, and a second picture with a different word or sentence, the foil, appears on the opposite side of the screen. The student is asked to find the picture (“Choose the horse.”). No cue is provided on the first attempt.

If the student responds with the correct answer, the narrator acknowledges the correct response (“You’re right!”). The instructional sentence is repeated (“Choose the horse.”). If the student does not respond within the set Response Time, or does not respond correctly, the program repeats the question and provides a second opportunity to respond with a cue.



“Here’s a horse.”



“Choose the horse.”

Level 5 (Feedback Only)

Two pictures are presented on the left and right sides of the screen. The target word or sentence appears on one side and a second picture with a different word or sentence, the foil, appears on the opposite side. No instruction is provided. The student is asked to find the picture (“Show me the flower.”). No cue is provided on the first attempt.



“Show me the flower.”

If the student responds with the correct answer, the narrator acknowledges the correct response (“Nice one!”) and repeats the instructional sentence (“This is a flower.”). If the student does not respond within the set Response Time, or does not respond correctly, the program repeats the question and provides a second opportunity to respond with a cue.

OPTIMIZED LEARNING

Optimized Learning continuously assesses the student’s knowledge and automatically adjusts the instructional level until the student reaches the Mastery level. Training focuses on content that has not been learned and sets aside material that has already been mastered. Optimized Learning is the only activity that tracks students’ progress and mastery of the material, and is the recommended activity for training in each module.

Optimized Learning—FW 1, FW 2, FV

Optimized Learning in First Words 1, First Words 2, and First Verbs begins with Probe Testing to identify five words the student does not know. Words are probe tested in Developmental Order. During probe testing, one exemplar image and one foil image appear side by side on the screen, and the student is asked to identify the target word without any instructional support or prompting. If the student correctly identifies the target word in the first trial, the next trial presents the second exemplar with a different foil image. If the word is identified correctly in both trials, the word is considered mastered and is set aside to be confirmed later. Words not identified correctly in either trial are added to a list of words to be trained. Probe testing continues until five words have been identified to begin training.

After probe testing has identified five words to be trained, Optimized Learning sets the initial level of instructional support based on the student’s performance. If a student answered more than 60 percent correctly during probe testing, the initial training level is set to Level 4. If between 30 and 60 percent of the words were identified correctly, the training level begins at Level 3. If the student identified less than 30 percent during the probe test, training begins at Level 2.

Training begins with words the student did not identify correctly during probe testing. Words are presented randomly for each trial. However, in Levels 1–3 both exemplars of a word are presented in successive trials. To progress to the next level of training for a word, the student must correctly identify both examples of the word in two successive trials. If the student does not correctly identify one of the two examples, the training level stays the same. If both examples are not identified correctly, the training level moves down. On each trial, students have two opportunities to answer

correctly. If the student answers incorrectly or does not respond on the first attempt, the question is repeated, and the student has a second opportunity to respond. A correct response on the second attempt is acknowledged in the same way as a correct response on the first attempt.

When both exemplars of a word have been correctly identified on two successive trials on Level 5, the word is considered mastered. Mastered words are removed from training but will be presented again later to confirm retention of the word.

Confirmation of mastery is assessed with two additional trials at training Level 5. Confirmation trials are presented randomly throughout the remainder of the session and in future Optimized Learning sessions that include mastered words. Students must answer correctly in both trials to confirm mastery. If the word is not identified correctly, the word is returned to training at Level 5 and must again be identified correctly in two successive trials to be considered mastered.

Optimized Learning—Simple Sentences

Optimized Learning for Simple Sentences trains all five sentence sets, one set at a time, beginning with Contrasting Verbs, Contrasting Objects, Contrasting Subjects, Mixed Sentences, and Reversibles. After each set is mastered, training continues to the next set until all sets are mastered. Simple Sentences uses training Levels 3, 4, and 5. Training Levels 1 and 2 are not used.

When starting Optimized Learning, an initial probe test is performed to determine if the student understands the concept of the sentence set. On each trial, one target picture and its contrasting foil picture appear side by side, and the student is asked to identify the target picture without any instructional support or prompting. If the student misses three of the target pictures, training for the entire sentence set begins on Level 4. If the student correctly identifies eight of the ten target pictures, the program concludes that the student already has a working knowledge of the concept, and the next sentence set is introduced.

Reversible Sentences are sentences in which the nouns and verbs are the same, but the word order differs. When probe testing the Reversible Sentence set, if the student correctly identifies eight of the first ten target pictures, probe testing continues with the second exemplar from each of the ten sentences. If the student, again, correctly identifies eight of the sentences, the program concludes that the student has a working knowledge of the set. If the student misses three of the target pictures, training for the entire set begins on Level 4.

Training for Simple Sentences will train all sentences in each sentence set. Sentences are presented randomly in each successive trial. To progress to the next level of training for each sentence, the student must correctly identify both contrasting examples in successive trials. If the student does not correctly identify one of the two examples, the training level stays the same. If both examples are not identified correctly, the training level moves down. On each trial, students have two opportunities to answer correctly. If the student answers incorrectly or does not respond on the first attempt, the question is repeated, and the student has a second opportunity to respond. A correct response on the second attempt is acknowledged in the same way as a correct response on the first attempt.

When both exemplars of a sentence have been correctly identified on two successive trials on Level 5, the sentence is considered mastered. Mastered sentences are removed from training but will be presented again later to confirm retention of the sentence.

Confirmation of mastery is assessed with two additional trials at training Level 5. Confirmation trials are presented randomly throughout the remainder of the session and in future Optimized Learning sessions that include mastered sentences. Students must answer correctly in both trials to confirm mastery. If the sentence is not identified correctly, the sentence is returned to training at Level 5 and must again be identified correctly in two successive trials to be considered mastered.

TRAINING BY LEVEL

Training by Level allows users to train on a fixed level of instructional support. All words or sentences are presented at the selected level. Two examples of each word are presented according to the instructional level. Each Training by Level session continues until both examples of each word have been correctly identified, the user exits the session manually, or the configured game time runs out. Data Reports for the Training by Level activity will show correct and incorrect answers for each example. Results from the Training by Level activity do not affect the training level status in the Optimized Learning activity.

WORD INTRODUCTION

Word Introduction is a supplemental activity that can be used to introduce students who are not yet prepared to begin training. It can also provide focused exposure to words that a particular student may be struggling with. Each word or sentence is presented one at a time, and the student is prompted with a question (“What’s that?” or “What’s happening?”). The answer is presented

following a student response. Each session continues until both examples of each word have been presented, the user exits the session manually, or the configured game time runs out. Data Reports for Word Introduction identify all words that were presented during the session.



"What's this?"

TEST MODE

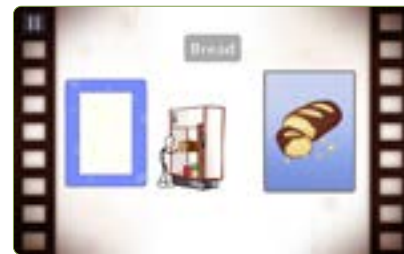
Test Mode can be used at any time to assess a student's current level of knowledge. For example, either as a pre- or post-training assessment. In First Words 1, First Words 2, and First Verbs, one example for each word is presented to the student in random order, and the student is asked to identify the word. No instructional support or feedback is provided. In Simple Sentences, both sentences from each sentence pair in the selected sentence set are presented in random order. Each session continues until all selected words or sentences have been presented, or the user exits the session manually. Data Reports show correct and incorrect answers for each example. Results from Test Mode do not affect the training level status in the Optimized Learning activity.



"What's this?"

ZOT ROUTINES

Zot Routines, available only with First Words 1 and First Words 2, is another supplemental activity that can provide focused exposure for specific words or used as an educational reward for a job well done. Zot Routines are fun animated skits starring Zot from the original Laureate Sterling Series. Each skit uses dialog and animation to present words in various grammatical contexts. No student interaction is necessary. Each session continues until all selected words have been presented or the user exits the session manually. Data Reports will identify all words presented during the session.



Data Reports

Data Reports are available for viewing at the end of each session or by selecting **View Data Reports** from the Main Menu.

The data included in each report depends on the selected activity. All reports include the date and time the activity was completed, the student's name, the selected module, and selected activity.

The Data Report screen displays one session at a time.

Additional sessions can be selected from the drop-down menu in the upper right corner.

The web browser version of the program only displays session data from when the program was last launched. Data from prior sessions are stored on the Attainment HUB and can be viewed from the **Reports** screen in your Attainment HUB account.

To print a report, select the **Print** button to generate a PDF Data Report.

Printing from a Windows computer: If your default PDF viewer application is a web browser, the PDF file will open in the web browser after it is generated. You will then be able to save or print the report from the web browser. If your default PDF viewer is a separate application, you will be prompted to download the PDF file.

Printing from a Mac computer: The Data Report will be generated, and the Print dialog box will appear. Choose a printer to print the report.

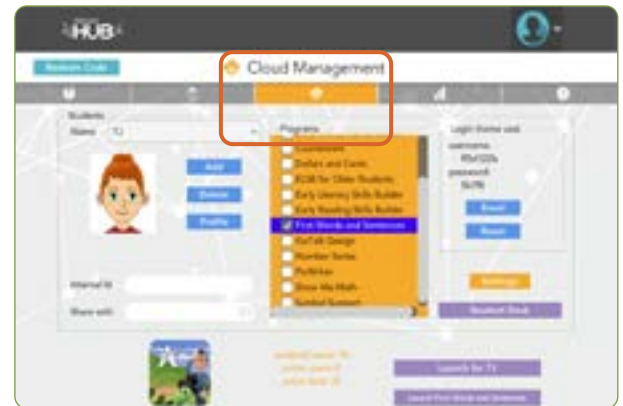
Use the **Delete** button to delete the current data report from the program. A confirmation is required to permanently delete the report.

When using the web browser version, deleting a data report from the program does not delete the data from the Attainment HUB. To permanently remove data stored on the HUB, you must delete it from the Reports screen in your Attainment HUB account.

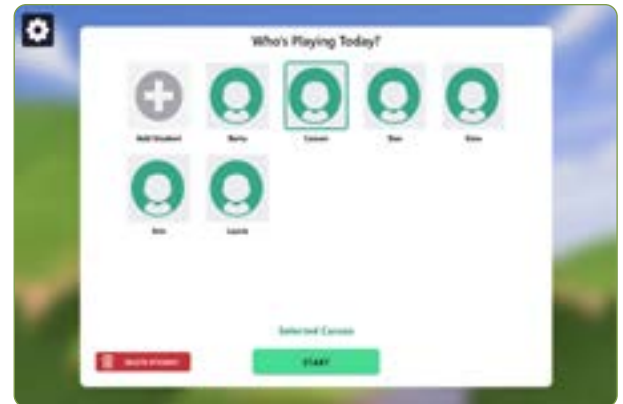


User Management

For the web browser subscription, users are managed through your Attainment HUB account. To add or delete students, or edit student profiles, navigate to the **Cloud Management** tab on the HUB. Under the **Programs** section, make sure First Words and Sentences is selected for each student who will access the program.

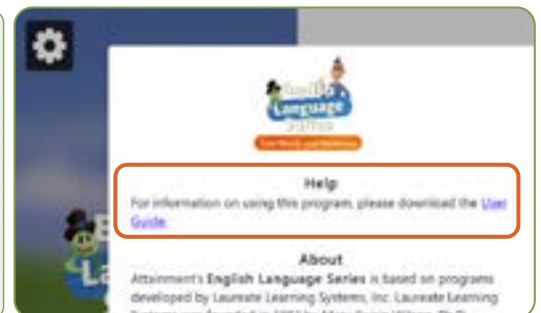


For the downloadable versions on Windows, Mac, or iPad, users are managed from within the app on the Who's Playing Today screen. This screen can be accessed at any time from the Main Menu by selecting the **Select a Different Student** button. Custom avatar images are not available for users managed within the app.



HELP

This User Guide can be accessed by selecting the **Help and Info** button on the Main Menu. A link is provided on the Help screen to access the PDF User Guide.



Appendix: Vocabulary Words

FIRST WORDS 1 VOCABULARY

Airplane	Brush	Ear	Juice	Stairs
Apple	Car	Eyes	Keys	Swing
Ball	Cat	Fingers	Milk	Teddy bear
Balloon	Chair	Fish	Mouth	Telephone
Banana	Cookie	Flower	Nose	Toes
Bathtub	Cow	Foot	Rabbit	Toothbrush
Bed	Cup	Hair	Shirt	Tree
Bird	Dog	Hand	Shoes	Truck
Book	Doll	Hat	Socks	TV
Bread	Door	Horse	Spoon	Window

FIRST WORDS 2 VOCABULARY

Basket	Chicken	Fork	Pig	Shorts
Bell	Clock	Helicopter	Pillow	Slide
Bicycle	Coat	House	Plant	Table
Blocks	Comb	Ladder	Plate	Taxi
Boat	Crayons	Mittens	Pot	Thumb
Boots	Dress	Money	Puzzle	Toilet
Bowl	Drum	Monkey	Rock	Towel
Bus	Eggs	Motorcycle	Rug	Train
Bush	Fence	Orange	Sandwich	Wagon
Carrots	Flag	Pants	Scissors	Whistle

FIRST VERBS VOCABULARY

Blow	Cry	Hit	Pull	Splash
Break	Dance	Hold	Push	Swim
Bring	Drink	Hug	Put	Swing
Carry	Drive	Jump	Rain	Throw
Catch	Eat	Kick	Ride	Tickle
Clap	Fall	Kiss	Run	Touch
Clean	Fix	Look	Show	Walk
Climb	Get	Open	Sing	Wash
Close	Give	Play	Slide	Watch
Cook	Help	Pour	Snow	Wipe

SIMPLE SENTENCES—SENTENCE SETS

Set 1: Contrasting Verbs

The woman is **carrying** the suitcase.
The woman is **opening** the suitcase.

The girl is **catching** a ball.
The girl is **hitting** a ball.

The mother is **holding** the baby.
The mother is **washing** the baby.

The man is **pulling** the sled.
The man is **holding** the sled.

The baby is **pulling** the duck.
The baby is **hugging** the duck.

The man is **pushing** the car.
The man is **driving** the car.

The girl is **riding** her bike.
The girl is **washing** her bike.

The boy is **splashing** the girl.
The boy is **helping** the girl.

The father is **tickling** the baby.
The father is **washing** the baby.

The man is **washing** the dog.
The man is **carrying** the dog.

SIMPLE SENTENCES—SENTENCE SETS

Set 2: Contrasting Objects

The woman is carrying the **suitcase**.
The woman is carrying the **groceries**.

The girl is kissing the **teddy bear**.
The girl is kissing the **boy**.

The mother is giving the baby a **present**.
The mother is giving the baby a **bottle**.

The mother is holding the **baby**.
The mother is holding the **cat**.

The baby is pulling the **duck**.
The baby is pulling the **wagon**.

The man is pushing the **car**.
The man is pushing the **lawnmower**.

The girl is riding her **bike**.
The girl is riding her **horse**.

The girls are splashing their **mother**.
The girls are splashing their **father**.

The girls are tickling their **mother**.
The girls are tickling their **father**.

The mother is washing the **baby**.
The mother is washing the **car**.

Set 3: Contrasting Subjects

The **woman** is carrying the suitcase.
The **boy** is carrying the suitcase.

The **boy** is washing the monster.
The **monkey** is washing the monster.

The **mother** is giving a present to the baby.
The **father** is giving a present to the baby.

The **woman** is holding a cat.
The **bear** is holding a cat.

The **dog** is pulling a sled.
The **girl** is pulling a sled.

The **man** is pushing the car.
The **woman** is pushing the car.

The **cowboy** is riding a horse.
The **girl** is riding a horse.

The **girls** are splashing their father.
The **boys** are splashing their father.

The **father** is tickling the baby.
The **mother** is tickling the baby.

The **mother** is washing the baby.
The **father** is washing the baby.

SIMPLE SENTENCES—SENTENCE SETS

Mixed Set

Contrasting Verbs

The girl is catching a ball.

The girl is hitting a ball.

The man is washing the dog.

The man is carrying the dog.

Contrasting Objects

The girl is kissing the bear.

The girl is kissing the boy.

The mother is giving the baby a present.

The mother is giving the baby a bottle.

The baby is pulling the duck.

The baby is pulling the wagon.

The girl is riding her bike.

The girl is riding her horse.

Contrasting Subjects

The woman is holding a cat.

The bear is holding a cat.

The dog is pulling a sled.

The girl is pulling a sled.

The man is pushing the car.

The woman is pushing the car.

The girls are splashing their father.

The boys are splashing their father.

Set 4: Subject/Object Reversibles

The **rabbit** is brushing the **cat**.

The **cat** is brushing the **rabbit**.

The **teddy bear** is kissing the **girl**.

The **girl** is kissing the **teddy bear**.

The **mouse** is painting a picture of the **girl**.

The **girl** is painting a picture of the **mouse**.

The **bear** is riding the **lion**.

The **lion** is riding the **bear**.

The **boy** is splashing the **girl**.

The **girl** is splashing the **boy**.

The **father** is tickling his **baby**.

The **baby** is tickling his **father**.

The **monster** is washing the **monkey**.

The **monkey** is washing the **monster**.

The **monkey** is holding up the **elephant**.

The **elephant** is holding up the **monkey**.

The **purple guy** is covering the **baby**.

The **baby** is covering the **purple guy**.

The **father** is feeding his **baby**.

The **baby** is feeding his **father**.

TECHNICAL SUPPORT is available weekdays from 9 am - 5 pm (CST)

PHONE: 1-800-327-4269 or 1-608-845-7880

EMAIL: techsupport@AttainmentCompany.com

WEBSITE: www.attainmentcompany.com

If you have a problem running **First Words and Sentences**, please call or email **Attainment Technical Support**. If possible, have your computer nearby while we discuss solutions.

You can speed the process if you collect some basic information ahead of time:

- Are you using the web-based subscription or the downloadable version?
—If web-based, what type of device and which web browser?
- Are you on Windows, Mac, iOS, Android, or Chromebook?
- What operating system version is on your device?
- What is the error message, or what is the problem you are having?

About First Words and Sentences

Attainment's English Language Series is based on programs developed by Laureate Learning Systems, Inc. Laureate Learning Systems was founded in 1982 by Mary Sweig Wilson, Ph.D. (F-CCC-SLP), and Bernard Fox, M.S. (CCC-SLP). As President and CEO, Dr. Wilson developed a sequence of language intervention software in the areas of vocabulary, cognitive concepts, syntax, auditory processing, and reading. Mary and Bernie's work in the field of language development has left an indelible imprint on the quality of language intervention services, as well as on lives of students who made significant gains through Laureate's language intervention software. In 2015, Attainment Company partnered with Laureate with the goal of maintaining and continuing their series of successful language intervention applications.

Credits

Attainment Company	Laureate Learning Systems	Filament Games	Weathered Sweater
Don Bastian CEO and Founder	Mary Sweig Wilson Ph.D, F-CCC-SLP	Alex Stone Account Management	Ryan Huggins Owner
Autumn Garza President	Bernard J. Fox M.S., CCC-SLP	Abby Friesen Game Design	Marguerite Dibble Visual Interaction Design
Scott Meister VP of Technology		Lilly Arredondo, Georgia Adkins, Gene Cook Production	Robby Mitchell, Daimen Paquin-Nault Game Engineering
Craig Booth Quality Assurance		Georgia Adkins, Brian Czech, Austin Smythe Quality Assurance	
		Josh Bartels Sound Engineering	
		Roma Jensen, Chenya Chang, Jill Alderete, Kyle Rogers Game Art	
		Rob Frank, Bret Dunham, Steve Lilley Game Engineering	
		Tracey Reinke, Brandon Korth Visual Interaction Design	