Instruction Sheet:

LEXICON SEARCH
INSTRUCTIONS

Welcome to one of the first ever word searches about learning lexicon! We hope you learn a lot while playing our game and most importantly have a lot of fun! Here's a simple guide on how to use our game to accomplish this:

1. Assign someone to host the game. This is a very important role because this individual will get total control over the game's fate.
2. Give every other player a board and some chips.
3. The host will one at a time read a definition of their choice while the players try to guess what word matches the definition.
4. If a player thinks that they know the word being described, they can mark the spot with a chip.
5. The host will mark down the code for all of the definitions they chose to keep track of later.
6. If a player gets 6 chip in a row they shout "Lexicon Bingo". These counts if the chips are horizontal, vertical, or even diagonal.
7. The host will check if the player truly got bingo by checking if the code on all the words in a row matches the codes for the definitions they previously marked down.
8. If all the codes match up the player wins that round!

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Words that focus on ages 0-2 lexicon development

1. A1 Intention to communicate- This is one of the four characteristics of real word use. When words are used not just by repetition or imitation. (Syrett, Kristen)

2. B1 Context Bound Words- These seem like real words, but unfortunately are only used in specific situations with no generalization. (Syrett, Kristen)

3. C1 Signs- A way of communicating outside of typical speech. Teaching your child this prior to the age of two helps improve word learning. (Syrett, Kristen)

4. D1 Protowords- Used by infants around the age of 10months. They are typically shortened versions of words used in everyday language. The meaning is usually only recognized by the infants immediate circle. (Swingley, Daniel)

5. E1 Babbling- Typically children do this around 3-6 months old. Prior to the child forming full words, this is when they string together seemingly random consonant and vowel sounds. (Klass,Perri)

6. F1 Segmenting Speech- You perform this when you divide a speech stream into multiple parts. (Swingley, Daniel)

7. A2 Lexicon- Refers to an individual's language inventory. What words, phrases, and sounds do they have coded. (Braginsky, Mika)

8. B2Vertical Constructions- A way of constructing sentences prior to a child being able to produce two word utterances. The child strings together single words that seem related to each other. (Lapadat,Judith)

9. C2 Overgeneralization- Emily refers to all flowers as sunflowers. Even tulips, lilies, and roses she points and says "Sunflower". Emily is making a _____.(Syrett, Kristen)

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Words that focus on ages 2-4 lexicon development

1. D2 Two-step directions: Mickey's mom tells him to "Brush his teeth, and put his pajamas on". Mickey's mom is giving him a _____ (Gruneboum,Amos Dr.)
2. E2 Picture naming: this is done by an adult or caregiver who then points to a picture and helps the child identify what the picture is of. (Kohnert, Kathryn)
3. F2 Repetition: occurs when an adult repeats words or phrases a few times in order to make an idea more clear or memorable (Syrett, Kristen)
4. A3 Imitation: children become more aware of adults actions and sayings,, and may imitate multiple things at once. (Syrett, Kristen)
5. B3 Recast: language used to correct learner's errors in a way that communication is not damaged. (Syrett, Kristen)
6. C3 Undergeneralization: using a word in a more limited way than adults do; Example: Refusing to call a duck a bird.
7. D3 Expansion: adults do this in order to expand upon children's utterances by making comparisons or adding more facts about activities or properties. (Syrett, Kristen)
8. E3 Conversational turns/turn-taking: the simple back and forth conversation between a child and an adult. (Kohnert, Kathryn)
9. F3 Horizontal constructions: two or more word utterances that are said with minimal pauses in between. (Lapadat, Judith)

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Words that focus on Phonological and Prosodic Bootstrapping

1. D5 Phonological Bootstrapping: performing phonological analyses of heard speech to help with identification of words and syntactic structures within the speech stream. (Syrett, Kristen)

2. E5 Prosodic Bootstrapping: using prosody to help segment the speech stream in word learning with pauses in speech at boundaries and at ends of clauses, syllable lengthening before prosodic boundaries, and decay and reset of fundamental frequency at the ends of clauses. (Syrett, Kristen)

3. F5 Sound-to-meaning Mapping: mapping, or forming connections, between the sounds of speech and words to the meanings that they represent. (Christophe et al)

4. A6 Distributional Regularity: more frequently used sounds and sound combinations are more likely to be used in the lexicon than sounds that appear less. (Christophe et al)

5. B6 Phonotactic Constraints: the constraints of sounds that can occur within words and sentences (Christophe et al)

6. C6 Fundamental Frequency: the approximate frequencies of speech. A factor of speech used to help in phonological bootstrapping. (Syrett, Kristen)

7. D6 Typical Word Shape: the way that types of words are most commonly structured. For example, English content words usually start with syllables with full vowels, which could lead one to predict a word boundary before a strong syllable. (Christophe et al)

8. E6 Stress and Weight: referring to the emphasis or length of syllables. They can be described by being "strong weak" vs. "weak strong". This is another factor used to help segment words in the speech stream. (Syrett, Kristen)

9. F6 Prosodic Boundaries: perceived boundaries based on prosodic units formed by varying levels of acoustic signals (Christophe et al)

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Words that Focus on Experiments and Studies
around lexicon development

1. A4 Prosodic Information: Christophe et al. Refers to distinguishing between the same set of phonemes in a word vs across two words (ex. mathematicien vs panorama typique). Shown in a high amplitude sucking study with 3 day old infants (Syrett, Kristen).

2. B4 Clause Boundaries: Hirsh-Pasek et al. found that infants prefer when pauses coincide with these in a 1987 headturn study (Syrett, Kristen)

3. C4 Transitional Probability: A 1996 study by Saffran, Aslin, & Newport found that infants, due to paying attention to this, have a novelty preference for when the last syllable of one word they were habituated to and first two of another are combined. This means infants pay attention to how often sound sequences are followed by other sound sequences. (Syrett, Kristen)

4. D4 Segmentation Problem: This is the problem children face in being able to break a sequence of sounds into meaningful chunks such as words. (Syrett, Kristen)

5. E4 Roger Brown: This researcher proposed that children use semantic relations to form simple utterances. He also proposed the concept of the "original word game". He proposed that labeling objects helps children narrow down or expand their definition for what constitutes a member of the set for that label. (Syrett, Kristen)

6. F4 Semantic Relations: Proposed by Brown in 1973, children produce simple utterances following patterns established by these. For example agent + action can be used to form the utterance "Daddy sit" (Syrett, Kristen)

7. A5 Action + location: An example of a semantic relation. (Syrett, Kristen)

8. B5 Gavagai Problem: Proposed by Quine in 1960, this asks the question of how a language learner knows exactly how specific a word is. For example, how does a child know "Rabbit" refers to a type of animal, not one specific rabbit, and not all mammals. (Syrett, Kristen)

9. C5 "The Original Word Game": from Brown in 1958, a player attempts to figure out what words apply to which categories by judging a tutor's response to attempts at using those words. (Syrett, Kristen)

Board:

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	A	B	C	D	E	F
1	Intention to communication A1	Context Bound Words B1	Signs C1	Protowords D1	Babbling E1	Segmenting Speech F1
2	Lexicon A2	Vertical Constructions B2	Overgeneralization C2	Two-step directions D2	Picture naming E2	Repetition F2
3	Imitation A3	Recast B3	Undergeneralization C3	Expansion D3	Conversational turns/turn-taking E3	Horizontal Construction F3
4	Prosodic Information A4	Clause Boundaries B4	Transitional Probability C4	Segmentation Problem D4	Roger Brown E4	Semantic Relations F4
5	Action + location A5	Gavagai Problem B5	"The original word" C5	Phonological Bootstrapping D5	Prosodic Bootstrapping E5	Sound-to-meaning Mapping F5
6	Distributional Regularity A6	Phonotactic Constraints B6	Fundamental Frequency C6	Typical word Shape D6	Stress and weight E6	Prosodic Boundaries F6