
What's for Lunch?

Receptive Vocabulary

Name each picture the client points to.

1. Point to the grilled cheese sandwich (hamburger, pizza, ham sandwich, chicken strips, taco).
2. Show me which are sandwiches.
3. Which are hot?
4. Which are cold?
5. Which have cheese?
6. Which have lettuce?
7. Which do you eat at home?
8. Which could you eat at school?
9. Which could you order at a restaurant?
10. Which do you like to eat?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is/are the _____?*
2. Prepare one of these lunch items. Ask the client to gather the items you ask for.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was/were the _____?*
5. Look at a cookbook that has several pictures of lunch foods in it. *Find (a) _____.*
6. Look at a restaurant menu that has several pictures of lunch foods in it. *Find (a) _____.*
7. Visit a grocery store. Use the pictures as a shopping list. *Let's look for (a) _____.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *I'd like (a) _____.* Have the client repeat your sentences.
3. Print *I eat (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

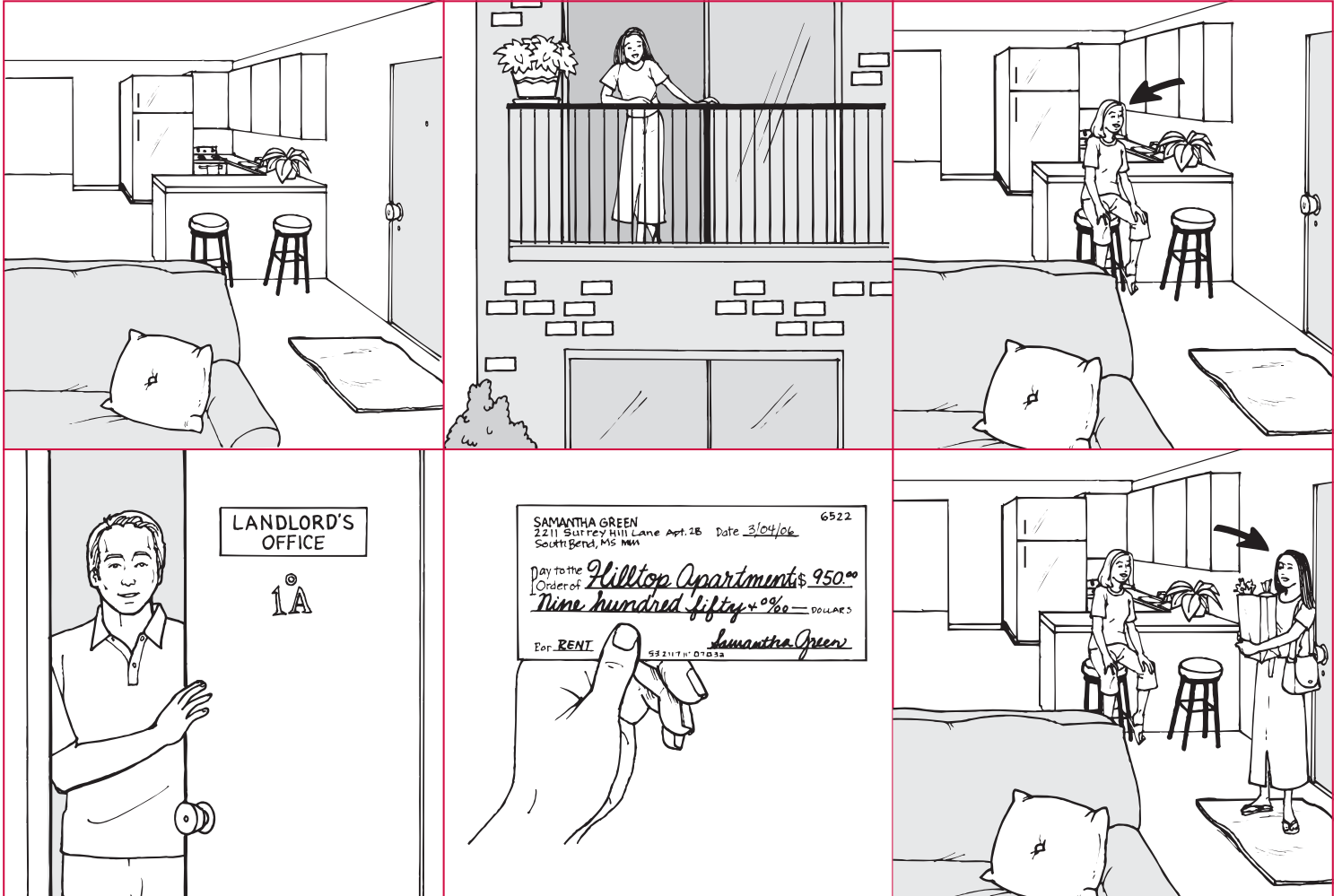
1. Name each picture.
2. What do all of these items have in common?
3. Describe each lunch food.
4. Which can you buy in the cafeteria?
5. Which can you buy at a fast-food restaurant?
6. Which could you bring in a sack lunch?
7. What will/did you have for lunch today?
8. Which do you know how to make?
9. How do you make a grilled cheese sandwich?
10. (Cover the pictures.) Name six lunch foods.

Expressive Activity

Have the client role-play ordering lunch at a restaurant using a menu. (Restaurants will often donate menus when asked.)

Critical Thinking and Problem Solving

1. What would you do if you ordered a pepperoni pizza but you got cheese?
2. What would you do if the cashier forgot to give you the sauce for your chicken strips?
3. When putting away groceries, where would you put cheese, lettuce, and ground beef?
4. When putting away groceries, where would you put a loaf of bread and taco shells?
5. How could you find out what ingredients you need to make tacos?
6. How could you figure out what you need to buy to make pizza?
7. How would you order a hamburger if you don't like onions?
8. How would you order a taco if you don't want the cheese?
9. How do you plan a healthy lunch?
10. Create a healthy lunch menu that includes four food groups.



Apartment

Receptive Vocabulary

Name each picture the client points to.

1. Point to the tenant (balcony, rent, apartment, landlord, roommate).
2. Which is a place to live?
3. Who lives in an apartment?
4. Who lives with a tenant?
5. Who does a tenant pay?
6. Which does a tenant pay?
7. Which is outside the apartment and has a rail around it?
8. Where would you find a couch?
9. Where could you find potted plants?
10. Who are the people?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
5. Use the classified section of your local newspaper or look on websites to find pictures of apartments for rent. *Find apartments.* *Find balconies.* *How much is the rent?*
6. Visit a local apartment complex. *Let's look for (a/an) _____.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *Here is (a/an) _____.* Have the client repeat your sentences.
3. Print *I see (a/an) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

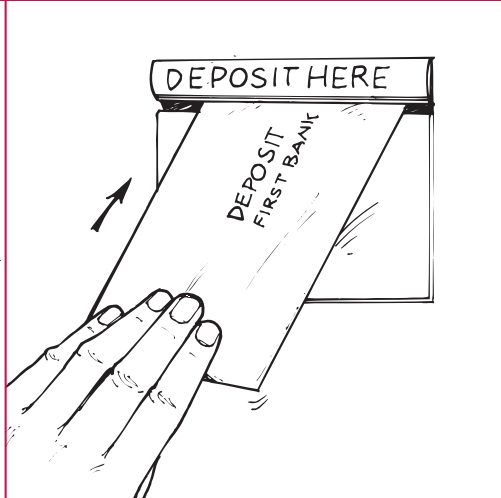
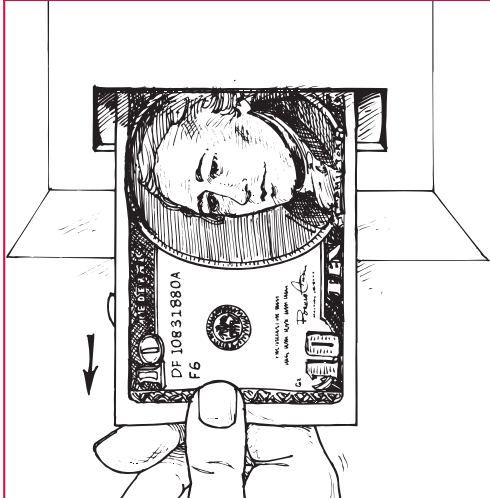
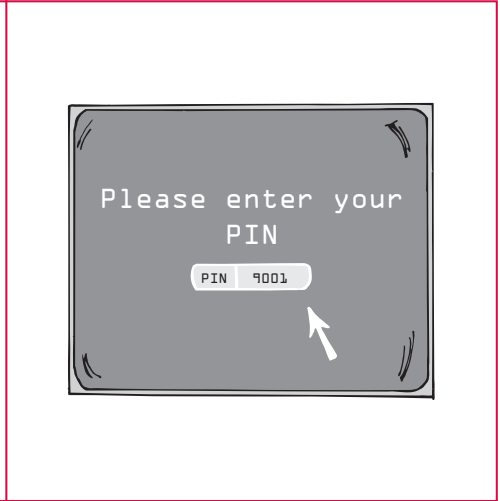
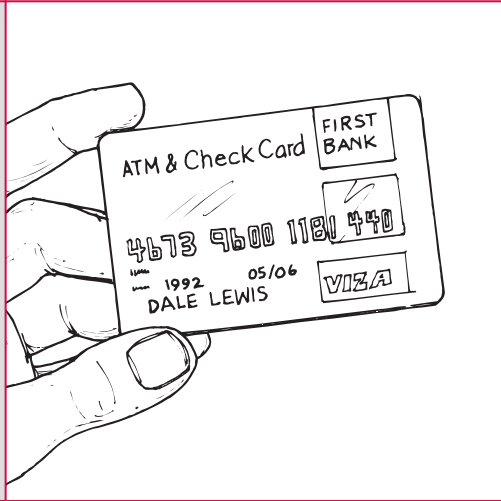
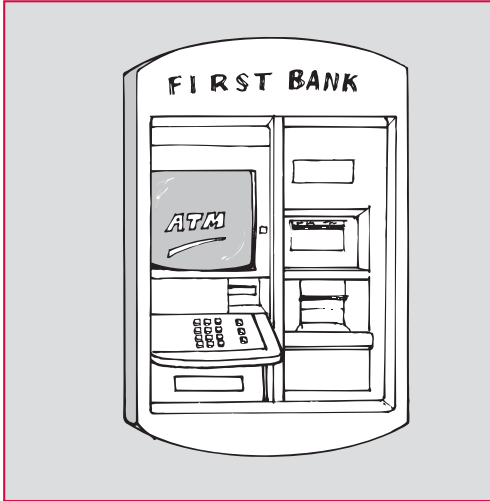
1. Name each picture.
2. What do all of these items have in common?
3. How is an apartment like a house?
4. Describe a balcony.
5. What does a tenant do?
6. What does a landlord do?
7. What is rent?
8. What is a roommate?
9. Describe your home.
10. Describe where you would like to live as an adult.

Expressive Activity

Use the classified section of your local newspaper to look for apartments for rent. Discuss features like the location and number of bedrooms, and how much the rent is, who could be a roommate, what transportation is available, and what furniture the client would use.

Critical Thinking and Problem Solving

1. What features would you want your apartment to have?
2. What features would you want your apartment complex to have?
3. What are the advantages of having a roommate?
4. What are the disadvantages of having a roommate?
5. If you lived in an apartment, what would you do about cooking meals? cleaning? laundry?
6. What do you need to learn to do better in order to live in an apartment?
7. Where would you look to find an apartment that you liked and that you could afford?
8. Who would you call if your apartment had a leaky faucet?
9. How would you get from your apartment to work?
10. How would you earn enough money to pay rent?



ATM (Automated Teller Machine)

Receptive Vocabulary

Name each picture the client points to.

1. Point to the Personal Identification Number/PIN (cash, Automated Teller Machine/ATM, withdrawal, ATM card, deposit).
2. Which is an ATM (Automated Teller Machine)?
3. Which is money that you put in the ATM?
4. Which is money that you take out of the ATM?
5. Which is an ATM card?
6. Which is cash?
7. Which is a PIN (Personal Identification Number)?
8. Which do you keep in your wallet?
9. Which should you record in your checkbook?
10. Which do you need to get cash from the ATM?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
5. Role-play how to use an ATM card to deposit and withdraw money. Using the vocabulary words, give the clients directions to follow throughout the activity. *Get out your ATM card.* *Put it in the ATM.* *Punch in your PIN number.*
6. Visit a local ATM to make a deposit or a withdrawal. Using the vocabulary words, give the client directions to follow.

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *This is (a/an) _____.* Have the client repeat your sentences.
3. Print *I see (a/an) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

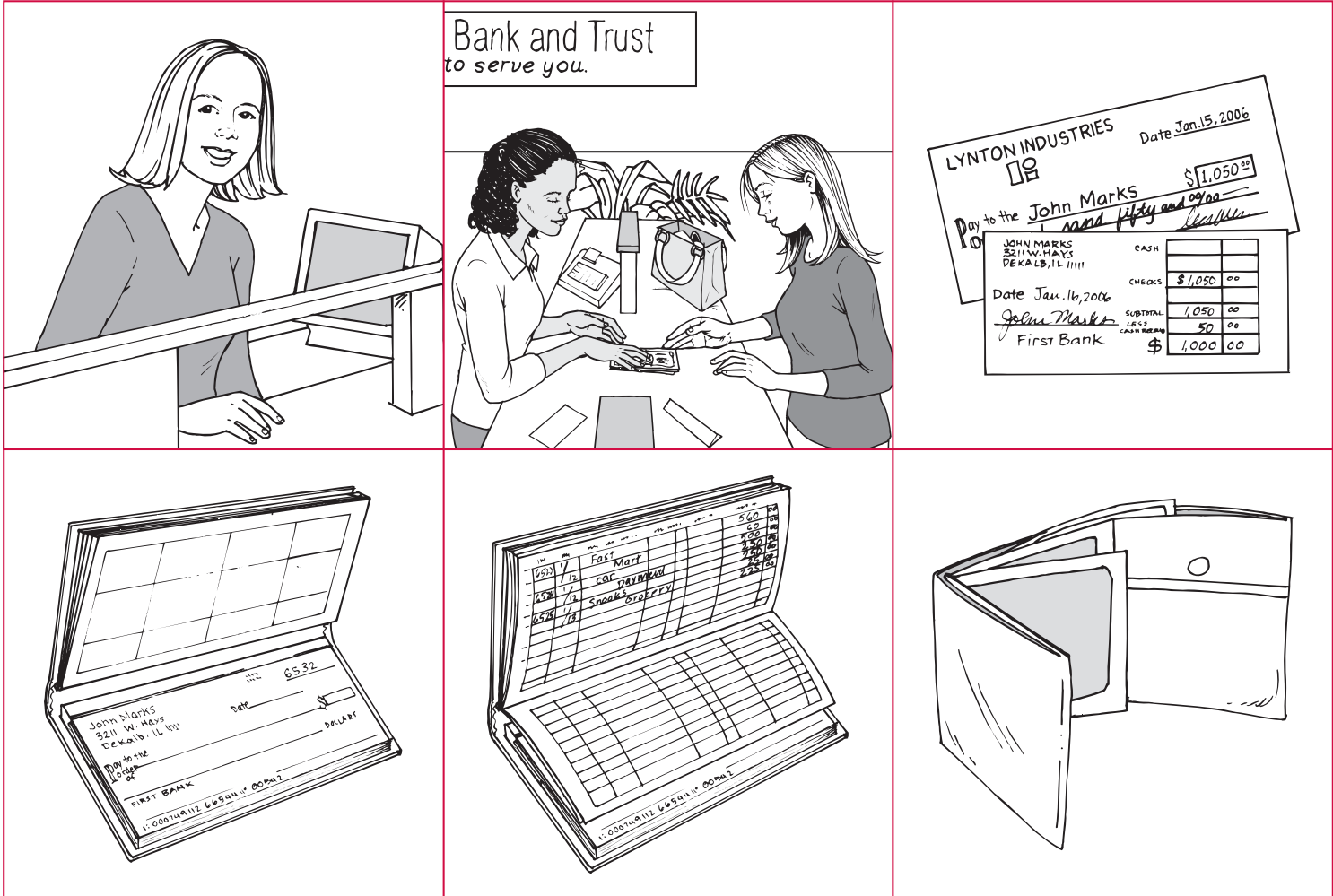
1. Name each picture.
2. What do these pictures have in common?
3. Where can you find an ATM?
4. What do you do with an ATM card?
5. What do you do when the ATM asks for your PIN?
6. Describe how to deposit a check using an ATM.
7. Tell how to withdraw cash using an ATM.
8. What is the difference between a deposit and a withdrawal?
9. What should you write in your checkbook register?
10. (Cover the pictures.) Name six words related to banking with an ATM.

Expressive Activity

Role-play getting a bank account and an ATM card. Have the client fill out an application for practice, and role-play meeting with a bank teller.

Critical Thinking and Problem Solving

1. What might happen if you don't record your ATM transactions in your checkbook register?
2. While waiting to use an ATM, why shouldn't you stand right behind a person using the ATM?
3. What would you do with your monthly bank statement?
4. What should you do if you lose your ATM card?
5. Where is a good place to keep your ATM card?
6. Where is a good place to keep your PIN?
7. Why is it a good idea to keep your PIN a secret?
8. How can you check to see if your check register is correct?
9. How can you find out how much money is in your bank account?
10. When making a withdrawal, why is it a good idea to count the money you get from the ATM?



Bank and Trust
to serve you.

LYNTON INDUSTRIES Date Jan. 15, 2006

Pay to the John Marks \$1,050⁰⁰

one thousand fifty and 00/100

JOHN MARKS
3211 W. HAYS
DEKALB, IL 11111

Date Jan. 16, 2006
John Marks
First Bank

CASH		
CHECKS	\$1,050	00
SUBTOTAL	1,050	00
CASH RECEIVED	50	00
	\$	1,000 00

John Marks
3211 W. HAYS
DEKALB, IL 11111

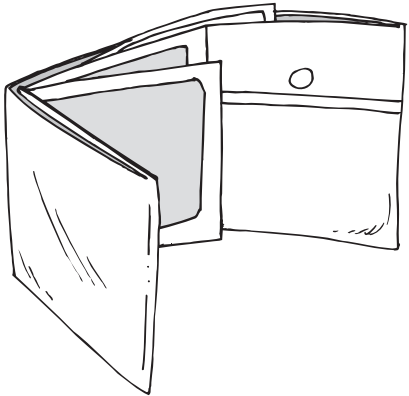
DATE 1/16/06 \$ 532

Pay to the order of _____ DOLLARS

FIRST BANK
1000 Main St. 60601

DATE	DESCRIPTION	AMOUNT	BALANCE
1/15	Fast Mart	50	50
1/15	car	100	150
1/15	DAYMART	200	350
1/15	Snack	20	370
1/16	STREET	30	340

FIRST BANK
1000 Main St. 60601



Bank

Receptive Vocabulary

Name each picture the client points to.

1. Point to the wallet (teller, checkbook register, withdrawal, checkbook, deposit).
2. Where can you store your money?
3. Where can you store your checks and your checkbook register?
4. Who works at a bank?
5. Which is money that you put in a bank?
6. Which is money that you take out of a bank?
7. Which shows how much money you have in your checkbook?
8. Who can tell you about your bank account?
9. Which shows what you can do with your paycheck at a bank?
10. Where do you write deposits and withdrawals you've made to your checking account?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
3. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
4. Role-play going to a bank to make a deposit or withdrawal. Have one client be the teller and the other clients be the customers. Use pretend cash and checks, and record the transactions on a checkbook register. Using the vocabulary words, give the clients directions to follow throughout the activity. *Get out your checkbook.* *Take the money you want to deposit out of your wallet.* *Hand it to the teller.*
5. Visit a local bank to make a deposit or a withdrawal. Using the vocabulary words, give the client directions to follow.

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *Here is a _____.* Have the client repeat your sentences.
3. Print *That is a _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

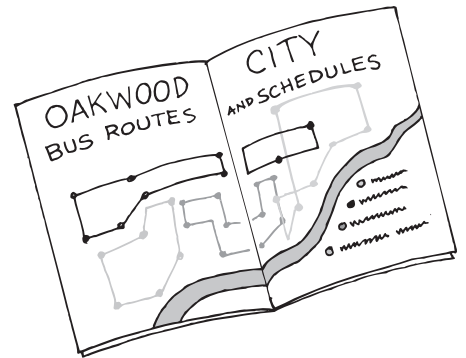
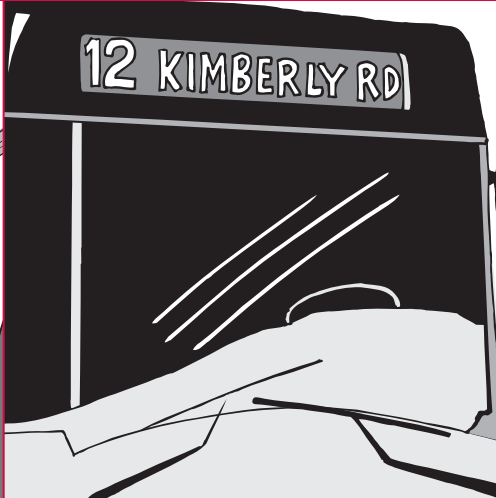
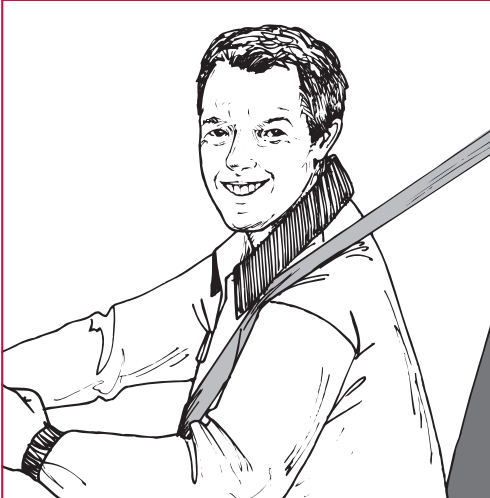
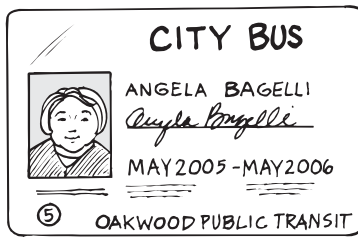
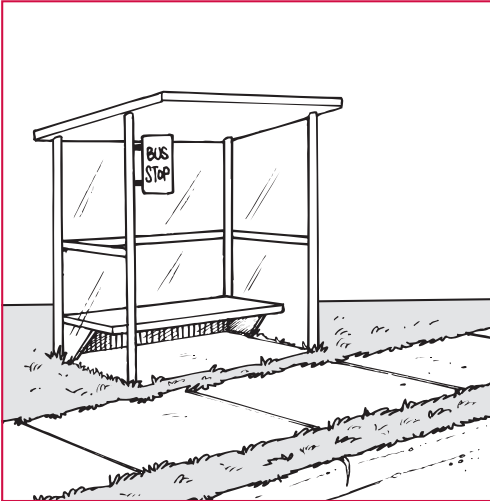
1. Name each picture.
2. What does this person and all of these items have in common?
3. Name a bank.
4. What does a bank teller do?
5. Describe how to withdraw money from a bank.
6. Tell how to deposit money at a bank.
7. Explain how to write a check.
8. Describe what to write in a checkbook register.
9. Tell how to balance a checkbook.
10. (Cover the pictures.) Name six items or people you would see at a bank.

Expressive Activity

Have the clients role-play going to a bank teller to withdraw money from their checking accounts. Ask the client who plays the bank teller to describe her job and what she would say when helping a customer. Have the customers describe what they need to do to withdraw money and what they should say to the teller. The customers should show a bank number and ID, put the money in a wallet, and record the transaction in a checkbook register.

Critical Thinking and Problem Solving

1. What could happen if you forget to record a check you write in your checkbook register?
2. What should you do with your monthly bank statement?
3. What can you do to avoid bouncing a check?
4. What could you do if you run out of checks?
5. What should you do if you lose your checkbook? wallet?
6. Where is a good place to keep your checkbook? wallet?
7. How could you find out if you have enough money in your account to write a check?
8. How can you prevent bouncing a check?
9. Why do store clerks ask for the person's ID when they accept checks?
10. Why do people keep money in banks?



City Bus

Receptive Vocabulary

Name each picture the client points to.

1. Point to the bus schedule (ID card, route number, bus stop, bus fare, bus driver).
2. Where do you wait for a city bus?
3. Which do you show the bus driver?
4. Which do you pay to ride a city bus?
5. Who drives a city bus?
6. Which number shows which bus it is?
7. Which lists the times the bus will come?
8. Which do you bring on the bus?
9. Who wears a uniform?
10. Which have you seen before?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
5. Role-play boarding a city bus. Make a bus stop sign and post it by some chairs for a bus stop. Line up other chairs as if they were seats on a bus. Ask one client to be the bus driver and the other clients to be the riders. Using the vocabulary words, give the clients directions to follow throughout the activity. *Wait at the bus stop.* *Get out your bus fare.* *Get out your ID card.*
6. Take a city bus to a desirable location. Using the vocabulary words, give the client directions to follow.

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *I see a/an _____.* Have the client repeat your sentences.
3. Print *This is a/an _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

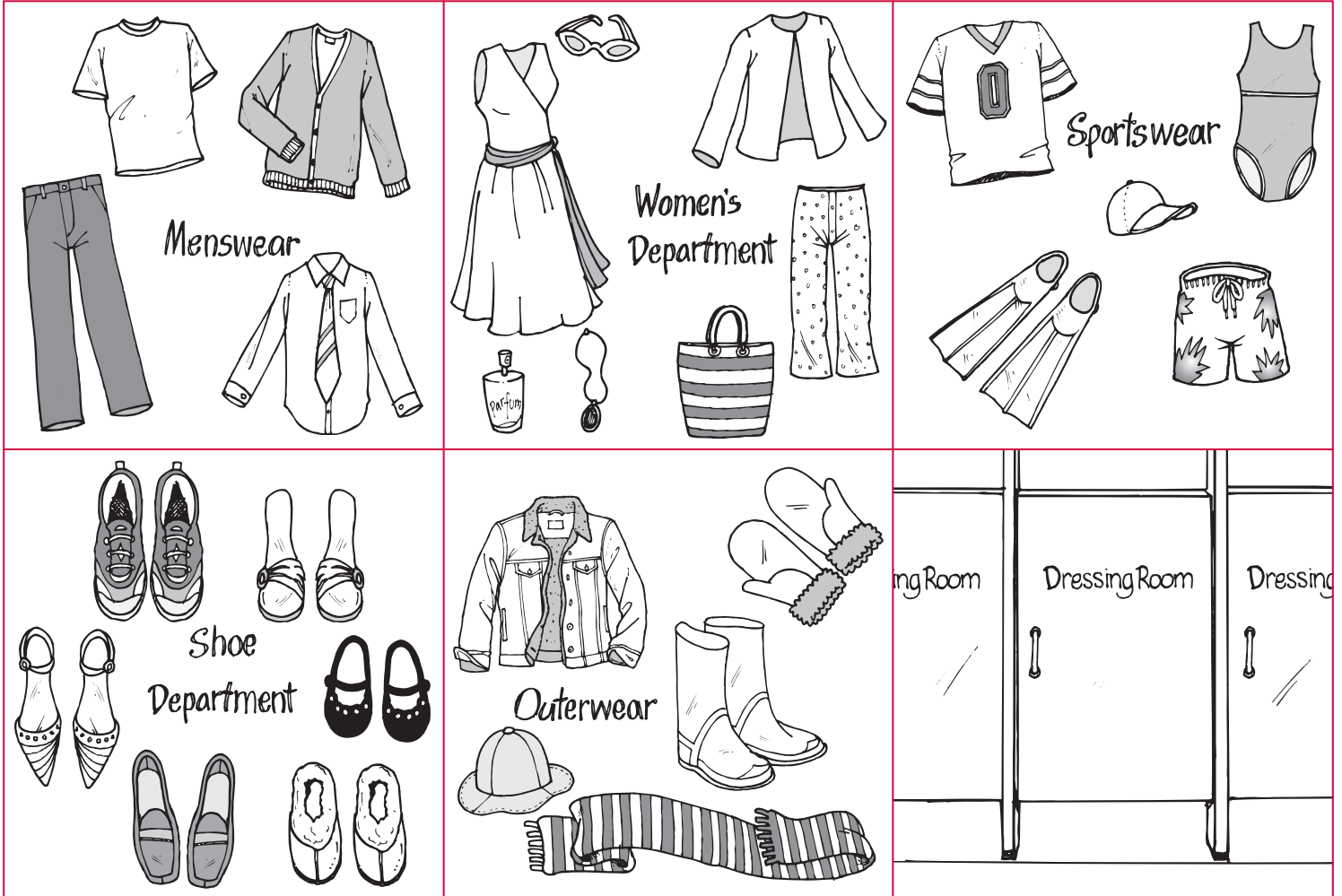
1. Name each picture.
2. What do you do at a bus stop?
3. What do you do with your bus ID card?
4. What do you do with the bus fare?
5. What does a bus driver do?
6. What does the route number tell you?
7. What information is in the bus schedule?
8. Describe the steps to boarding a bus.
9. Explain the steps to getting off at the right bus stop.
10. (Cover the pictures.) Name six city bus words.

Expressive Activity

Organize a trip using the city bus schedule. Have the client select a destination and plan which bus to board, where and when to board it, where to get off the bus, the return route, and what he needs to bring (bus ID, fare).

Critical Thinking and Problem Solving

1. How do you know what time you need to be at a city bus stop?
2. When waiting at the bus stop, what should do to make sure you're ready to board the bus?
3. What would you do if you accidentally took the wrong city bus?
4. If you think you're on the wrong city bus, what could you say to the bus driver?
5. If a passenger on a city bus is bothering you, where could you move?
6. Why should you carry your ID and phone number with you on a city bus?
7. Why should you stay awake when you ride on a city bus?
8. How do you know whether a bus that stops at your stop is the bus you want to take?
9. How can you let the bus driver know that you'd like to get off at the next stop?
10. What should you do if you miss getting off at your bus stop?



Clothing Store

Receptive Vocabulary

Name each picture the client points to.

1. Point to menswear (dressing room, women's department, shoe department, sportswear, outerwear).
2. Where would you find ties?
3. Which departments sells boots?
4. Where would you find blouses?
5. Which department sells workout clothes?
6. Where would you find dresses?
7. Which department sells coats?
8. Where could you try on clothes?
9. Where would you look to find clothes like the ones you're wearing?
10. Which areas of a clothing store have you been in?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
5. Label five blank sheets of paper with: Men's, Women's, Shoes, Outerwear, and Sportswear. Use ads from clothing stores, department stores, discount stores, or websites on the Internet. Have the clients cut out clothing pictures from each department and glue them to the correct pages. *Where would you find the _____?*
6. Visit a department store or a clothing store. Give the picture cards to the client. *Let's look for these areas in a clothing store. Find something that you would like to wear.*

Vocabulary in the Community
Functional Vocabulary for Adolescents & Adults

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. Say _____.
2. Use each word to complete the sentence *I see (a/an) _____.* Have the client repeat your sentences.
3. Print *This is (a/an) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

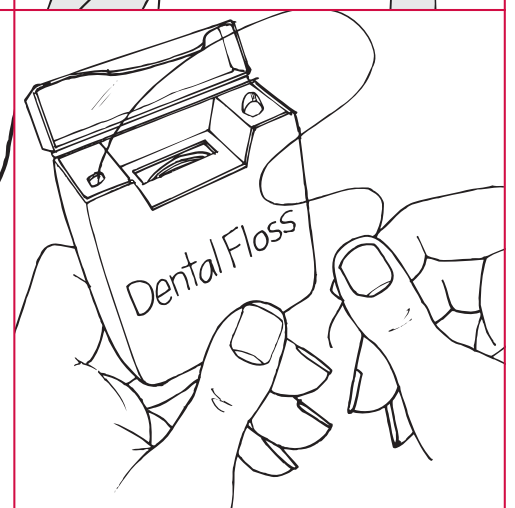
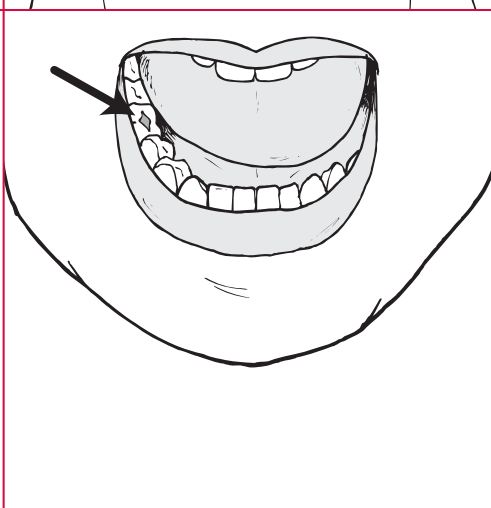
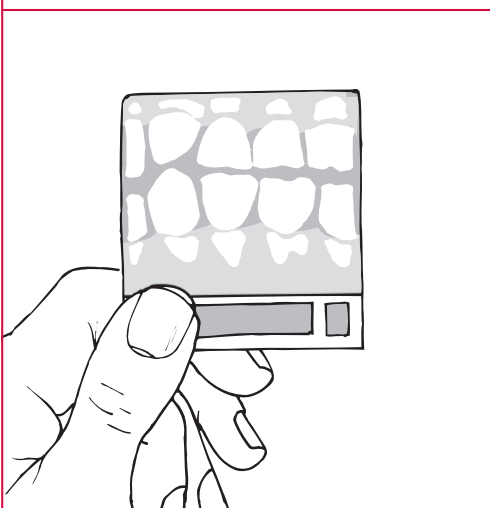
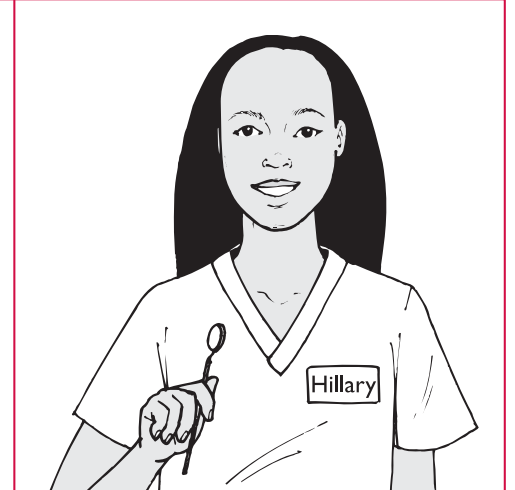
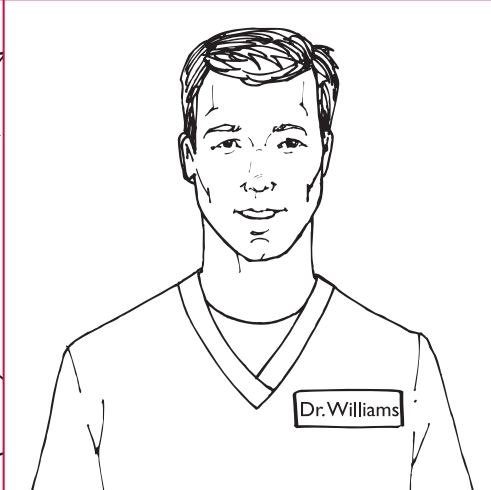
1. Name each picture.
2. Name three stores that sell clothing.
3. Tell three items sold in each area of a clothing store.
4. Who would shop in each area of a clothing store?
5. How do you know what size the clothes are?
6. Describe a dressing room.
7. What do you do in a dressing room? Why?
8. Describe how you would shop for new pants.
9. Explain how you would shop for shoes.
10. (Cover the pictures.) Name six areas of a clothing store.

Expressive Activity

Label five blank sheets of paper with: men's, women's, shoes, outerwear, and sportswear. Look through ads from department stores, clothing stores, or the Internet. Have the clients cut out clothing pictures from each department and glue them to the correct pages. Discuss how all the items in one department go together. Ask each client to tell which clothes she would like to buy and in which department she would find each item.

Critical Thinking and Problem Solving

1. Some clothes are marked S, M, L, or XL. What do these markings mean?
2. Some pants are marked with two numbers, such as 32 x 32. What do these numbers mean?
3. What size shirt would you try on? pants? How do you decide if they fit?
4. When trying on clothes, what is important to you?
5. What kind of clothing is appropriate to wear to school?
6. What kind of clothing is appropriate to wear to work?
7. What kind of clothing is appropriate to wear when relaxing at home?
8. Why should we try to choose clothing that helps us make a good impression?
9. How does your clothing help you make an impression?
10. How do you know if your clothes at home are worn out?



Dentist's Office

Receptive Vocabulary

Name each picture the client points to.

1. Point to the dentist (X-ray, receptionist, dental floss, hygienist, cavity).
2. Who makes the appointments?
3. Who cleans your teeth?
4. Who checks the health of your teeth?
5. Which is a picture of your teeth?
6. Which is a hole in a tooth?
7. Which cleans between your teeth?
8. Which shows cavities and decay between the teeth?
9. Which do you have at home?
10. Who have you seen?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
5. Role-play going to a dentist. Ask the clients to wear name tags that say receptionist, hygienist, and dentist. Make pictures of X-rayed teeth, one with a cavity. Ask one client to role-play being the patient. Using the vocabulary words, give the clients directions to follow throughout the activity. *Wave to the receptionist.* *Sit in a chair.* *Open your mouth for the hygienist.* *Open your mouth for the dentist.* *Look at the X-rays.* *Find the tooth with the cavity.*
6. Take a tour of a dentist's office. *Let's look for (a/an) _____.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. Say ____.
2. Use each word to complete the sentence *It's (a/an) _____.* Have the client repeat your sentences.
3. Print *Here is (a/an) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

1. Name each picture.
2. What do all of these people and items have in common?
3. What does a receptionist do?
4. What does a dentist do?
5. What does a hygienist do?
6. What is the difference between a dentist and a hygienist?
7. What does an X-ray of your teeth show?
8. What happens if you get a cavity?
9. What does dental floss do?
10. (Cover the pictures.) Name three people who work at a dentist's office.

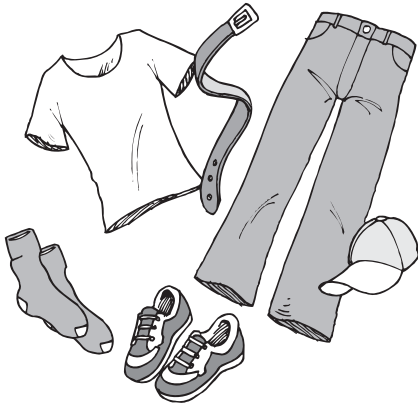
Expressive Activity

Role-play going to a dentist's office. Have the clients play the parts of the receptionist, the hygienist, the dentist, and the patient. Have each worker describe three things they do at their job. Discuss common things each person would say to a patient. Have the patient role-play meeting the receptionist and sitting in the waiting room and in the dental chair. The hygienist could pretend to take X-rays and clean the teeth. The dentist could check the X-rays, look at the patient's teeth, and make recommendations for keeping clean, healthy teeth. The receptionist could make the next appointment with the patient.

Critical Thinking and Problem Solving

1. What are some good ways to keep your teeth and mouth clean?
2. What can happen if you don't brush your teeth regularly?
3. What do you do if your tooth hurts?
4. What are three ways to have good breath?
5. Why does the dentist look at your teeth and gums?
6. Why is it important to see a dentist twice a year?
7. Why do you need to make an appointment at a dentist's office?
8. How do you make an appointment to see a dentist?
9. How can you remember when your dentist appointment is?
10. What should you do if you leave something at a dentist's office?

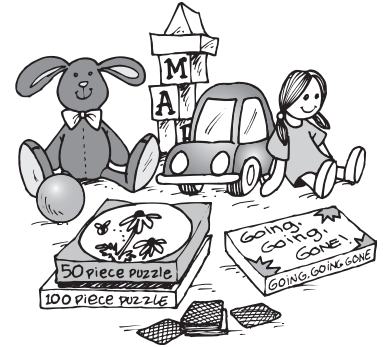
Clothing



Home



Toys



Sporting Goods



Garden and Patio



Electronics



Discount Department Store

Receptive Vocabulary

Name each picture the client points to.

1. Point to the sports department (clothing department, electronics department, home department, toy department, garden and patio department).
2. Where would you find card games?
3. Which department has pants?
4. Where are video games located?
5. Which department has flowers?
6. Where are mixing bowls?
7. Which department has soccer balls?
8. Which department has puzzles?
9. Where would you find the clothes you are wearing?
10. Which departments have you shopped in?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
5. Label six blank sheets of paper with the departments in this lesson. Use ads from discount department stores (such as Target or Wal-Mart) or the Internet. Have the clients cut out pictures from each department and glue them to the correct pages. *Where would you find (a/an) _____?*
6. Visit a discount department store. Give the pictures to the client. *Let's look for these departments. Find one thing that you like in each department.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *Let's look in the _____ department.* Have the client repeat your sentences.
3. Print *I shop in the _____ department* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

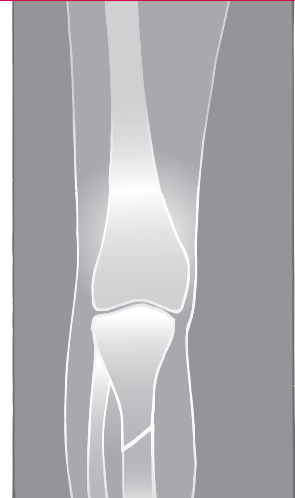
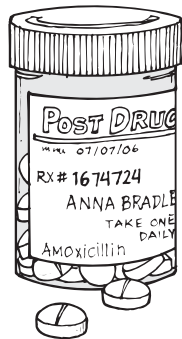
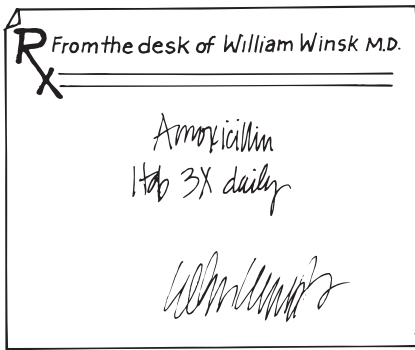
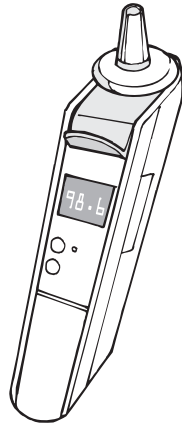
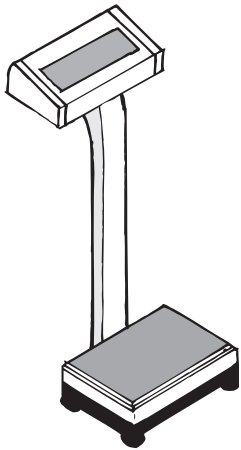
1. Name each picture.
2. Tell three things you could buy in the clothing department.
3. Name three things in the toy department.
4. Tell three things you could buy in the sports department.
5. Name three things sold in the garden and patio department.
6. Tell three things in the electronics department.
7. What is a discount department store?
8. Name a discount department store. How is it organized?
9. How is a discount department store like a grocery store? How is it different?
10. (Cover the pictures.) Name six departments in a discount store.

Expressive Activity

Look through ads from a discount department store. Label six blank sheets of paper with the departments in this lesson. Have the clients find products for each department and glue them to the correct page. Discuss what all the items in one department have in common.

Critical Thinking and Problem Solving

1. What kinds of toys are appropriate for a little girl? young boy?
2. What should you think about when buying a plant for inside your house?
3. What should you think about when buying a plant for your yard?
4. What would you do if your new clock radio doesn't work?
5. If you played soccer, what would you need to buy?
6. Why are discount department stores arranged by department?
7. How can you find out if the clothes on the rack fit you?
8. How could you get help when deciding on a blender?
9. How can you tell who the workers are at a store?
10. How do you know what department you are in?



Doctor's Office

Receptive Vocabulary

Name each picture the client points to.

1. Point to the thermometer (X-ray, scale, prescription, medicine, stethoscope).
2. Which is a picture of your bones?
3. Which tells your temperature?
4. Which shows your weight?
5. Which listens to your heart?
6. Show me the paper that tells what medicine to get.
7. Which do you take when you're sick?
8. Which have numbers on them?
9. Which do you have at your house?
10. Which have you seen at a doctor's office?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
5. Role-play getting a checkup with a doctor. Have one client pretend to be the doctor and the other clients be the patients. Using the vocabulary words, give the clients directions to follow throughout the activity. *Stand on the scale.* *Use the thermometer.* *Use the stethoscope.* *Get an X-ray.* *Write a prescription.* *Buy some medicine.*
6. Take a tour of a doctor's office. *Find a/an _____.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *This is a/an _____.* Have the client repeat your sentences.
3. Print *That is a/an _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

1. Name each picture.
2. What do all of these items have in common?
3. What does a scale do?
4. What does a thermometer do?
5. What does the doctor do with a stethoscope?
6. What do you do with a prescription?
7. What do you do with medicine?
8. What does an X-ray show?
9. Name three reasons you might see a doctor.
10. (Cover the pictures.) Name six items you'd see at a doctor's office.

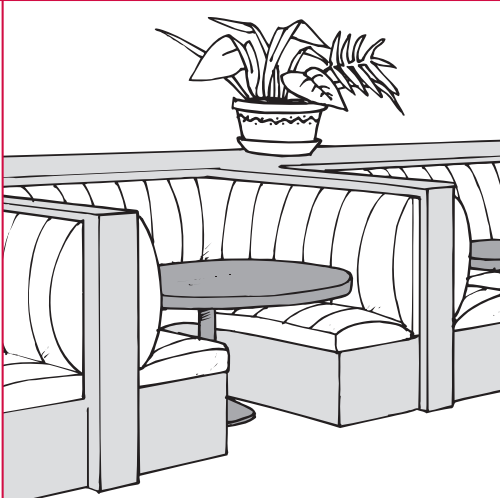
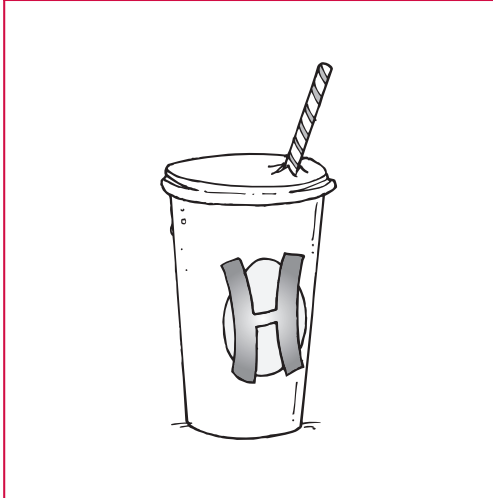
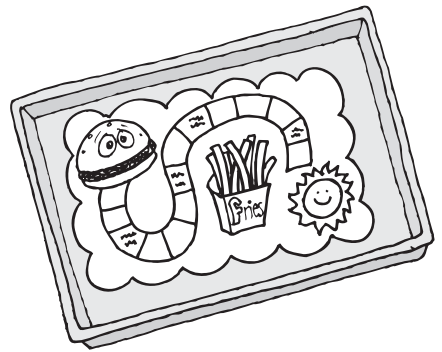
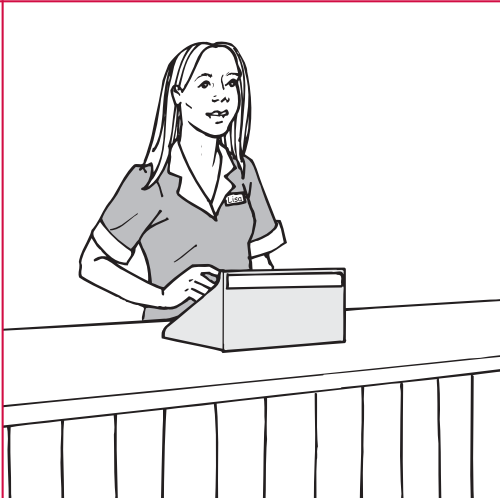
Expressive Activity

Role-play getting a checkup with a doctor. Have one client pretend to be the doctor and the other client pretend to be the patient. Have the doctor explain what he is doing as he uses the scale, thermometer, stethoscope, and X-ray machine, and while he is writing the prescription. Then let different clients pretend to be the doctor.

Critical Thinking and Problem Solving

1. What do you feel like when you have a fever?
2. If you have a fever, what kind of medicine could you take?
3. If you have a runny nose, what kind of medicine could you take?
4. If you have a cough, what kind of medicine could you take?
5. What could happen if you take too much medicine?
6. What should you do if you think you broke a bone?
7. How are medicines different?
8. How can you find out if you have a fever?
9. How do you know how much medicine to take and how often to take it?
10. How do you decide whether to make a doctor's appointment or go to the emergency room?

Hamburger.....	\$1.60
Cheeseburger.....	\$1.80
Fish Sandwich.....	\$2.00
Chicken Sandwich.....	\$2.25
DoubleCheeseburger:	\$2.25
Drinks	
Coke/ Lemonlime.....	\$1.00..\$1.39
Milk/ Chocolate Milk.....	\$.50
OrangeJuice.....	\$.50



Fast-Food Restaurant

Receptive Vocabulary

Name each picture the client points to.

1. Point to the cashier (trash, tray, booth, menu, beverage).
2. Which lists the food choices?
3. Which shows the prices?
4. Who takes your order?
5. Who do you pay?
6. Which do you use to carry your food to a table?
7. Which do you drink?
8. Where do you sit?
9. Where do you throw away garbage?
10. Which have you seen at a fast-food restaurant?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
3. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
4. Role-play going to a fast-food restaurant. Have clients use a picture menu and pretend to order a meal. (McDonald's gives menus out; other fast-food restaurants have pictures of menu items on the Internet.) Use trays, cups, and paper sacks for the food service, and line chairs along tables like a booth. Ask one client to be the cashier and the other clients to be the customers. Using the vocabulary words, give the clients directions to follow throughout the activity. *Find the cashier.* *Show her your menu.* *Show her a beverage on your menu.* *Get the tray.* *Take it to the booth.*
5. Visit a fast-food restaurant. Give the pictures to the client. *Let's look for a/the _____.*

Vocabulary in the Community
Functional Vocabulary for Adolescents & Adults

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. Say _____.
2. Use each word to complete the sentence *I see a _____.* Have the client repeat your sentences.
3. Print *Here is a _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

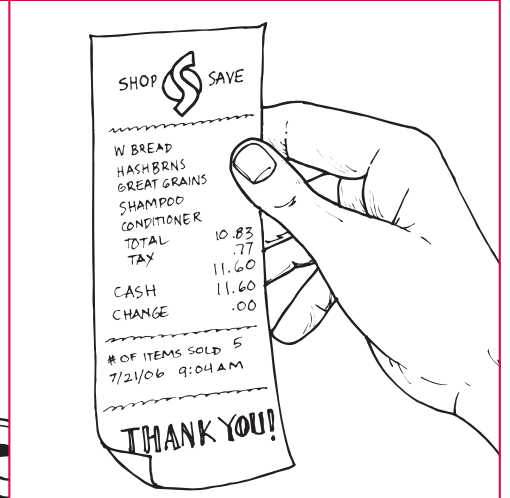
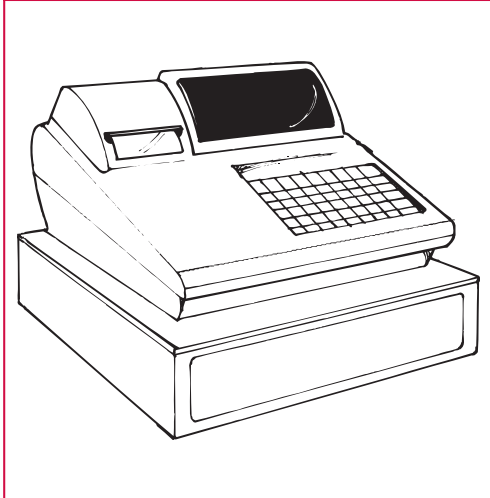
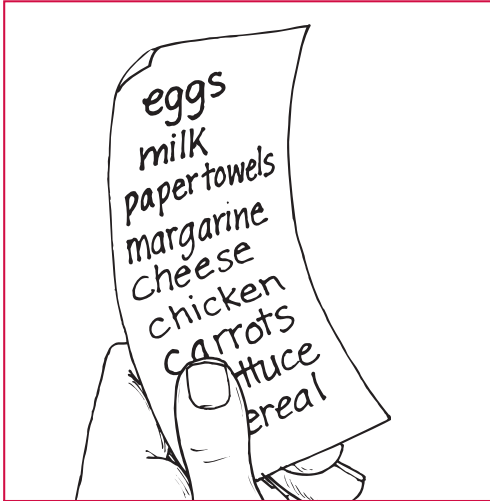
1. Name each picture.
2. What does this person and all of these items have in common?
3. What is on a menu?
4. What does the cashier do?
5. What do you do with a tray?
6. Name three beverages you might see.
7. Describe a booth.
8. What do you do with your paper goods when you're finished eating?
9. Name three fast-food restaurants.
10. (Cover the pictures.) Name six items and people you'd see at a fast-food restaurant.

Expressive Activity

Role-play going to a fast-food restaurant. One client can pretend to be the cashier, and the other clients can pretend to be the customers. Write menu items on the board, and use a calculator for a cash register. Use trays, cups, and paper sacks to mimic the food service, and line chairs along tables like a booth. Have the clients practice ordering food, paying, getting the tray, filling the drink at the soda machine, and sitting at a booth with friends. Ask the clients to describe what they are doing throughout the activity.

Critical Thinking and Problem Solving

1. What could you do if you don't have enough money to order what you want?
2. What if the beverage machine is out of the drink you want?
3. What are some good manners to use while eating at a fast-food restaurant?
4. What could you talk about while eating with your friends?
5. What should you do if the cashier gives you the wrong order?
6. When do you use the drive-through instead of going inside the restaurant?
7. When would you go to a fast-food restaurant instead of a restaurant?
8. Why is it important to read the prices before ordering?
9. Why should you sit at the same table as your friends?
10. How do you decide if your food order is for "here" or "to go"?



Grocery Shopping

Receptive Vocabulary

Name each picture the client points to.

1. Point to the receipt (shopping cart, checkout line, grocery list, cashier, cash register).
2. Which paper shows what you want to buy?
3. Which do you put groceries in?
4. Which has wheels?
5. Where do you pay for your groceries?
6. Which adds prices?
7. Who takes your money?
8. Who gives you change?
9. Which paper shows what you bought?
10. Which paper shows the prices of what you bought?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
5. Role-play grocery shopping. Have one client be the cashier and the other clients be the customers. Make a shopping list, have a few products (or empty containers) that they can purchase, use a calculator as a cash register, and have some grocery bags. Using the vocabulary words, give the clients directions to follow throughout the activity. *Bring your grocery list.* *Pretend to push your shopping cart.* *Get your groceries.* *Get in the checkout line.* *Pay the cashier.*
6. Visit a grocery store. Give the pictures to the client. Let's look for a _____.

Vocabulary in the Community
Functional Vocabulary for Adolescents & Adults

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *Here is a _____.* Have the client repeat your sentences.
3. Print *This is a _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

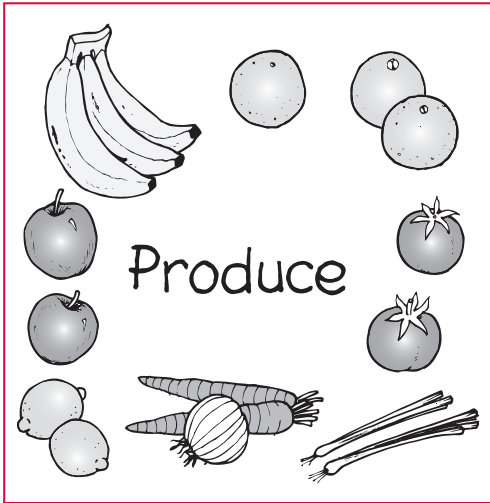
1. Name each picture.
2. What do you do with each item?
3. What does this person and all of these items have in common?
4. Name three things that could be on a shopping list.
5. What do you do at the checkout line?
6. What is the difference between a grocery list and a receipt?
7. Tell three things a cashier does.
8. Describe what a cash register looks like and what it does.
9. What information is on a receipt?
10. (Cover the pictures.) Name six items and people you'd see while grocery shopping.

Expressive Activity

Role-play grocery shopping. Have one client be the cashier and the other clients be the customers. Discuss what they will need. Have one client make a shopping list and another client gather items (real, empty, or made containers) they could purchase at a grocery store. Create a cash register using a calculator, and arrange a table to look like a checkout line with grocery bags at the end. Have the customers discuss the steps to shopping and the cashier talk about what he does.

Critical Thinking and Problem Solving

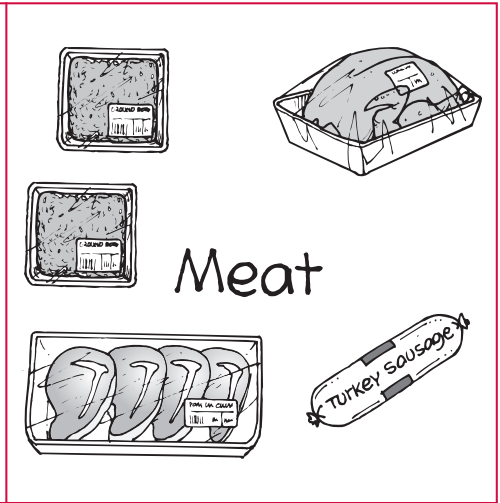
1. How do you know what to put on a grocery list?
2. How do you decide if you are going to use a shopping cart or a basket?
3. Why should you be careful when pushing a shopping cart?
4. How do you know what size of each item to buy?
5. How do you decide which brands to buy?
6. How can you calculate your total cost before you reach the cashier?
7. What do you do if you don't have enough money to buy all of your groceries?
8. What greeting could you say to the cashier?
9. How can you calculate if the cashier gave you the correct change back?
10. How can you tell who works at the store and who is a customer?



Produce



Dairy



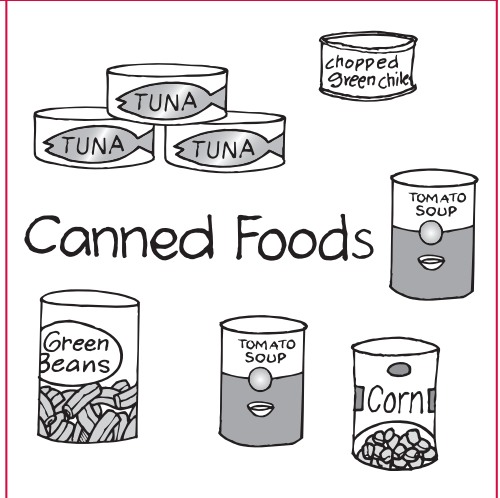
Meat



Bakery



Frozen Foods



Canned Foods

Grocery Store

Receptive Vocabulary

Name each picture the client points to.

1. Point to dairy (produce, canned foods, bakery, frozen foods, meat).
2. Where would you find apples?
3. Which section has hamburger?
4. Where is the canned tuna?
5. Which section has fresh bread?
6. Which section has frozen vegetables?
7. Which section has milk?
8. Which section has bananas?
9. Which sections are cold?
10. Which sections have you shopped in?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
5. Label six blank sheets of paper with the vocabulary words. Cut out pictures of different foods from food magazines or grocery store ads. Have the client glue each food to the correct page. *Where would you find (a/an) _____?*
6. Visit a grocery store. Give the pictures to the client. *Let's look for the _____ section. Find three foods you like in each section.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *Let's go to the _____ section.* Have the client repeat your sentences.
3. Print *I see the _____ section* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

1. Name each picture.
2. Name three items you could buy in each section.
3. What do produce items have in common?
4. How are dairy items similar?
5. What do meat products have in common?
6. How are bakery items similar?
7. Describe a frozen foods section.
8. How are canned foods similar?
9. Tell how your grocery store is organized.
10. (Cover the pictures.) Name six sections in a grocery store.

Expressive Activity

Label six blank sheets of paper with the vocabulary words. Then cut out pictures of different foods from magazines or grocery store ads. Have the client talk about which section of a grocery store each item would be found in before gluing it to the corresponding sheet of paper. When the pages are finished, ask her to discuss how all the items in one section are the same.

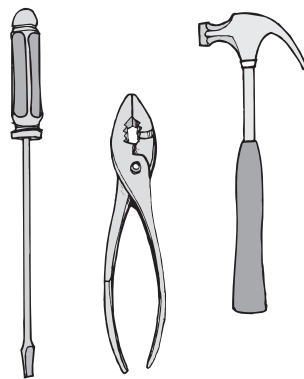
Critical Thinking and Problem Solving

1. What does the date mean on milk containers? meat packages?
2. What do you do with food in your refrigerator that has an old date on it?
3. What would you do if you accidentally knocked over some boxes in a grocery store?
4. What would you do if one of your packages leaked in your shopping cart?
5. What would happen if you put ice cream in your shopping cart at the beginning of your shopping trip?
6. Why is it a good idea to get your frozen foods last?
7. How do you choose which bananas to buy? oranges? tomatoes?
8. How can you tell if the fruits or vegetables in your refrigerator are old?
9. How can you tell how many servings are in a can of food?
10. How could you order a cake?

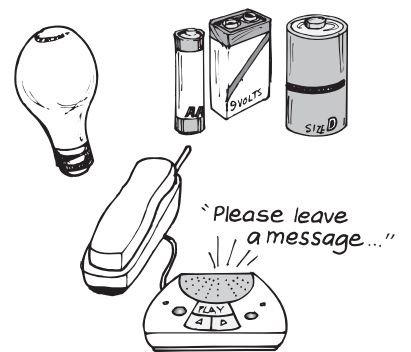
Plumbing



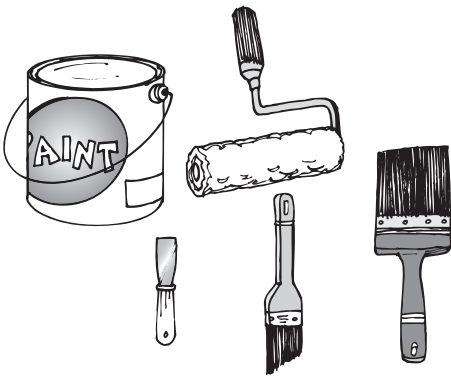
Tools



Electrical



Paint Supplies



Housewares



Lawn and Garden



Hardware Store

Receptive Vocabulary

Name each picture the client points to.

1. Point to the paint supplies department (tool department, housewares department, plumbing department, lawn and garden department, electrical department).
2. Where would you find batteries?
3. Where would you find paint?
4. Where would you find a hammer?
5. Where would you find a faucet?
6. Where would you find a flower basket?
7. Where would you find a blender?
8. Which are departments at a hardware store?
9. Which departments have items for your home?
10. Which departments have you been in?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
5. Label six blank sheets of paper with the vocabulary words. Use ads from a hardware store or look on hardware store websites. Cut out items that would be sold in each department of the store and have the client glue them to the correct page. *Where would you find (a/an) _____?*
6. Visit a hardware store. Give the pictures to the client. *Let's look for the _____ department.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *Look in the _____ department.* Have the client repeat your sentences.
3. Print *The _____ department is here* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

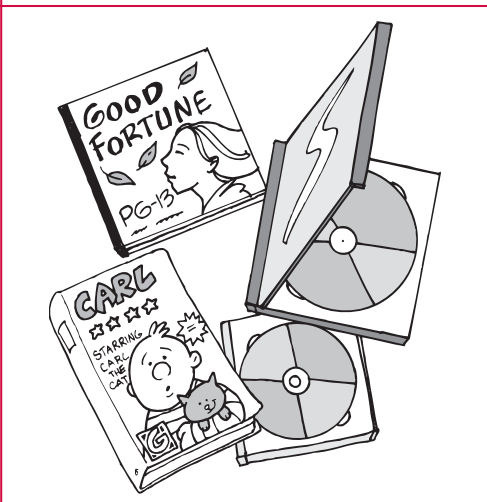
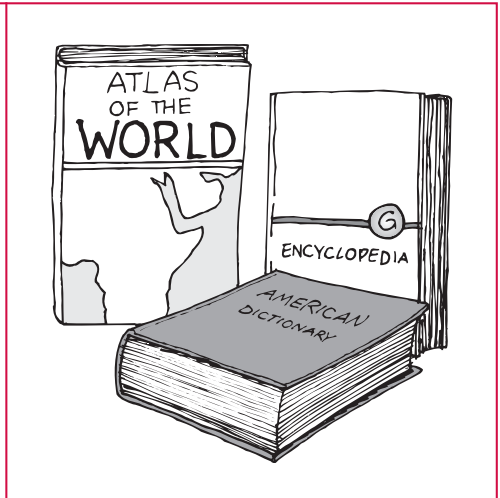
1. Name each section of a hardware store.
2. Name three things sold in each department.
3. What do plumbing items have in common?
4. What do tools have in common?
5. How are electrical supplies the same?
6. What do paint supplies have in common?
7. How are items in the housewares department the same?
8. What do the lawn and garden supplies have in common?
9. Describe how a hardware store is organized.
10. (Cover the pictures.) Name six items you could find in a hardware store.

Expressive Activity

Label six blank sheets of paper with the vocabulary words. Then cut out pictures of different items you can buy in a hardware store. Have the client talk about which section of a hardware store each item would be found in before gluing it to the corresponding sheet of paper. Discuss how all the items in one department go together.

Critical Thinking and Problem Solving

1. What are some good safety rules for using a kitchen knife?
2. What is a good safety rule for using a hammer?
3. What are two kinds of screwdrivers? How do you know which one to use?
4. When gardening, when would you use a trowel instead of a shovel?
5. How do you know when you need a new light bulb?
6. Why is it a good idea to turn off a lamp before changing the light bulb?
7. Why is it a good idea to put a drop cloth down before painting a wall?
8. How can you clean a paintbrush after painting?
9. Why are hardware stores arranged by departments?
10. How do you know what department of a hardware store you are in?



Library/Bookstore

Receptive Vocabulary

Name each picture the client points to.

1. Point to the magazines (reference books, novels, paperback books, videos/DVDs, children's books).
2. Which are movies?
3. Which have stories?
4. Which have facts?
5. Which have soft covers?
6. Which has articles?
7. Which can be mailed monthly?
8. Which have pictures?
9. Which have you seen?
10. Which do you like?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where are the _____?*
2. Place a magazine, paperback book, reference book, video, DVD, children's book, and adult book on the table. Give a picture card to the client. *Find the _____.*
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Use these pictures for a scavenger hunt. Have the clients look for items in your classroom or school. *Find a _____.*
5. Look up websites that sell books, magazines, videos, and DVDs. Print out the pictures and have the client glue them to a poster titled: Library / Bookstore. Then ask the client to identify the different items on the poster. *Find a _____.*
6. Visit a library or a bookstore. Use the pictures to find the different sections in the library or bookstore. *Let's look for the _____.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *I read _____.* Have the client repeat your sentences.
3. Print *Look in the _____ section* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

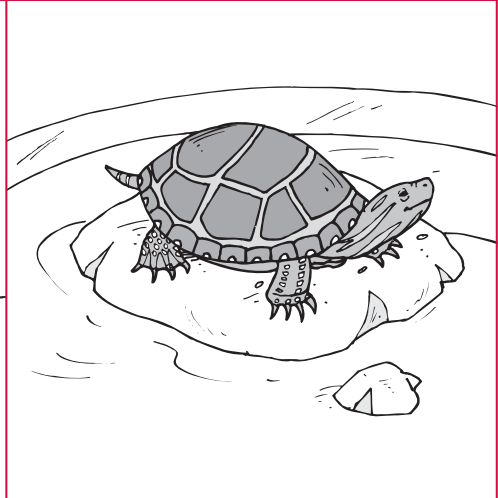
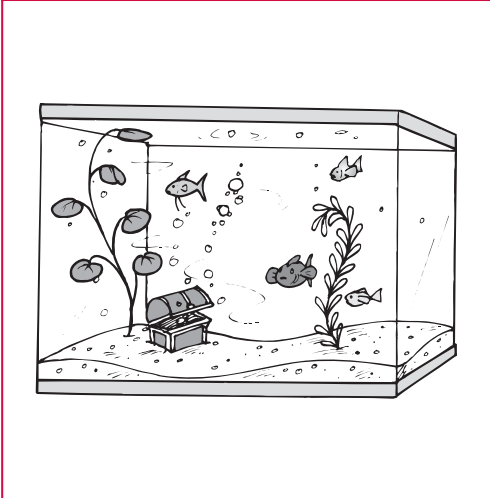
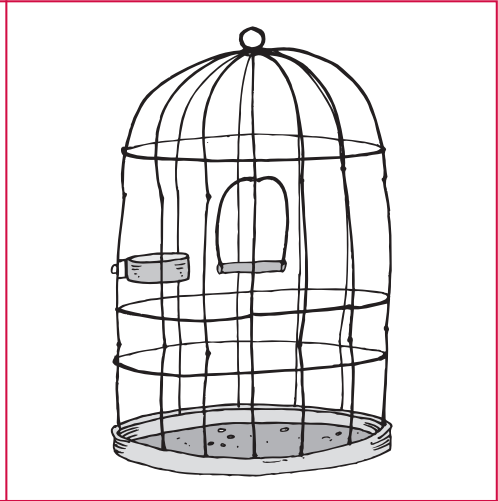
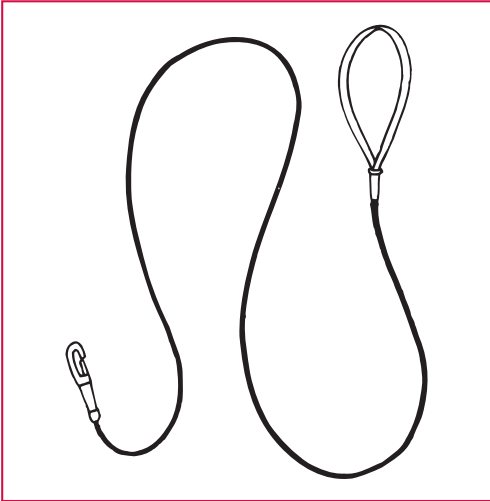
1. Name each picture.
2. What do all of these items have in common?
3. Describe a magazine.
4. How is a paperback book different from a hardback book?
5. Name three reference books.
6. How are children's books different from adult novels?
7. Name three videos or DVDs.
8. What do you like to read?
9. What is the difference between a library and a bookstore?
10. (Cover the pictures.) Name six items you'd find in a library or bookstore.

Expressive Activity

Plan a trip to a library or a bookstore. Have the client make a list of what he would like to look at while there. Talk about which section he could look in to find each item.

Critical Thinking and Problem Solving

1. Why is it a good idea to be quiet in a library?
2. Why is it a good idea to return your library book on time?
3. How could you make a plan to visit a library or a bookstore with a friend?
4. How are the books organized in your library? bookstore?
5. How are the videos organized in your library? How do you find the video or DVD you like?
6. How are the magazines organized in the bookstore? How do you find a magazine you like?
7. How can you tell if a book is easy to read or hard to read?
8. How can you tell if a book is going to be scary? funny?
9. What can you do if you can't find a book you like?
10. How do you decide if you will like a book?



Pet Store

Receptive Vocabulary

Name each picture the client points to.

1. Point to the cat food (fish tank, turtle, leash, hamster, birdcage).
2. Which would you buy for a dog?
3. Which is for fish?
4. Which is for a cat?
5. Which is for a bird?
6. Which has a shell?
7. Which has fur?
8. Which are animals?
9. Which hold animals?
10. Which do you have at your home?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
5. Use ads from a pet store or a website that contains pet supplies. *Find (a) _____.*
6. Visit a local pet store. Give the picture cards to the client. *Let's look for (a) _____.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *That's (a) _____.* Have the client repeat your sentences.
3. Print *Let's buy (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

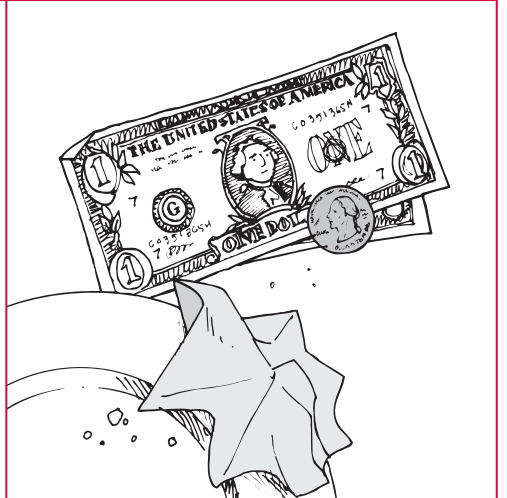
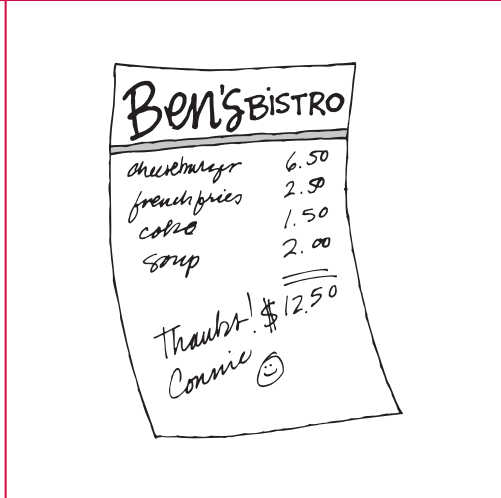
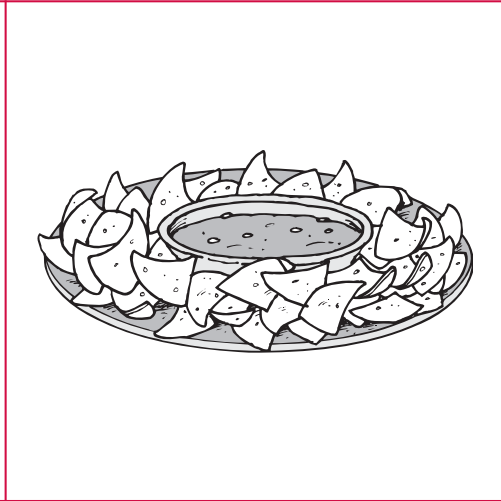
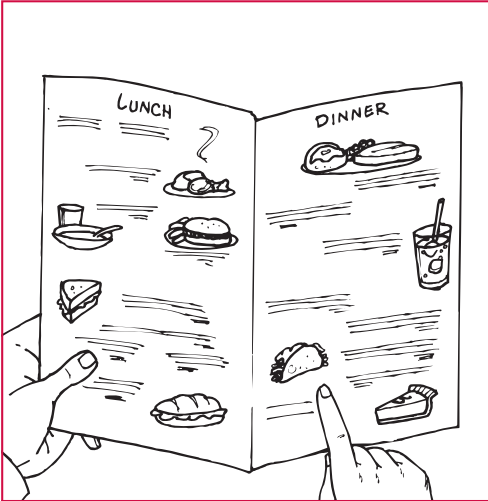
1. Name each picture.
2. What do all of these animals and items have in common?
3. What do you do with a leash?
4. What is the difference between canned and dry cat food?
5. Tell what animals can live in a birdcage.
6. Describe what animals can live in a fish tank.
7. Where would you keep a hamster?
8. Where would you keep a turtle?
9. Do you have any pets? If so, what kind?
10. (Cover the pictures.) Name six items or animals you could see at a pet store.

Expressive Activity

Have two students role-play going to a pet store to buy a pet. One client can be the customer, and the other client can be the store clerk. Have the clients discuss the different pets and what type of supplies and care each pet requires.

Critical Thinking and Problem Solving

1. What could happen if you stuck your finger into a bird's cage?
2. What could happen if you pet a strange dog?
3. What do cat owners do to take care of their cats?
4. What do dog owners do to take care of their dogs?
5. If you could buy a new pet, what would it be? How would you take care of it?
6. How do you decide which kind of pet food to buy?
7. How do you decide which kind of cage to buy?
8. What do you do if you can't find something in a pet store? How do you know who a worker is?
9. What if a pet gets sick?
10. What happens when a pet owner wants to go on vacation?



Restaurant

Receptive Vocabulary

Name each picture the client points to.

1. Point to the menu (beverage, check, appetizer, tip, dessert).
2. Which lists the food choices?
3. Which gives the food prices?
4. Which do you eat first?
5. Which do you drink?
6. Which treat comes at the end of a meal?
7. Which tells how much money you owe?
8. Which do you leave for the server?
9. Which of these can you eat?
10. Which have you seen at a restaurant?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
3. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
4. Role-play going to a restaurant. Use borrowed menus from a local restaurant, dishes, pretend money, and a mock check. Have one client play the server and the other clients be the customers. Ask the customers to sit around a table and the server to hand out menus. Using the vocabulary words, give the clients directions to follow throughout the activity. *Look at the menus.* *To order, point to a beverage.* Have the server bring out dishes (with or without food/drinks) and later the check, and give additional directions. *Look at the check.* *Pay for your food.* *Leave a tip.*
5. Visit a restaurant. Give the picture cards to the client. *Let's look for a _____.*

Vocabulary in the Community
Functional Vocabulary for Adolescents & Adults

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *This is a/an _____.* Have the client repeat your sentences.
3. Print *I see a/an _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

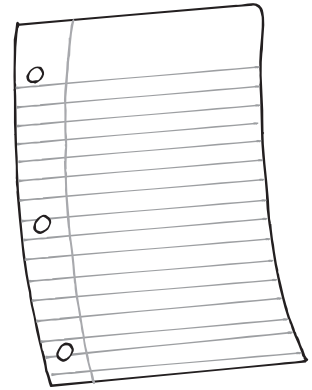
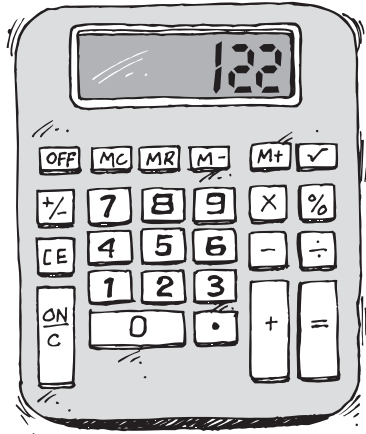
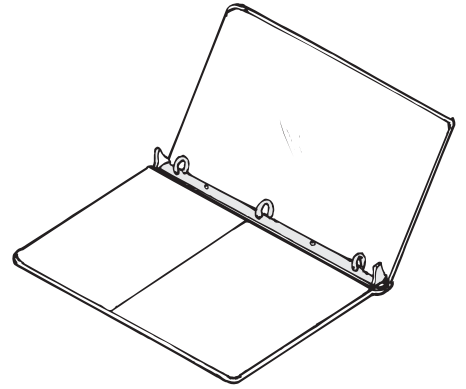
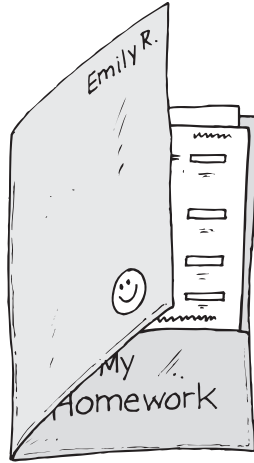
1. Name each picture.
2. What is on a menu?
3. Name three appetizers.
4. Name three beverages.
5. Name three desserts.
6. What is on the bill?
7. What is the tip for?
8. Name three restaurants.
9. How are restaurants different from eating at home?
10. (Cover the pictures.) Name six items you'd see at a restaurant.

Expressive Activity

Have your clients role-play going to a restaurant. One client can pretend to be the host/hostess, another client can be the server, and the other clients can pretend to be the customers. Have them practice meeting the host/hostess and telling the number of people in their group, going to the table and reading the menu, ordering, being served, paying, and leaving a tip. For added challenge, have the server make mistakes, such as forgetting silverware, bringing the wrong order, or not bringing the drinks. Help them problem solve what to ask the server to correct the mistakes.

Critical Thinking and Problem Solving

1. What if there aren't enough glasses of water on the table?
2. What if you drop your spoon?
3. What are some good table manners to use while eating at the restaurant?
4. What information do you give a hostess when you first enter a restaurant?
5. When would you go to a restaurant instead of a fast-food restaurant?
6. Why should you look at the food prices before ordering?
7. How do you make a reservation? How can you find the phone number?
8. How do you decide whether or not to order appetizers?
9. How do you know if you have enough money for dessert?
10. How do you calculate the tip?



School Supplies

Receptive Vocabulary

Name each picture the client points to.

1. Point to the backpack (paper, folder, calculator, binder, pencil).
2. Which can you carry on your back?
3. Which adds numbers?
4. Which do you write with?
5. Which can you write on?
6. Which can you put papers in?
7. Which has a zipper?
8. Which has buttons?
9. Which has an eraser?
10. Which do you use at school?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place a real backpack, folder, etc. on the table. Give a picture card to the client and have him put it by the matching item. *Find the _____.*
3. Ask the clients to look through their backpacks (or a backpack you provide). *Find the _____.*
4. Place picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
6. Use ads from a discount store, an office supply store, or the Internet. *Find (a) _____.*
7. Visit a discount store or an office supply store. Use the pictures as a shopping list. *Let's look for (a) _____.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *I use (a) _____.* Have the client repeat your sentences.
3. Print *I have (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

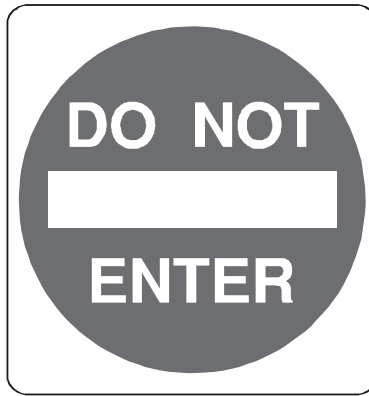
1. Name each picture.
2. What do all of these items have in common?
3. Which do you have?
4. What do yours look like?
5. What do you do with each item?
6. Where do you keep each item?
7. When do you use each item?
8. What else can you write with?
9. Describe how you organize your school supplies.
10. (Cover the pictures.) What six items should you bring to school?

Expressive Activity

Have your clients role-play helping a new student. Have one client pretend to be a new student, and the others can be the veterans. Have the veterans explain to the new student what they bring to school each day, how they use each item, and why each item is important.

Critical Thinking and Problem Solving

1. What if you break your pencil lead?
2. What if your backpack zipper gets stuck?
3. What if your lunch spills in your backpack?
4. What if your calculator stops working?
5. What if your binder gets filled with too many papers?
6. What would a teacher think if your papers were crumpled?
7. How do you keep track of your homework?
8. What if you forgot to write down your homework assignment?
9. What is a good way to organize your backpack?
10. What is a good way to organize your binder?



Signs

Receptive Vocabulary

Name each picture the client points to.

1. Point to walk (don't walk, do not enter, stop, exit, caution).
2. Which means "Do not cross the street"?
3. Which means "Yes, cross the street"?
4. Which means "Halt"?
5. Which means "This way outside"?
6. Which means "Do not go in"?
7. Which means "Be careful"?
8. Which do you see at an intersection?
9. Which do you see in buildings?
10. Which mean "Don't go there"?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place picture cards faceup on the table. Have the client follow your directions. *Touch _____.* *Take _____.* *Hand me _____.* *Point to _____.* *Turn over _____.*
4. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was _____?*
5. Go for a walk that includes an intersection with a stoplight and an intersection with a stop sign. Give the pictures to the student. *Let's look for _____.*
6. Visit a hardware store. Look at various signs that can be purchased. *Let's look for Do Not Enter, Exit, and Caution.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *This means _____.* Have the client repeat your sentences.
3. Print *This sign means _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

1. Name each picture.
2. What does each sign mean?
3. Where have you seen each sign?
4. Which have you seen today?
5. What are some other traffic signs?
6. What other signs are at a school?
7. What signs would you see at a construction site?
8. Name three places you'd see a caution sign.
9. Describe how to cross a street safely.
10. (Cover the pictures.) Name six signs.

Expressive Activity

Go for a walk that includes crossing a street at a street light and at an intersection with a stop sign. Talk about how those signs help you to cross the street safely.

Critical Thinking and Problem Solving

1. If a crosswalk shows the walk signal, do you still need to look for cars? Why?
2. If a crosswalk shows the walk signal and a car is coming, what should you do? Why?
3. If a crosswalk shows the walk signal and a car is stopped, is it okay to cross the street? Why?
4. If a crosswalk starts blinking the don't walk signal when you're only halfway across the street, what should you do? Why?
5. If a sign outside a rest room door says "Do Not Enter," should you open the door?
6. If there's a caution sign next to a river, should you swim in the river?
7. If a machine has a caution sign on it, should you touch the machine?
8. How do you know which door leads to the outside?
9. Why do people post signs?
10. Why should you read signs?



Sporting Goods Store

Receptive Vocabulary

Name each picture the client points to.

1. Point to the football (baseball bat, bowling ball, basketball, golf club, soccer ball).
2. Which are balls?
3. Which can you kick?
4. Which do you throw in a hoop?
5. Which goes with a baseball?
6. Which goes with a golf ball?
7. Which goes with bowling pins?
8. Which do you use to make a touchdown?
9. Which have you used?
10. Which do you like?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place a real football, basketball, etc., on the table. Give a picture card to the client and have him put it by the matching item. *Find the _____.*
3. Play a pantomime game using the picture cards or real items. *Show me how you use this.*
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
6. Use ads or websites from a sporting goods store. Cut out pictures and glue them to a poster titled Sporting Goods. *Find (a/an) _____.*
7. Visit a sporting goods store. Give the pictures to the student. *Let's look for a _____.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *I use a _____.* Have the client repeat your sentences.
3. Print *Grab the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

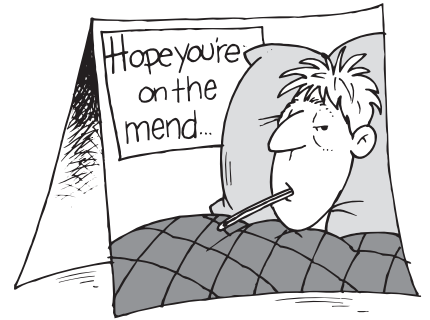
1. Name each picture.
2. What do all of these items have in common?
3. What do you do with each item?
4. Tell what sport you could play with each item.
5. Where could you buy each item?
6. Name a sporting goods store.
7. What sports have you played?
8. Which sports are your favorites? Why?
9. Describe how to bowl.
10. (Cover the pictures.) Name six sports items.

Expressive Activity

Talk about the different sports played in PE. Write the name of each sport at the top of a sheet of construction paper. Have the clients look through ads from a sporting goods store and cut out pictures of various sports equipment. Have them glue each picture on the appropriate sheet and talk about how each item is used in the sport.

Critical Thinking and Problem Solving

1. What do you need to play football? Where could you play?
2. What do you need to play basketball? Where could you play?
3. What do you need to play baseball? Where could you play?
4. What do you need to play soccer? Where could you play?
5. What do you need to bowl? Where could you bowl?
6. What do you need to golf? Where could you golf?
7. What if your ball is flat?
8. How do you know which way to run in a game?
9. How does a good sport act when she loses? when she wins?
10. Why is it important to be a good sport?



Stationery Store

Receptive Vocabulary

Name each picture the client points to.

1. Point to a wedding card (congratulations card, birthday card, get-well card, invitation, thank-you card).
2. What do all of these items have in common?
3. Which is for a birthday?
4. Which is for a bride and groom?
5. Which is for a graduate?
6. Which is for someone who's sick?
7. Which invites people to a party?
8. Which is to thank someone?
9. Which have you received?
10. Which have you sent?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place real cards for various occasions on the table. Give a picture card to the client and have her put it by the matching item. *Find the _____.*
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
6. Use an Internet search engine to find a website that contains greeting cards. *Find a/an _____.*
7. Visit a store that sells cards. Use the pictures as a shopping list. *Let's look for a/an _____.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *I'll buy a/an _____.* Have the client repeat your sentences.
3. Print *I'll send a/an _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

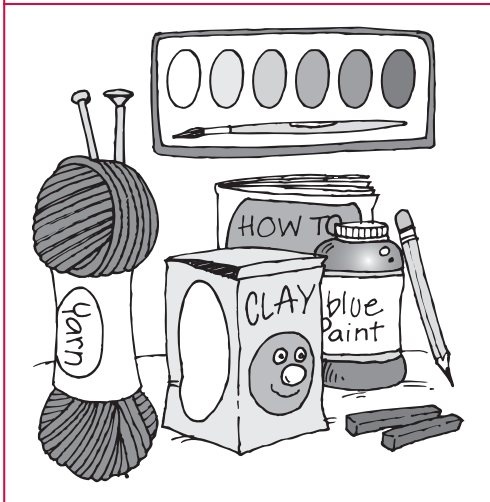
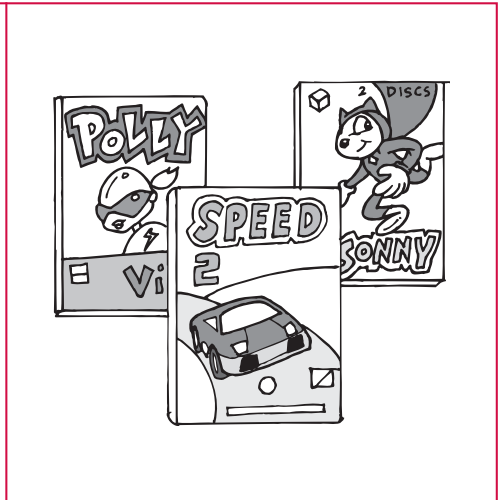
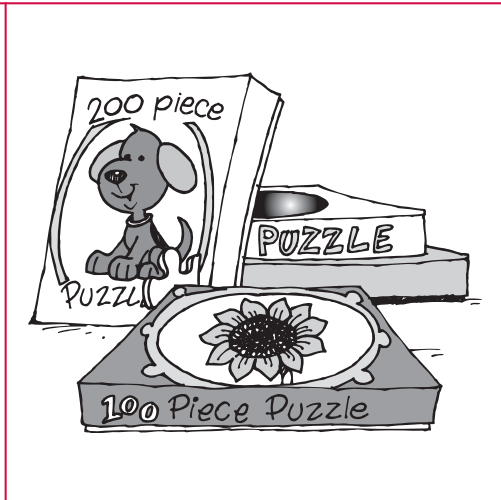
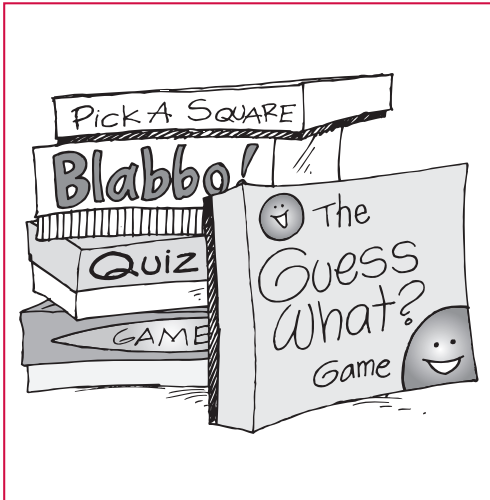
1. Name each picture.
2. What do all of these items have in common?
3. What is on an invitation?
4. Who could you give birthday cards to?
5. When do people send get-well cards?
6. Who receives wedding cards?
7. Name three reasons you could send thank-you cards.
8. Tell three things people could be congratulated for.
9. Name three places that sell cards.
10. (Cover the pictures.) Name six kinds of cards.

Expressive Activity

Have the client look through a calendar. Talk about different holidays and special events and which cards she could send or give at those times.

Critical Thinking and Problem Solving

1. What do you think about when buying a birthday card for someone?
2. What do you think about when buying a get-well card for someone?
3. What is the difference between a wedding card and an anniversary card?
4. What information should you include in a thank-you card?
5. What card could you buy someone who is graduating?
6. Which would you buy for a couple getting married?
7. When sending invitations, what information should you include on your card?
8. When you get an invitation, what information can you put on your calendar?
9. Why is it a good idea to RSVP when you get an invitation?
10. How do you think others feel when they receive a card?



Toy Store

Receptive Vocabulary

Name each picture the client points to.

1. Point to the stuffed animals (puzzles, sporting goods, board games, video games, arts and crafts).
2. Which are furry?
3. Which has controllers?
4. Which is for ballgames?
5. Which have dice?
6. Which make a picture?
7. Which get put together?
8. Which do you play with outside?
9. Which do you play with inside?
10. Which do you like?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where were the _____?*
5. Look at ads or websites for a toy store. Cut out pictures of items and glue them to a poster labeled Toy Store.
Find (a/an) _____.
6. Visit a toy store. Give the client the picture cards.
Let's find the _____.

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *Let's look for the _____.* Have the client repeat your sentences.
3. Print *Let's buy some _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

1. Name each picture.
2. What do all of these items have in common?
3. Describe a board game.
4. Tell what you do with a puzzle.
5. Explain how you play video games.
6. Name three arts and crafts supplies.
7. Name three types of sport equipment.
8. Describe three different kinds of stuffed animals.
9. What toys could you buy a young friend?
10. (Cover the pictures.) Name six items you'd find at a toy store.

Expressive Activity

Label six blank sheets of paper Board Games, Puzzles, Video Games, Arts & Crafts, Sporting Goods, and Stuffed Animals. Look through ads or websites for toy stores. Have the clients cut out pictures of three items from each category and glue them to the correct page. Discuss how all the items in one section go together. Talk about what they would like to purchase and where they would find it in a toy store.

Critical Thinking and Problem Solving

1. What useful information is on the board game box?
2. What do you consider when choosing a puzzle?
3. What do you consider when choosing a video game?
4. What if you can't find the stuffed animals in the toy store?
5. What if you can't reach a toy on the top shelf?
6. What if the price is not marked on the toy you'd like to buy?
7. If your friend likes arts and crafts, what would be some good gift ideas?
8. If your friend likes sports, what would be some good gift ideas?
9. Why is it a good idea to consider what your friend likes when buying her a gift?
10. Why is it a good idea to look at the price before buying an item?



Job Choices

Receptive Vocabulary

Name each picture the client points to.

1. Point to the garden workers (housecleaners, restaurant workers, office helpers, laundry workers, and store employees).
2. Who washes laundry?
3. Who works with papers and files?
4. Who puts new products on a shelf?
5. Who sets tables?
6. Who cleans hotel rooms?
7. Who keeps yards nice?
8. Who works inside?
9. Who works outside?
10. Which jobs do you like?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.* *Take the _____.* *Hand me the _____.* *Point to the _____.* *Turn over the _____.*
3. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
4. Use classified ads to find job openings in these fields. Glue each picture card to a blank sheet of paper. Cut and paste each job opening on the sheet with its corresponding picture card. *Where should we glue this?*
5. Role-play working one or more of these jobs. For a garden worker, the client could rake or mow a nearby lawn. For a housecleaner, the client could dust the furniture in the room. For a restaurant worker, the client could clean and set a table. For an office helper, the client could help in the school office. For a laundry worker, the client could practice washing PE clothes or cafeteria aprons. For a store employee, the client could practice putting supplies neatly away in cupboards with the labels are facing forward.
6. Visit a store, a hotel, a restaurant, and an office. Give the picture cards to the client. *Let's look for these workers.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *They are _____.* Have the client repeat your sentences.
3. Print *The _____ work* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

1. Name each picture.
2. Describe three tasks that housecleaners do.
3. Name three tasks that store employees do.
4. Tell three tasks that office workers do.
5. Describe three tasks that laundry workers do.
6. Name three tasks that restaurant workers do.
7. Tell three tasks that garden workers do.
8. Where could each of these workers work?
9. What kind of job would you like to have?
10. (Cover the pictures.) Name six jobs.

Expressive Activity

Role-play interviewing for one of these jobs. Discuss what to wear to the interview (nice clothes, well-groomed) and what to bring (résumé). Have the client practice greeting you and telling about herself, her job experiences, and why she wants the job. Have the client ask questions about the job, such as about the tasks required, the hours needed, and the pay.

Critical Thinking and Problem Solving

1. Why is it a good idea for a housecleaner to knock before opening a closed door?
2. What should a store employee do if a customer wants to look for something on the shelf she's stocking?
3. What if a customer asks a store employee where something is, but the employee doesn't know?
4. What if the office worker finds a blank page while collating?
5. How does the laundry worker know when the dryer is done?
6. How does the restaurant worker know which tables to clean?
7. What safety rules should a garden worker follow while trimming bushes?
8. What should a worker do if she is sick?
9. What should you consider when choosing the kind of job you want?
10. If you were interviewing for one of these jobs, what skills could you tell the employer that you have?

Getting a Job

Receptive Vocabulary

Name each picture the client points to.

1. Point to (the) résumé (application, classified ads, education, experience, references).
2. Which lists job openings?
3. Which lists your previous jobs?
4. What form do you fill out to apply for a job?
5. Who can an employer call to ask about you?
6. Which is the amount of school you've had?
7. Which is the amount of job training you've had?
8. Which two items list your name, address, and phone number?
9. Which should you give to an employer when applying for a job?
10. Which help you get a job?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Help the client complete a job application. Match the appropriate picture cards to the parts of the application. *Show me the _____.*
3. Help the client type up a résumé. Match the appropriate picture cards to the parts of the résumé. *Show me the _____.*
4. Place classified ads, a résumé, and an application on the table. Match the picture cards to the items. *Show me the _____.*
5. Place the picture cards faceup on the table. Have the client follow your directions. *Touch (the) _____.* *Take (the) _____.* *Hand me (the) _____.* *Point to (the) _____.* *Turn over (the) _____.*
6. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was/were (the) _____.*
7. Role-play a job interview. Ask the client to use his résumé to answer the questions. As the "employer," ask the client questions that he can answer by pointing to the correct part of the résumé. *What education have you had? What job experience have you had? Who can I call as a reference?*

Vocabulary at Work
Functional Vocabulary for Adolescents & Adults

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *I see (a/an/the) _____.* Have the client repeat your sentences.
3. Print *Let's talk about (the) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

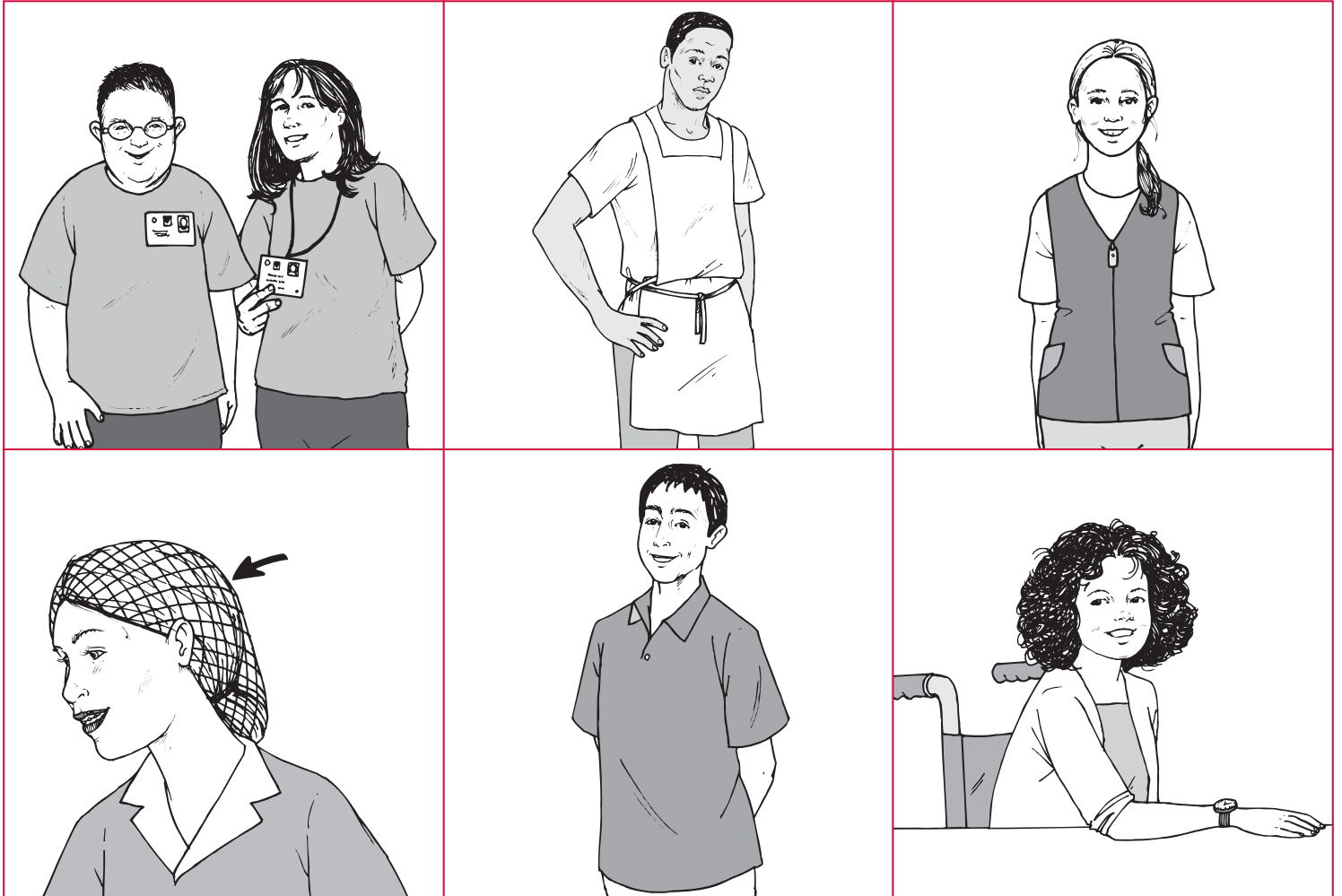
1. Name each picture.
2. What do all of these things have in common?
3. What information is given in the classified ads?
4. What information do you put on application?
5. What information do you put on a résumé?
6. Tell about your education.
7. Describe your job experiences.
8. What are references?
9. Who could you put as a reference?
10. (Cover the pictures.) Describe the steps to finding and getting a job.

Expressive Activity

Conduct a mock interview with the client. Discuss what to wear to the interview (nice clothes, well-groomed) and what to bring (résumé). Role-play greetings, asking the client to tell about himself, his education, his job experiences, and why he wants that job. Have the client ask questions about the job, such as about the tasks required, the hours needed, and the pay.

Critical Thinking and Problem Solving

1. When looking at the classified ads, why is it a good idea to consider where a business is located?
2. What else should you consider when looking in the classified ads for a job?
3. Why is it important to make a good impression when completing a job application?
4. Why should you carefully select who you'd like to list as references?
5. Why is it a good idea to be well-groomed and neatly dressed for a job interview?
6. At the beginning of a job interview, why is it a good idea to greet the employer, introduce yourself, and shake hands?
7. When an employer asks you to tell about yourself, what information would be good to share?
8. What experience have you had that would impress an employer?
9. If an employer asks why you want a job, what would be a good answer?
10. What advice would you give to someone who will have a job interview?



What to Wear to Work

Receptive Vocabulary

Name each picture the client points to.

1. Point to the name tag/name badge (vest, watch, apron, collar shirt, hairnet).
2. Which tells the person's name?
3. Which holds back the person's hair?
4. Which tells time?
5. Which protects the person's clothes?
6. Which is a nice shirt?
7. Which are parts of a uniform?
8. Which could people wear while working in a kitchen?
9. Which could people wear while working at a store?
10. Which could people wear while working in an office?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Bring in a real name tag, apron, watch, etc., and have the client match the items to the picture cards. *Where is the _____?*
4. Have the client practice putting on a name tag, apron, watch, etc. *Put on the _____.*
5. Place the items or picture cards faceup on the table. Have the client follow your directions. *Touch the _____.* *Take the _____.* *Hand me the _____.* *Point to the _____.* *Turn over the _____.*
6. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
7. Look in magazines or on websites for pictures of workers wearing various uniforms. Cut out or print the pictures and glue them to a poster. *Show me the _____.*
8. Visit various worksites. Give the client the picture cards as you talk about what the employees wear to work. *Let's look for a/an _____.*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *Put on a/an _____.* Have the client repeat your sentences.
3. Print *I wear a/an _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

1. Name each picture.
2. Why do workers wear name tags/name badges?
3. Why do kitchen workers wear aprons?
4. How do you put on a vest?
5. What does a hairnet do?
6. What does a watch do?
7. What could a cook wear at work?
8. What could a store employee wear at work?
9. What could an office worker wear at work?
10. (Cover the pictures.) What could be part of a work uniform?

Expressive Activity

Have the client role-play getting ready for work. Put on needed uniform items such as an apron, a hairnet, a watch, and a name tag. Discuss how to put them on, why to wear each item, and how customers can tell who the workers are.

Critical Thinking and Problem Solving

1. How does a watch help you for work?
2. What could happen if your watch had the wrong time?
3. What could happen if a worker didn't wear her uniform to work?
4. What could happen if a cook didn't wear a hairnet?
5. What could happen if a cook didn't wear an apron?
6. Why do you think some workers have to wear uniforms?
7. Why is it important to wear clean clothes to work?
8. How could you tell if your uniform needed to be cleaned?
9. What could you do if you lost your name badge?
10. When you shop, how do you know who the workers are?



People You Work With

Receptive Vocabulary

Name each picture the client points to.

1. Point to the supervisor (customer, job coach, co-worker).
2. Point to the person who did supported employment (job training).
3. Who is the boss?
4. Who shops?
5. Who assigns tasks?
6. Who teaches tasks?
7. Who works at the same place?
8. Who is learning job skills?
9. Who is paid for working?
10. Who could the worker take a break with?

Receptive Activities

Before doing these activities, make two copies of the picture grid. Cut apart one grid to make picture cards.

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is (the) _____?*
2. Practice doing a job skill at school, such as cleaning tables, delivering teachers' mail, or labeling mailings. *Who is your _____?*
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was (the) _____?*
5. Visit a store or a fast-food restaurant. Look for the workers, the supervisor, and the customers. *Let's find a _____.*
6. Visit a job training site. Look for the workers, job coach, supervisor, and customers. *Let's find a _____.* *Who did supported employment?* *Who did job training?*

Word/Sentence Imitation and Sentence Completion

1. Ask the client to repeat each word after you say it. *Say _____.*
2. Use each word to complete the sentence *She is a _____ or She did _____.* Have the client repeat your sentences.
3. Print *I work with a _____ and I did _____* on a card. Have the client complete the sentences using the vocabulary words.

Expressive Vocabulary

1. Name each picture.
2. What do all of these people have in common?
3. What does a supervisor do?
4. What does a job coach do?
5. What does a co-worker do?
6. What does a customer do?
7. How are a supervisor and job coach the same? different?
8. Who can tell you what jobs to do?
9. Who can help you keep your job?
10. (Cover the pictures.) Tell four people you could work with.

Expressive Activity

Have the client practice doing a job skill at school, such as cleaning tables, delivering teachers' mail, or putting address labels on a mailing. Help the client role-play various scenarios, such as greeting a supervisor and asking what job tasks to do, following a job coach's directions, answering a customer's question, asking a job coach for help, and getting along with a co-worker. Talk about the roles of each person and the various relationships.

Critical Thinking and Problem Solving

1. What could you do if you didn't understand your supervisor's directions?
2. What should you do if a customer wants to get something off of a shelf that you're straightening?
3. What if a customer asks you a question and you don't know the answer?
4. What if you finish your job task, but it isn't time to leave work yet?
5. What if you accidentally drop some merchandise and it breaks?
6. What could happen if you don't follow directions?
7. Why is it a good idea to greet your supervisor?
8. Why is it a good idea to get along with your job coach?
9. Why is it a good idea to get along with your co-workers?
10. Tell at least three things good workers do to keep their jobs.

