
Attributes

Receptive Vocabulary

Name each picture the client points to.

1. Which table is clean? dirty?
2. Which shelf is empty? full?
3. Which dishes are dry? wet?
4. Which table needs to be cleaned?
5. Which shelf needs to be filled?
6. Which dishes need to be dried?
7. How do you like your table to look?
8. Which shelf could you get crackers from?
9. How should dishes look before setting a table?
10. Which of these things should workers notice?

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. Have the client search around the school for clean and dirty items. *Find a clean/dirty _____ (table, desk, chair, floor, cupboard, bathroom mirror, sink, etc.).*
4. Have the client search around the school for full and empty containers. *Find a full/empty _____ (pencil holder, work folder, paper towel dispenser, trash can, etc.).*
5. Have the client search around the school for wet and dry items. *Find (a) wet/dry _____ (dishes in the sink or on the counter, sponges, towels, tables, countertops, floors, etc.).*
6. Visit a fast-food restaurant or cafeteria. If it's okay with the management, have the client pretend that he works there and check the tables, condiments, and beverage supplies. *Let's look for something that is _____.*

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 _____*. Have the client repeat your sentences.
3. Print *That is _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

1. Describe each table (shelf, dish).
2. What should a worker do with a dirty table?
3. What should a worker do with an empty shelf?
4. What should a worker do with wet dishes?
5. Name three things that could get dirty in a hotel room.
6. Name three containers that could be empty in a fast-food restaurant.
7. Name three items that could be wet or dry in a laundry room.
8. What could a worker do if a trash can is full?
9. What could a worker do if the floor is dirty?
10. What chores do you have at home?

Expressive Activity

Have the client practice washing dishes. Talk about which dishes are clean, dirty, wet, or dry. Then have the client check the inventory of the school supplies. Talk about whether the various containers of pencils, paper clips, and paper towels are full or empty.

Critical Thinking and Problem Solving

1. If you worked at a restaurant, what would you do if a customer spilled a soda?
2. Should you clean tables where customers are eating? Why?
3. Should you eat the food off the tables you are cleaning? Why?
4. Why is it important to keep the containers filled at a fast-food restaurant?
5. Why is it important to keep the shelves filled at a store?
6. If you worked at a store, how would you know what goes on an empty shelf?
7. If you worked at a store, what if you didn't know where to find more merchandise that you needed to put on the shelves?
8. If you cleaned laundry at a hotel, why is it a good idea to check the towels before taking them out of the dryer?
9. If you cleaned rooms in a hotel, why is it a good idea to clean everything in the room?
10. How would you know where you had already cleaned?



Baker Helper

Receptive Vocabulary

Name each picture the client points to.

1. Point to the apron (pan, batter, hairnet, dough, gloves).
2. Show me which go on hands?
3. Which covers your hair?
4. Which covers your clothes?
5. Which do you bake cookies on?
6. Which do you pour into a pan?
7. After baking, which will become rolls?
8. After baking, which will become cake or muffins?
9. Which would you see at a bakery?
10. Which would a baker wear?

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. Play a game of Bingo. Use pennies as markers.
3. Match real items with the picture cards. Put a hairnet, pair of gloves, apron, and baking pan on the table. Point to a picture as you ask *Where is/are the _____?*
4. Ask the clients to try on hairnets, gloves, and an apron. *Put on the _____.*
5. Bake cookies, rolls, or another bakery item. Use the vocabulary words while giving the clients directions during the activity. *Put on the _____.* *Mix 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. Look at classified ads for jobs assisting bakers at local bakeries, grocery stores, restaurants, or cafeterias. *Let's find job openings for a baker helper.*
8. Visit a bakery or the bakery section of a grocery store, restaurant, or cafeteria. Give the picture cards to the client. *Let's find someone who is using (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 *Find the _____.* Have the client repeat your sentences.
3. Print *Use the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

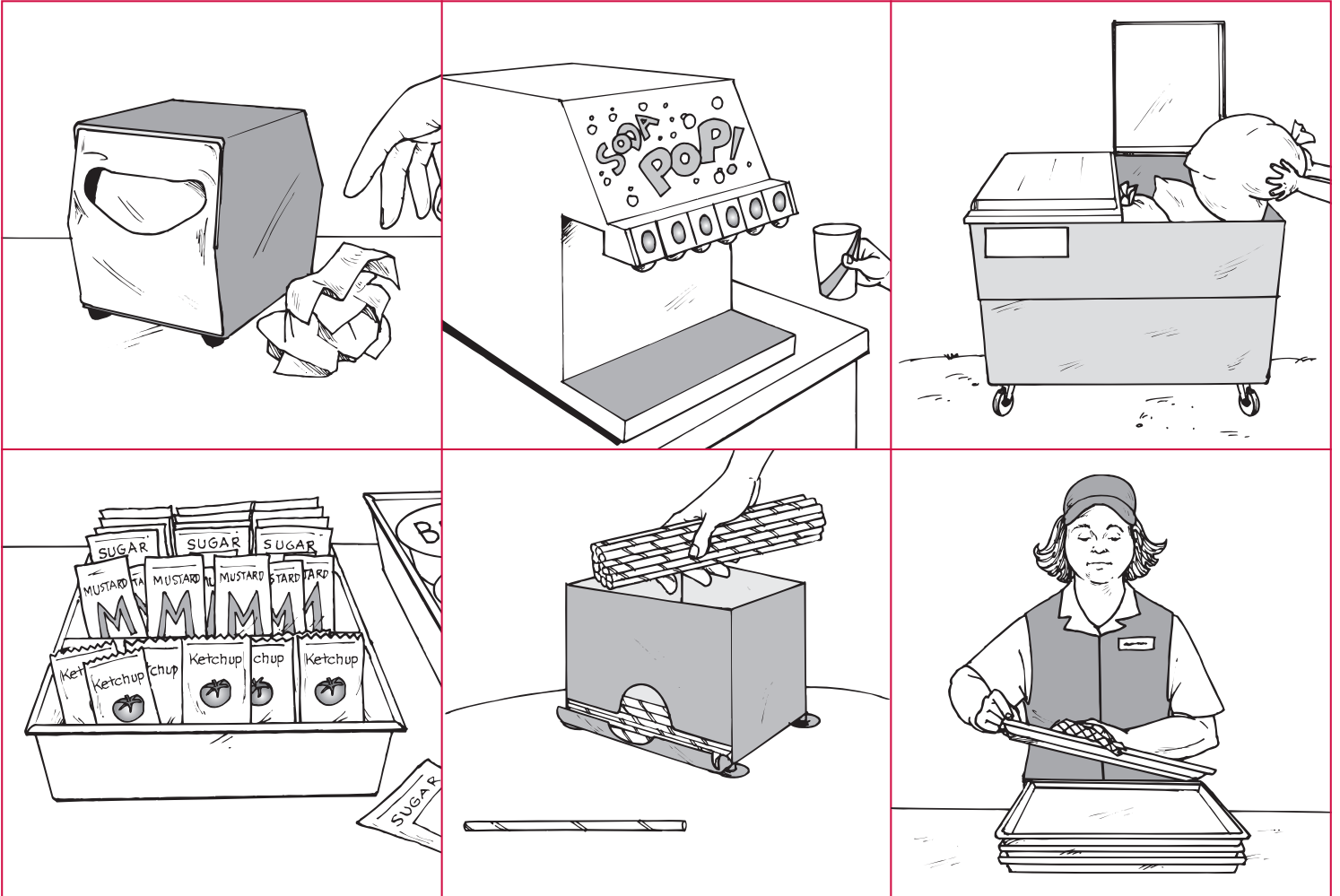
1. Name each picture.
2. What do all of these items have in common?
3. What does a hairnet do?
4. What do gloves do?
5. What does an apron do?
6. Name three foods you could bake on a pan.
7. Name three kinds of dough.
8. Name three kinds of batter.
9. Describe what you would see and smell at a bakery.
10. (Cover the pictures.) Name six items a baker would use.

Expressive Activity

Help the clients bake cookies, rolls, muffins, or another bakery item. Discuss the purpose of wearing gloves, hairnets, and aprons. Ask the clients to describe the items they're using and the steps they're taking to make the food item.

Critical Thinking and Problem Solving

1. What if you have difficulty putting on the food-handling gloves?
2. What if the apron strings get tangled when you try to put on the apron?
3. Why is it a good idea to wash your hands before working with food?
4. What if you smell something burning in the oven?
5. Why is it a good idea to leave spaces between cookies on a pan before baking them?
6. What if you drop a piece of dough on the floor?
7. Why is it a good idea to follow a recipe exactly when making batter?
8. Why can't you eat the cookies that you bake at work?
9. Would you want a job helping a baker? Why?
10. If you were interviewing for a job at a bakery, what skills and experience would you say that you have?



Dining Room Attendant – Fast-Food Restaurant

Receptive Vocabulary

Name each picture the client points to.

1. Point to the drink dispenser (straws, napkin dispenser, trays, dumpster, condiments).
2. Show where to take out the garbage.
3. Which go in cups?
4. Which machine serves ice and drinks?
5. Which holds napkins?
6. Which includes ketchup and mustard?
7. Which do you carry food on?
8. Which would you see at a fast-food restaurant?
9. Which could need cleaning?
10. Which could need refilling?

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. 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/were the _____?*
5. Use classified ads to find job openings at local fast-food restaurants. *Look for dining room attendant job openings.*
6. Visit the school cafeteria or a fast-food restaurant. Give the pictures 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 *Check the _____.* Have the client repeat your sentences.
3. Print *Here is/are the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

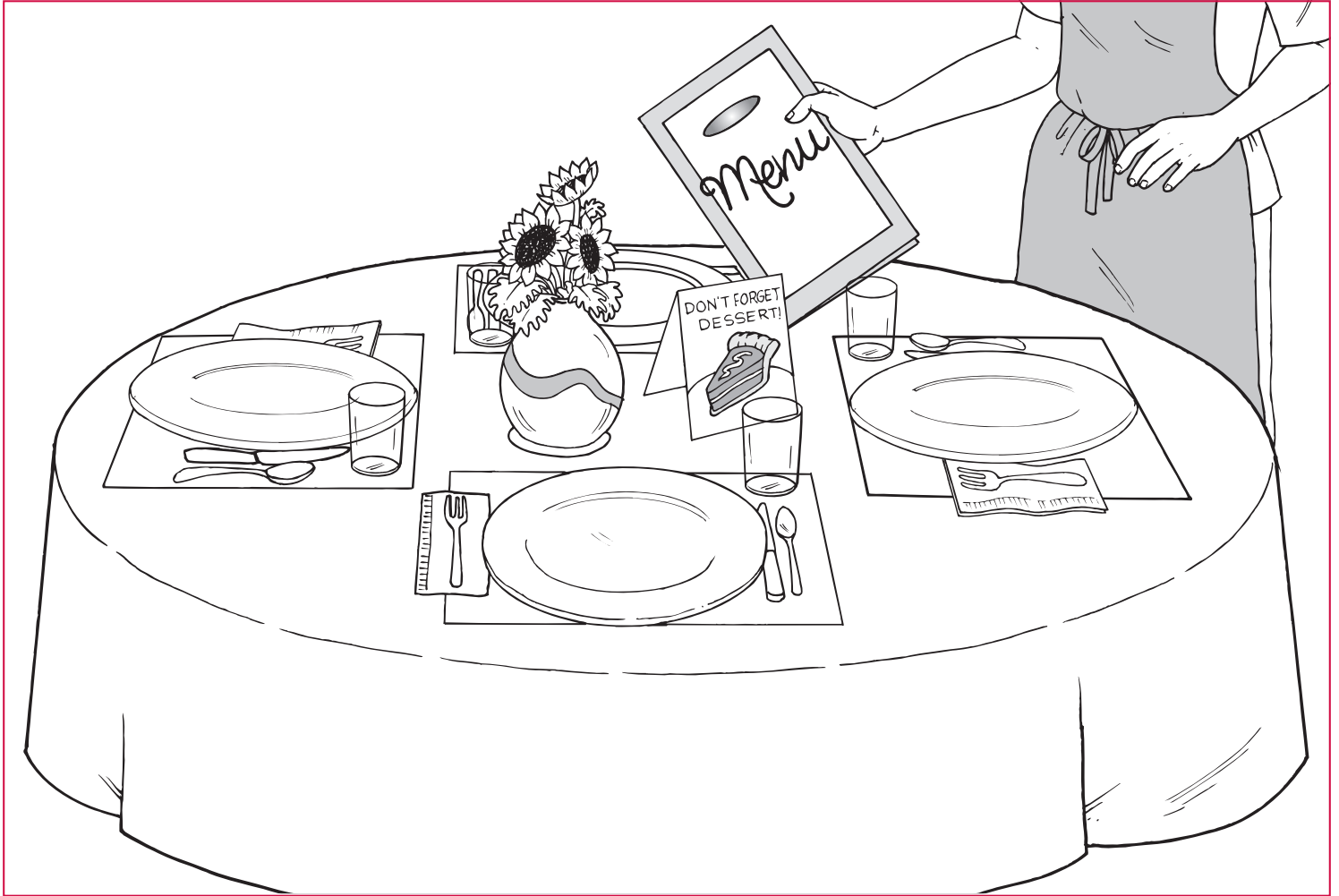
1. Name each picture.
2. What do all of these items have in common?
3. What is a napkin dispenser for?
4. Name three beverages you could get from a drink dispenser.
5. What is a dumpster for?
6. Name three condiments.
7. What do you do with a straw?
8. What do you do with a tray?
9. Name three fast-food restaurants.
10. (Cover the pictures.) Name six items you'd see at a fast-food restaurant.

Expressive Activity

Have the clients role play working at a fast-food restaurant. Ask the clients use the vocabulary words to describe what they are doing during their day on the job.

Critical Thinking and Problem Solving

1. What would you do if the dumpster was full?
2. When clearing a table, what should you do with food left behind?
3. Why is it a good idea to keep the condiment packets sorted?
4. Why is it a good idea to keep the straws stocked?
5. Why is it a good idea to keep the trays clean?
6. Why should you wait until the customers leave before cleaning their table?
7. How do you know when a napkin dispenser needs more napkins?
8. How do you know when a drink dispenser is out of a soda?
9. Would you want to earn money at a fast-food restaurant? Why?
10. If you were interviewing for a fast-food restaurant job, what skills and experience would you say that you have?



Dining Room Attendant – Restaurant

Receptive Vocabulary

Name each picture the client points to.

1. Point to the place mat (napkin, tablecloth, table tent, silverware, menu).
2. Show what covers a table.
3. What goes under a plate?
4. Which goes on your lap?
5. What utensils do you eat with?
6. Which shows the food choices?
7. What advertises specials?
8. What would you see in a restaurant?
9. What could need cleaning?
10. What could you put on a table?

Receptive Activities

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

1. Place a real tablecloth, table tent, some silverware, etc., on the table. Some restaurants will give you menus you can use, and you can make your own table tent by cutting out pictures of food and gluing them to a sheet of construction paper folded in half. Give the client the picture page and ask her to identify the items in the picture. *Where is the _____?*
2. Bring in a real tablecloth, place mat, napkin, menu, etc. Give the picture page to the client and ask her to make a place setting that looks like the picture. *Pretend you are a dining room attendant. Set the table to look like this.*
3. Bring in a real tablecloth, etc. Without looking at the picture page, have the client follow your directions to set a table. *Put the place mat on the table. Put the plate on the place mat. Put the fork to the left. Put the table tent in the middle of the table.*
4. Bring in a real tablecloth, etc., and role-play working at a restaurant. Ask the client to listen to your cues to set a table. Give less information than you did in the previous activity about what to do with each item. *Get the _____.*
5. Role-play working at a restaurant and clearing a table. Ask the client to clear what you ask. *Pick up the _____.*
6. Visit a restaurant. Use the picture page to find the vocabulary word items. *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 will get (a) _____*. Have the client repeat your sentences.
3. Print *Let's clean the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

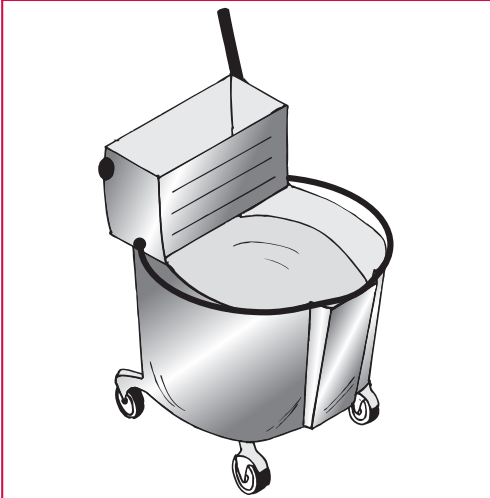
1. Name each picture.
2. What do all of these items have in common?
3. How do you put a tablecloth on a table?
4. What goes on a place mat?
5. Name three pieces of silverware.
6. Tell three sections on a menu.
7. Describe what could be advertised on a table tent.
8. What do guests do with a napkin?
9. Name three restaurants.
10. (Cover the pictures.) Name six items you'd see at a restaurant.

Expressive Activity

Role-play working at a restaurant. Some of the clients can pretend to be dining room attendants and others can pretend to be customers. Have the workers describe what they are doing as they clean and set a table, set menus on the place mats, etc. Have the customers ask for items like silverware, napkins, etc.

Critical Thinking and Problem Solving

1. What should you do if the tablecloth you are putting on has a stain on it?
2. When setting a table, what should you do if a fork is bent?
3. When cleaning menus, what should you do if you notice that a page is missing?
4. When cleaning table tents, what should you do if you can't remove some gunk?
5. When clearing tables, why shouldn't you eat leftover food?
6. When setting a table, how can you tell if the tablecloth is even?
7. When setting a table, how do you know how many place mats to set out?
8. When clearing tables, how do you know if a customer is finished?
9. If you were interviewing for a restaurant job, what skills and experience would you say that you have?
10. Would you want to earn money as a dining room attendant? Why?



Floor Cleaning Supplies

Receptive Vocabulary

Name each picture the client points to.

1. Point to the dust mop (vacuum, broom, dustpan, mop bucket, mop).
2. Which sweeps?
3. Which mops?
4. Which vacuums?
5. Which goes with the broom?
6. Which goes with the mop?
7. Which dry mops the floor?
8. Which can get wet?
9. Which stay dry?
10. Which help clean floors?

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. Get a real broom, mop, etc. Give a picture card to the client and have her put it by the matching item. *Find the _____.*
4. Spill something on the floor, such as pencil sharpener shavings or hole-punch dots. Use the vocabulary words to ask the client to clean up the mess. *Get the broom. Use the dust mop. Turn on the vacuum.*
5. Ask the client to clean the floor in your room, in the cafeteria, or in another room. Use the vocabulary words while giving directions during the activity. *Get the dustpan. Use the broom.*
6. Use ads from a grocery store, a discount department store, a drug store, or on a website that contains floor cleaning supplies. *Find a _____.*
7. Use classified ads to find jobs cleaning floors at places such as hospitals, hotels, hair salons, restaurants, or other businesses. *Let's find jobs for floor cleaners.*
8. Visit a drug store or 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 use a _____.* Have the client repeat your sentences.
3. Print *I clean with a _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

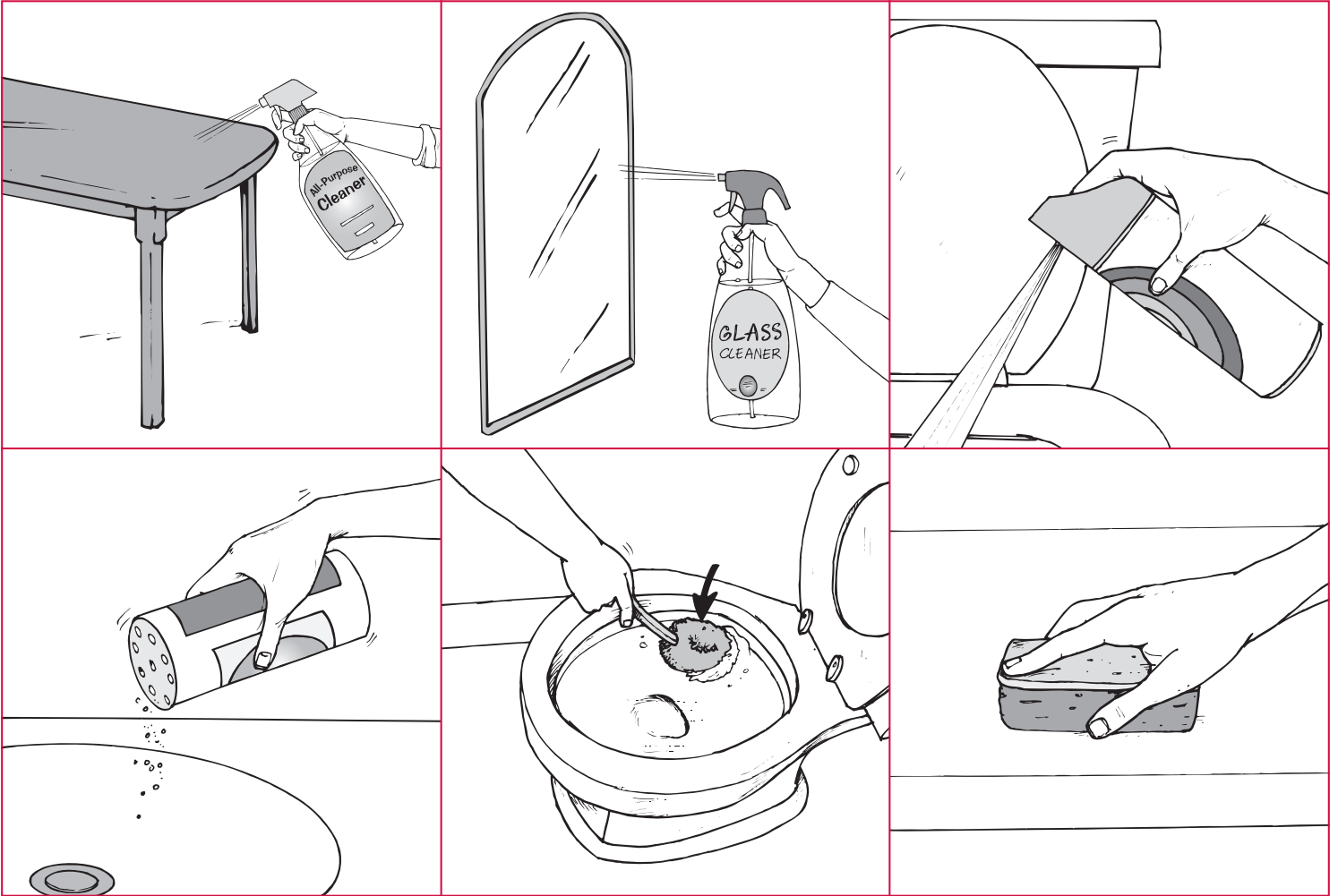
1. Name each picture.
2. What do all of these items have in common?
3. Describe how to use a broom and a dustpan.
4. Tell how to use a mop and a mop bucket.
5. Explain how to use a dust mop.
6. Describe how to use a vacuum.
7. What's the difference between a mop and a dust mop?
8. What's the difference between cleaning tile and cleaning carpet?
9. Name five work sites that have their floors cleaned.
10. (Cover the pictures.) Name six items you could use to clean floors.

Expressive Activity

Have two clients role-play interviewing for a job cleaning floors. Have one client pretend to be the employer, and the other client can pretend to be the job applicant. Have them practice greeting one another, and ask the job applicant to use the vocabulary words to tell about herself, her job experiences, and why she wants the job.

Critical Thinking and Problem Solving

1. How would you clean a tile floor? carpet?
2. Why is it a good idea to sweep or dust mop a floor before mopping it?
3. How do you know where you have already swept?
4. What do you do if a mop doesn't clean a spot on the floor?
5. How do you know when the mop needs to be rinsed out?
6. How do you know when you need to change the water in your mop bucket?
7. What do you need to be careful about when the floor is wet?
8. What do you do if the vacuum makes a funny sound?
9. Would you want a job cleaning floors? Why?
10. If you were interviewing for a job that includes cleaning floors, what skills and experience would you say that you have?



Housecleaning Supplies

Receptive Vocabulary

Name each picture the client points to.

1. Point to the glass cleaner (sponge, all-purpose cleaner, toilet bowl cleaner, toilet bowl brush, cleanser).
2. Which clean a counter?
3. Which clean a bathtub?
4. Which cleans a mirror?
5. Which two items clean a toilet?
6. Which cleans a window?
7. Which clean a sink?
8. Which clean a kitchen?
9. Which clean a bathroom?
10. Which do you know how to use?

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 a real bottle of all-purpose cleaner, bottle of window cleaner, toilet bowl brush, etc., on the table. Give a picture card to the client and have him put it by the matching item. *Find the _____.*
4. Help the client clean a bathroom or a kitchen. Use the vocabulary words while giving directions during the activity. *Get the _____. Spray the _____.*
5. Use ads from a grocery store or a discount store, or look on a website that contains ads for cleaning supplies. *Find (a/an) _____.*
6. Use classified ads to find job openings cleaning places such as hospitals and hotels. *Let's look for housecleaning jobs.*
7. Visit a drug store or a grocery store. 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 use (a) _____.* Have the client repeat your sentences.
3. Print *I clean with (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

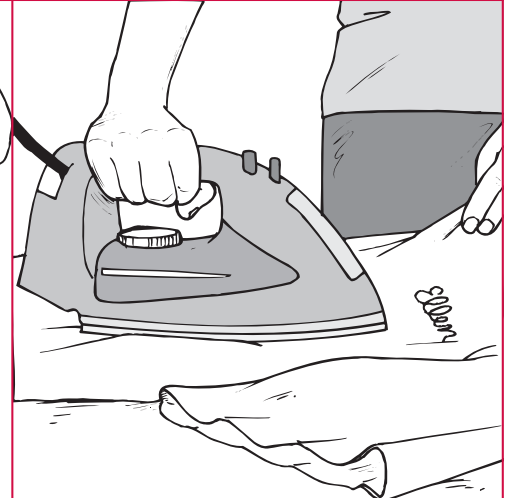
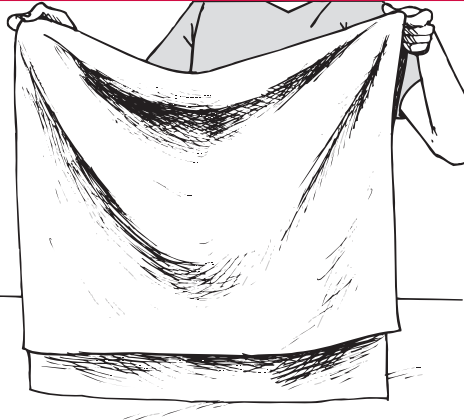
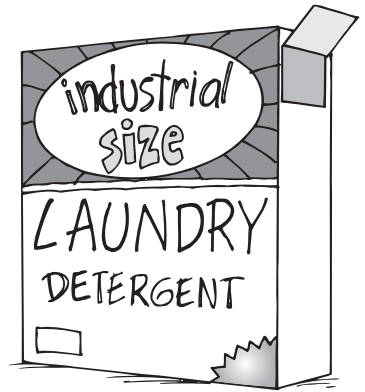
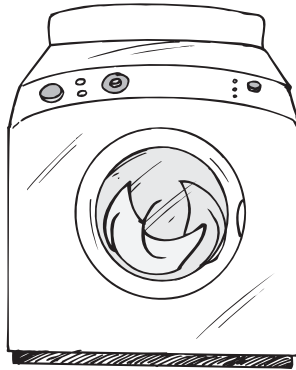
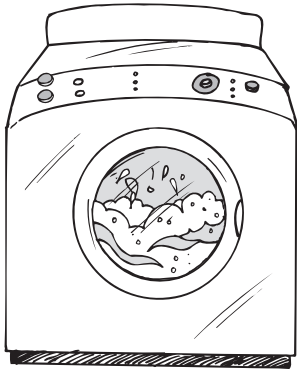
1. Name each picture.
2. What do all of these items have in common?
3. Name three items you can clean with all-purpose cleaner.
4. Describe how to clean a mirror.
5. Tell how to clean a toilet.
6. Explain how to use cleanser to clean a sink.
7. Describe how to rinse out a sponge.
8. Name three places that have rest rooms.
9. Describe the steps to cleaning a whole bathroom.
10. (Cover the pictures.) Name six items you would need to clean a rest room.

Expressive Activity

Work with the clients to clean a bathroom together. Ask the clients to talk about the supplies they're using and to describe how to clean each particular item and area in the bathroom.

Critical Thinking and Problem Solving

1. Why is it a good idea to knock on a closed door before going in a room to clean it?
2. What could you do if you run out of window cleaner?
3. What if the toilet overflows?
4. What if the sink is clogged?
5. How can you tell you're running out of cleanser?
6. How can you tell if your sponge is too wet? What could you do?
7. How can you tell if your sponge is getting dirty? What could you do?
8. Why is it a good idea to wear gloves while cleaning a bathroom?
9. Would you want a housecleaning job? Why?
10. If you were interviewing for a housecleaning job, what skills and experience would you say that you have?



Laundry Worker

Receptive Vocabulary

Name each picture the client points to.

1. Point to the laundry detergent (washing machine, dryer).
2. Show me who is folding (ironing, sorting).
3. Which washes laundry?
4. Which dries laundry?
5. Which soap goes in the washing machine?
6. Which smoothes wrinkles out of laundry?
7. What is dividing linens into piles?
8. What could you do with clean laundry?
9. Which are done at a hotel?
10. Which are done with your clothes?

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. Find housekeeping tasks that need to be done—perhaps washing PE clothes, the cafeteria workers' aprons, or a volunteer's clothes. Use the vocabulary during the activity. *Show me the _____. Sort the _____. Fold the _____. Iron the _____.*
4. Use classified ads to find jobs doing laundry at nearby hotels, hospitals, convalescent hospitals, or at full-service Laundromats. *Let's find laundry worker job openings.*
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. Visit the laundry room at a hotel, a hospital, a Laundromat, or someone's home. Give the picture cards to the client. *Let's look for (a) _____ or Let's look for someone who is _____.*

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

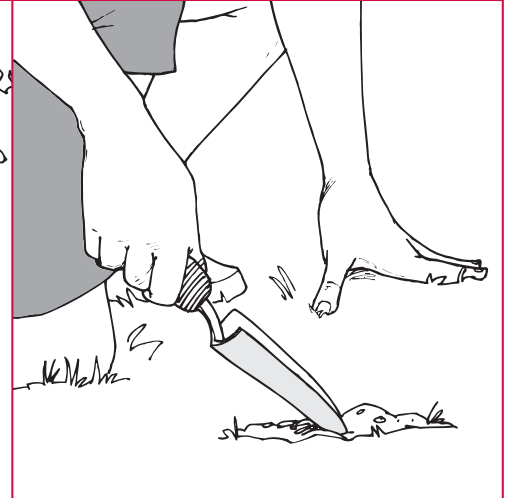
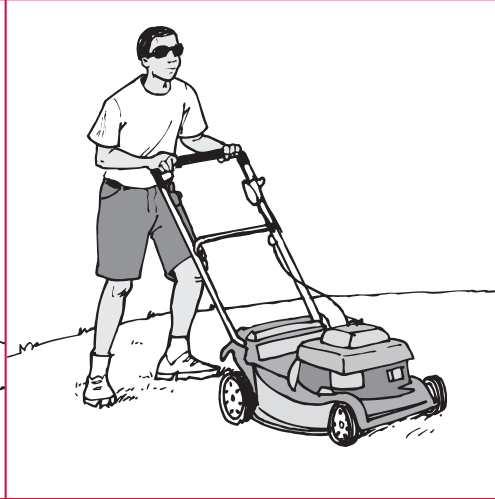
1. Name each picture.
2. What do all of these items have in common?
3. Describe how to use a washing machine.
4. Tell how to use a dryer.
5. Explain how to use laundry detergent.
6. Describe how to sort laundry.
7. Tell how to fold towels.
8. Explain how to iron a shirt.
9. What are the steps to washing your clothes?
10. (Cover the pictures.) Name six items used to clean, dry, and iron clothing.

Expressive Activity

Have two clients role-play interviewing for a job as laundry worker. Have one client pretend to be the employer, and the other client pretend to be the job applicant. Have them practice greeting one another, and ask the job applicant to use the vocabulary words to tell about herself, her job experiences, and why she wants the job.

Critical Thinking and Problem Solving

1. Why should laundry be sorted before washing it?
2. What could you do before washing if a shirt has a stain on it?
3. How do you know whether to wash the laundry in hot, warm, or cold water?
4. What could happen if you put too much laundry detergent in the washing machine?
5. What should you do if the washing machine makes a funny noise?
6. How do you know if the laundry in the dryer is done?
7. What are some safety rules to follow when using an iron?
8. What could happen if you hold an iron on a piece of laundry too long?
9. Would you want a job as a laundry worker? Why?
10. If you were interviewing for a job cleaning laundry, what skills and experience would you say that you have?



Lawn and Garden Tools

Receptive Vocabulary

Name each picture the client points to.

1. Point to the edger (rake, weed whacker, lawn mower, clippers, trowel).
2. Show me which cuts grass?
3. Which cuts bushes?
4. Which cut the edge of the grass?
5. Which rakes up leaves?
6. Which digs holes?
7. Which are sharp?
8. Which do you have at your home?
9. Which would a gardener or lawn care worker use?
10. Which are lawn and garden tools?

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 work in a yard raking, mowing, and trimming, or create a small garden by planting vegetables or small flowers. Use the vocabulary while giving directions during the activity. *Get the _____. Use the _____.*
3. 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 _____?*
4. Use classified ads to find job openings for garden workers at places such as parks, athletic fields, college campuses, cemeteries, nurseries, hotels, and golf courses. *Let's find job openings for garden workers. Find groundskeeper. Look for maintenance worker.*
5. Use ads from hardware stores or lawn and garden stores, or look on a website that contains lawn and garden tools. *Find (a/an) _____.*
6. Visit a store that sells lawn and garden tools. 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 use the _____.* Have the client repeat your sentences.
3. Print *Get the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

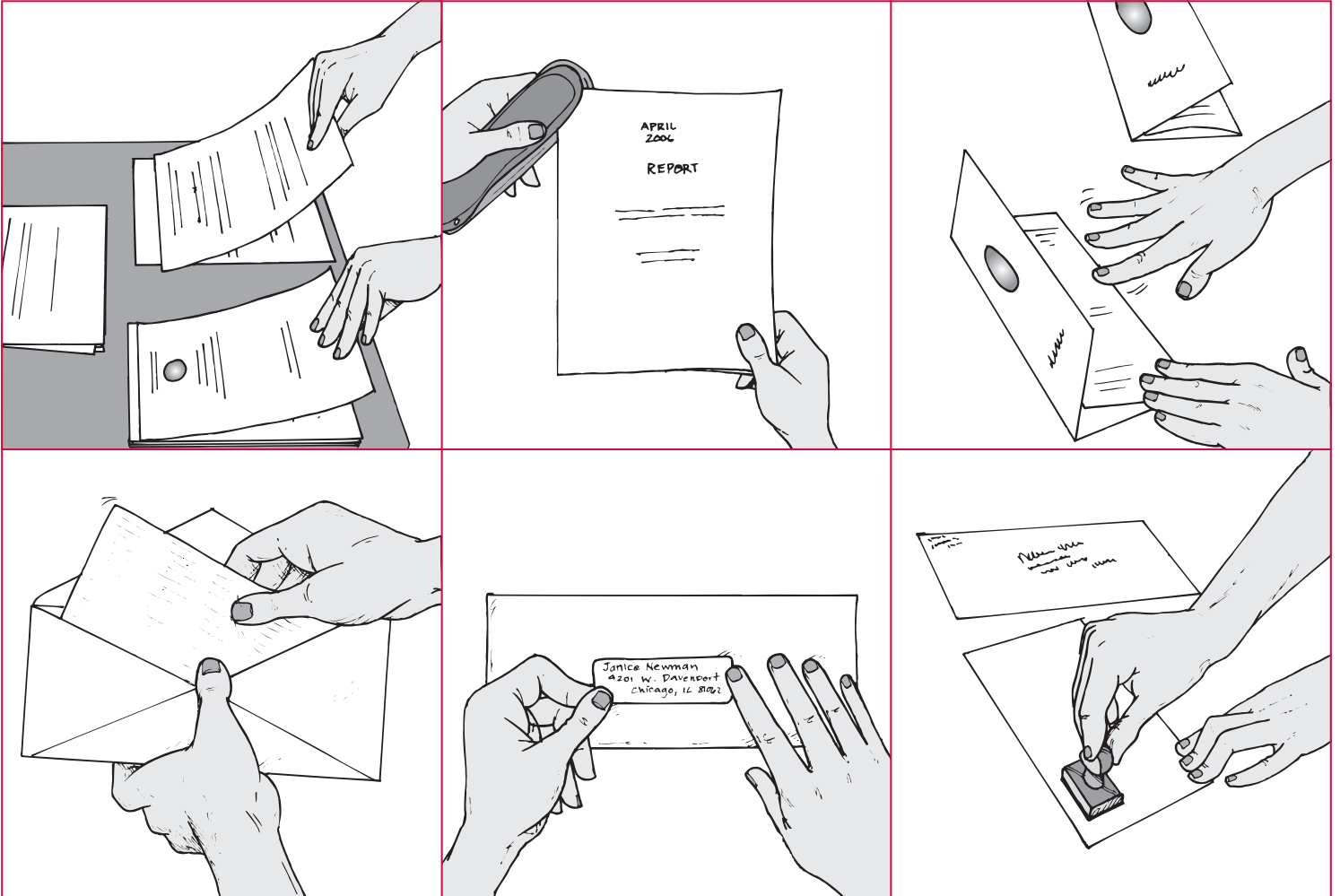
1. Name each picture.
2. What do all of these items have in common?
3. Tell the steps to raking leaves.
4. Describe how to mow a lawn.
5. Explain how to trim the edge of a lawn.
6. Tell how to trim bushes.
7. Describe how to plant a small plant.
8. What is the difference between a weed whacker and an edger?
9. Name three grassy places that need upkeep.
10. (Cover the pictures.) What tools does a garden worker or groundskeeper use?

Expressive Activity

Have two clients role-play interviewing for a job as a garden worker or groundskeeper. Have one client pretend to be the employer, and the other client can pretend to be the job applicant. Have them practice greeting one another, and ask the job applicant to use the vocabulary words to tell about himself, his job experiences, and why he wants the job.

Critical Thinking and Problem Solving

1. What are some safety rules to follow when using clippers?
2. How can you tell if a plant is a weed?
3. What should you do with weeds in a flower or vegetable garden?
4. When raking leaves, how do you know when you're finished?
5. When mowing a lawn, how do you know where you've already mowed?
6. When digging a hole, how do you decide whether to use a trowel or a shovel?
7. When planting new plants, how do you know how far apart to plant them?
8. How do you know if a fruit or vegetable is ripe enough to pick?
9. Would you be interested in a job as a garden worker or groundskeeper? Why?
10. If you were interviewing for a garden worker or groundskeeper job, what skills and experience would you say that you have?



Office Helper Tasks

Receptive Vocabulary

Name each picture the client points to.

1. Point to folding (collating, stamping, stuffing, labeling, stapling).
2. Show me which you do with a stapler.
3. Which do you do with envelopes?
4. Which do you do with a rubber stamp?
5. Which do you do with address labels?
6. Which do you do to put pages in order?
7. Which shows what to do with a flat brochure?
8. Which tasks are done in an office?
9. Which have you done?
10. Which would you like to do?

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 pantomime game using the picture cards or real items. *Show me how you _____.*
3. Find clerical tasks for your clients to do, such as collating school worksheets, labeling flyers for the school or a nearby realtor or dentist, or processing mail for a local charity. Use the vocabulary words while giving the clients directions during the activity.
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. Use classified ads to find job openings helping in an office at local businesses or schools. *Look for office helper job openings.*
6. Visit an office. Give the picture cards to the client. *Let's find someone who is _____.*

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 *He is _____.* Have the client repeat your sentences.
3. Print *I _____ the papers* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

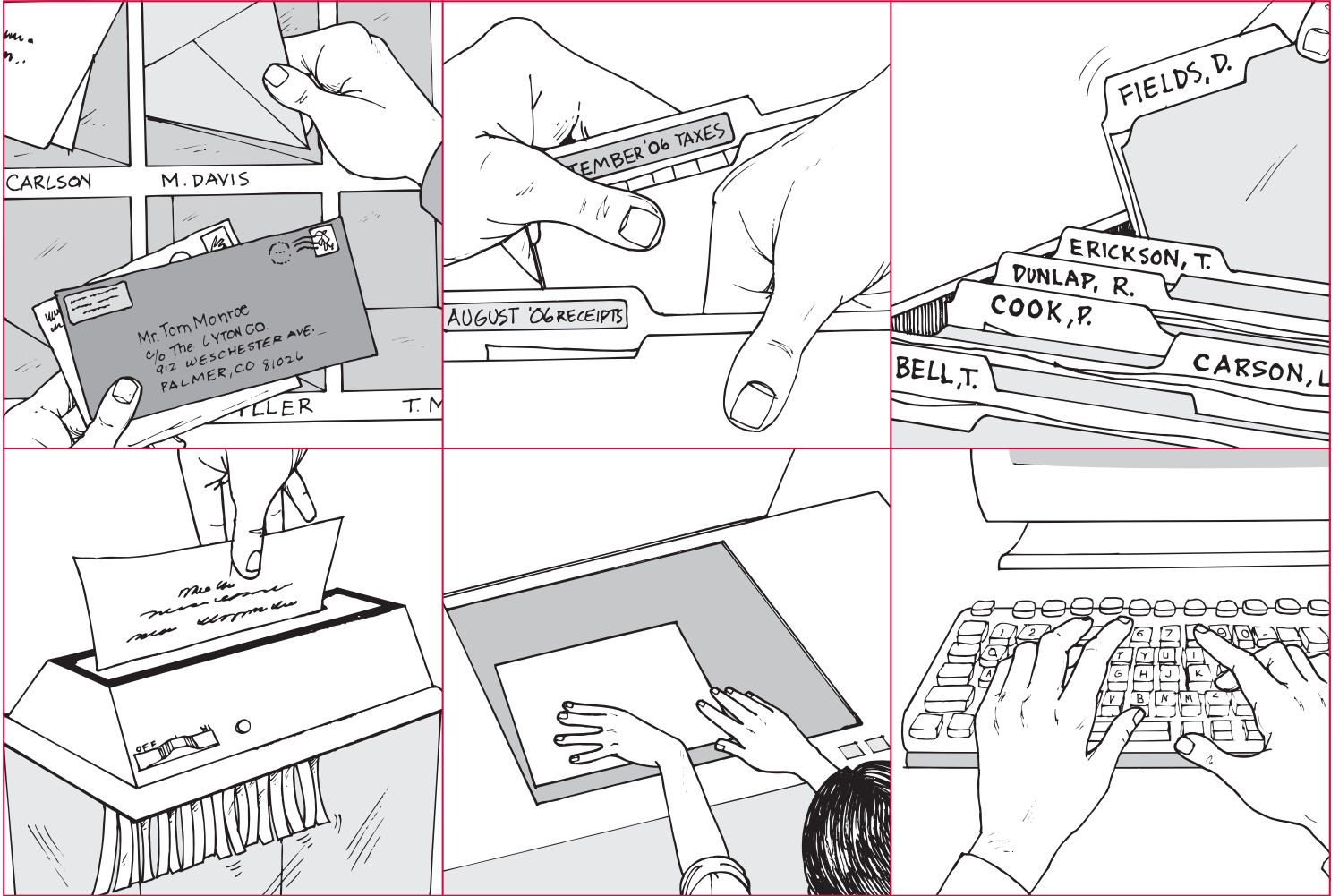
1. Tell what is happening in each picture.
2. What do all of these tasks have in common?
3. Describe how to collate papers.
4. Tell how to staple papers.
5. Explain how to fold papers.
6. Describe how to stuff and seal an envelope.
7. Tell how and where to put an address label on an envelope.
8. Explain how and where to stamp the return address on an envelope.
9. Name three offices where people do this kind of work.
10. (Cover the pictures.) Name six tasks that an office worker does.

Expressive Activity

Find clerical tasks for your clients to do, such as collating school worksheets, labeling flyers for the school or a nearby realtor or dentist, or processing mail for a local charity. Ask the clients to describe what they are doing and what their co-workers are doing. For more language, purposefully give them small amounts to do at a time so they need to request more. For example, if labeling envelopes, only give a few envelopes and labels. When they finish, they must ask for more.

Critical Thinking and Problem Solving

1. What do office workers wear to work?
2. What if you were collating and there were some pages missing?
3. What if your stapler runs out of staples?
4. What if you folded a brochure crookedly?
5. What if a letter doesn't fit into an envelope?
6. What if a label creases when you put it on an envelope?
7. What clerical tasks can you do?
8. Why is it important to dress nicely at an office?
9. Would you want a job as an office worker? Why?
10. If you were interviewing for an office worker job, what skills and experience would you say that you have?



Office Helper Advanced Tasks

Receptive Vocabulary

Name each picture the client points to.

1. Point to sorting (alphabetizing, typing, filing, copying, and shredding).
2. Show me what you do to make more of the same page.
3. How do you get rid of old papers?
4. How do you put information on a computer?
5. How do you divide the incoming mail?
6. Which do you do with file folders?
7. Which shows how to organize files?
8. Which tasks are done in an office?
9. Which have you done before?
10. Which would you like to do?

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. Find clerical tasks for your clients to do, like alphabetizing emergency cards or student papers, filing student papers into folders, photocopying worksheets, or typing names and addresses into a database. Use the vocabulary words while giving the clients directions during the activity. *Sort the mail. Alphabetize these cards. File these folders. Copy these worksheets. Type these addresses.*
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. Use classified ads to find job openings helping in an office at local businesses or schools. *Look for office helper job openings.*
6. Visit an office. Give the picture cards to the client. *Let's find someone who is _____.*

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 _____*. Have the client repeat your sentences.
3. Print *I will _____ the papers* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

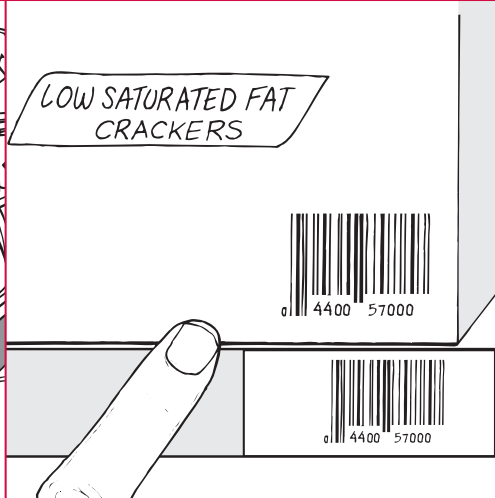
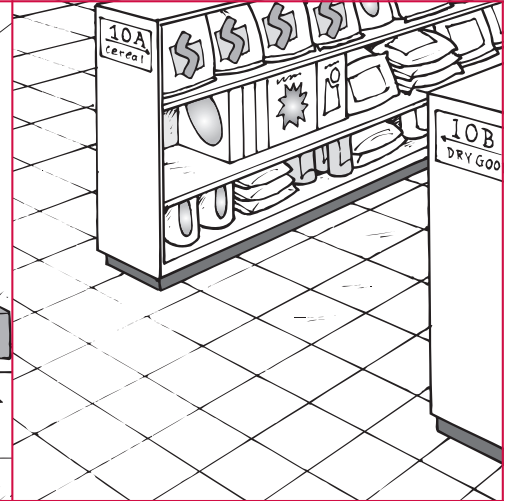
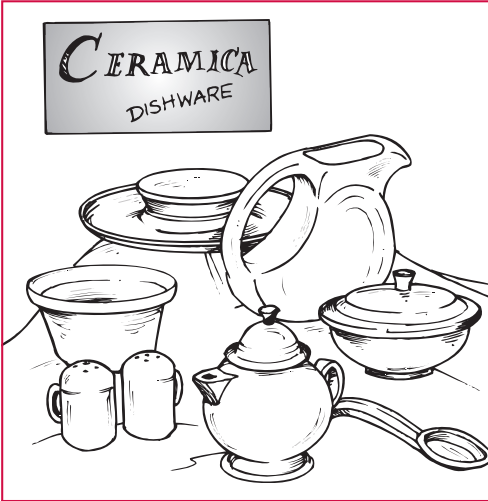
1. Tell what is happening in each picture.
2. What do all of these tasks have in common?
3. Explain how to sort mail.
4. Describe how to file papers.
5. Tell how to alphabetize papers.
6. Explain how to shred papers.
7. Describe how to copy pages.
8. Name three kinds of information that could be typed on a computer.
9. Name three offices where people do this clerical work.
10. (Cover the pictures.) Name six tasks that an office worker does.

Expressive Activity

Find clerical tasks for your clients to do, such as alphabetizing emergency cards or student papers, filing student papers into folders, photocopying worksheets, or typing names and addresses into a database. Ask the clients to describe the activity. For added language opportunities, plant problems into the task. For example, have an alphabet letter missing in the filing cabinet or box, a student folder missing when filing papers, or the photocopy machine run out of paper. Have the client ask for help with each obstacle.

Critical Thinking and Problem Solving

1. When sorting mail, what if one name isn't on your list?
2. When filing, what if a folder is missing?
3. When alphabetizing by names, do you use the person's first or last name?
4. When alphabetizing, what do you do if two names start with the same letter?
5. When shredding, what do you do if the machine starts to overheat?
6. When copying, what if the machine runs out of paper?
7. When copying, what if the machine shows an error message?
8. When typing, what if you can't read the writing you are to type?
9. Would you want a job as an office helper? Why?
10. If you were interviewing for an office worker job, what skills and experience would you say that you have?



Stock Clerk

Receptive Vocabulary

Name each picture the client points to.

1. Point to the warehouse (go backs, merchandise, end cap, aisle, bar code).
2. Which is sold at stores?
3. Which is like a hallway?
4. Which is at the end of the aisle?
5. Which products need to go back on shelves?
6. Where does the store keep extra merchandise?
7. Which label tells the price and product information?
8. Which have you seen at a grocery store?
9. Which have you seen at a department store?
10. Which have you seen at a drug store?

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. Pretend your room is a store. Have the client find "merchandise" on the shelves, and then have her practice putting "go backs" back on the shelves. *Where is the merchandise? Get the go backs.*
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. Use classified ads to find job openings at nearby stores. *Let's find stock clerk job openings.*
6. Visit a grocery store, a discount store, a department store, or a drug store. Give the picture cards to the client. *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 see (a/an) _____.* Have the client repeat your sentences.
3. Print *A store has (a/an) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

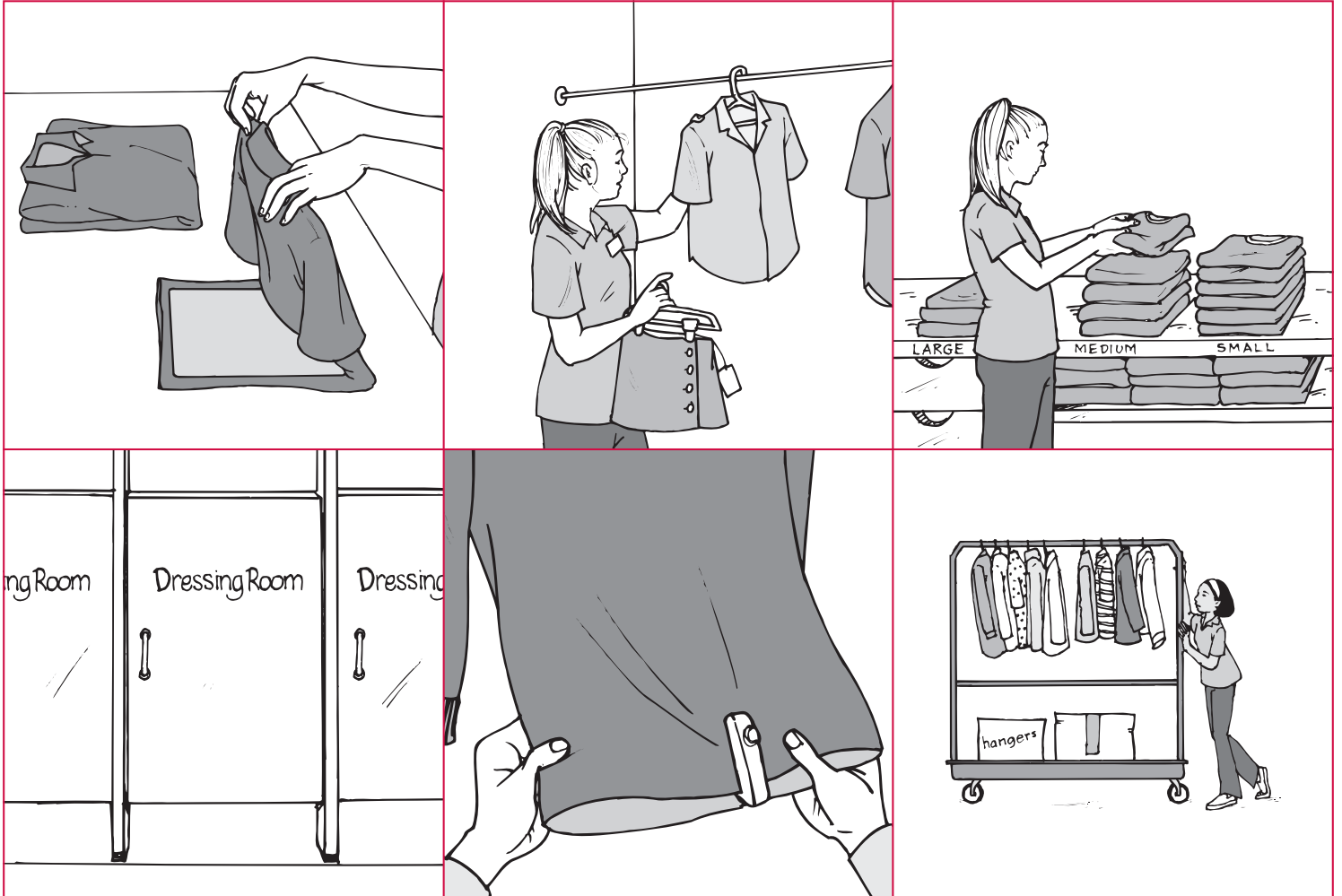
1. Name each picture.
2. What do all of these items have in common?
3. Name three merchandise items you'd find at a discount store.
4. Describe a warehouse.
5. Tell three aisles you'd find at a grocery store.
6. Explain what an end cap is.
7. Describe how a bar code is used.
8. Tell what a worker does with go backs.
9. Name three stores that have stock clerks.
10. (Cover the pictures.) Name three places a worker could find merchandise.

Expressive Activity

Pretend your room is a store. Designate one area to be the "warehouse." Have her take "merchandise" out of the warehouse and put it on shelves, find "merchandise" on the shelves, and practice putting "go backs" back on the shelves. Have her use the vocabulary words to explain what she's doing throughout the activity.

Critical Thinking and Problem Solving

1. What if you were working in the warehouse and couldn't reach the top shelf?
2. What if a customer wanted to get by you when you were working in an aisle?
3. Why is it a good idea to keep the end caps filled and neat?
4. Why is it a good idea to learn the names of the products as you put away go backs?
5. Why is it a good idea to learn which aisle the products are in?
6. What if a customer asked you which aisle a product was in, but you didn't know?
7. Why must the bar code on a product match the bar code on the shelf?
8. How does the bar code help keep track of inventory?
9. Would you want a job at a retail store stocking shelves? Why?
10. If you were interviewing for a job stocking shelves, what skills and experience would you say that you have?



Stock Clerk – Clothing Store

Receptive Vocabulary

Name each picture the client points to.

1. Point to the sensor (dressing room, rack).
2. Who is hanging (folding, sizing)?
3. Where can you try on clothes?
4. Where do you hang clothes?
5. Which is a small alarm?
6. What do you do with clothes before putting them on a shelf?
7. Which is a hanger used for?
8. How do you organize the different sizes?
9. Which would you see at a clothing store?
10. Which would you like to do for work?

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. Write sizes on two sets of cards, one with numerical sizes and the other with S, M, L, and XL. Ask the client to size each stack, putting the sizes in order from smallest to largest. *Size these items.*
4. Bring in real clothing items (different sizes) and hangers, both regular and ones with clips. Ask the clients to fold, hang, and size the items. *Fold the _____. Hang the _____. Size these _____.*
5. Use classified ads to find job openings at nearby clothing stores. *Let's find job openings for stock clerks at a clothing store.*
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 (the) _____.*
7. Visit a clothing store. Give the picture cards to the client. *Find (a) _____ or Let's look for someone who is _____.*

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

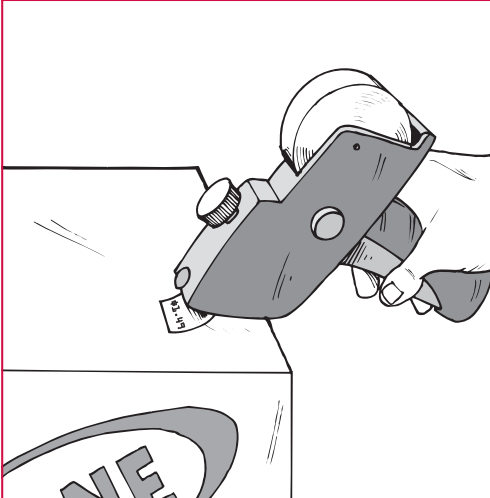
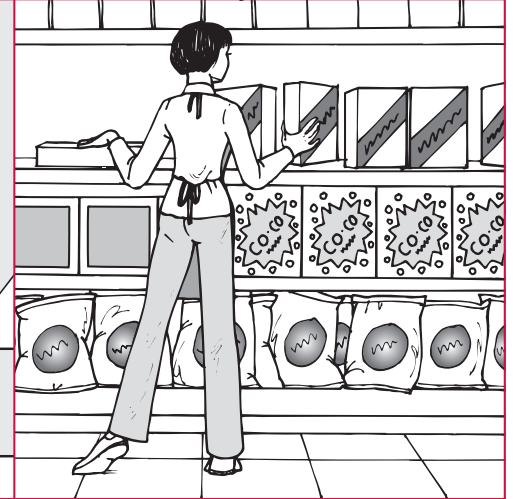
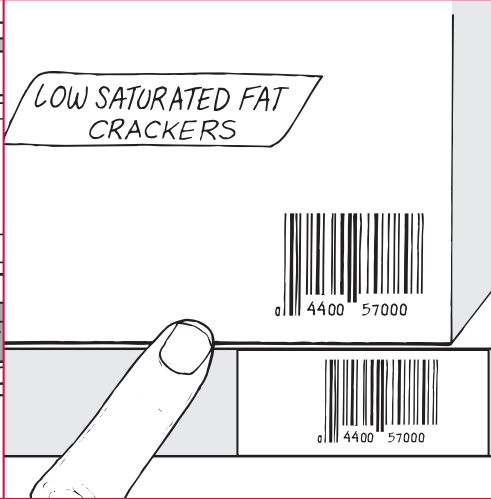
1. Name each picture.
2. What do all of these items and tasks have in common?
3. Describe how to fold a shirt.
4. Name three clothing items you can hang.
5. Tell how to put the clothes in order by size.
6. Describe what people do in a dressing room.
7. Explain how a sensor works.
8. Tell what workers could do with a rack.
9. Name three clothing stores where people do this kind of work.
10. (Cover the pictures.) Name three tasks workers do at a clothing store.

Expressive Activity

Bring in different sizes of clothing and different styles of hangers. Have the clients pretend they work at a clothing store. Instruct them to fold and hang clothing, put sizes in order from smallest to largest, and sort different types of hangers. Ask the clients to describe what they're doing throughout the activity.

Critical Thinking and Problem Solving

1. What should you be careful about when pushing a rack?
2. Why is it a good idea to knock on a dressing room door before opening it?
3. Why is it a good idea to smooth out a shirt before folding it?
4. Why is it a good idea to check the sleeves when hanging shirts?
5. Why is it a good idea to hang all the clothes facing the same direction?
6. Why is it a good idea to be nicely dressed and groomed when working at a clothing store?
7. How does a sensor prevent people from stealing clothes?
8. How does putting the clothes in order by size make shopping easier?
9. Would you like to work at a clothing store? Why?
10. If you were interviewing for a job at a clothing store, what skills and experience would you say that you have?



Stock Clerk Tasks

Receptive Vocabulary

Name each picture the client points to.

1. Point to who is bagging (stocking, lifting, matching, pricing, facing/fronting).
2. Which shows putting merchandise in bags?
3. Which shows putting prices on products?
4. Which shows putting merchandise on shelves?
5. Which shows looking at the label and bar code?
6. Which shows moving merchandise to the front of a shelf?
7. Which shows getting boxes from the ground?
8. Which of these are done at a store?
9. Which of these could you do?
10. Which would you like to do?

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. Ask the client to perform retail store-like tasks that you need done, like putting away school supplies that you ordered; putting supplies in bags; or straightening shelves in your class, an office, or in the school library. Use the vocabulary words while giving the client instructions throughout the activity. *Stock these shelves. Face the items on the shelf. Match the items to the shelves. Bag these items.*
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. Use classified ads to find job openings at local stores. *Find job openings for stock clerks.*
6. Visit a store. Give the picture cards to the client. *Let's look for someone who is _____.*

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 *He is _____ merchandise.* Have the client repeat your sentences.
3. Print *I am _____ merchandise* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

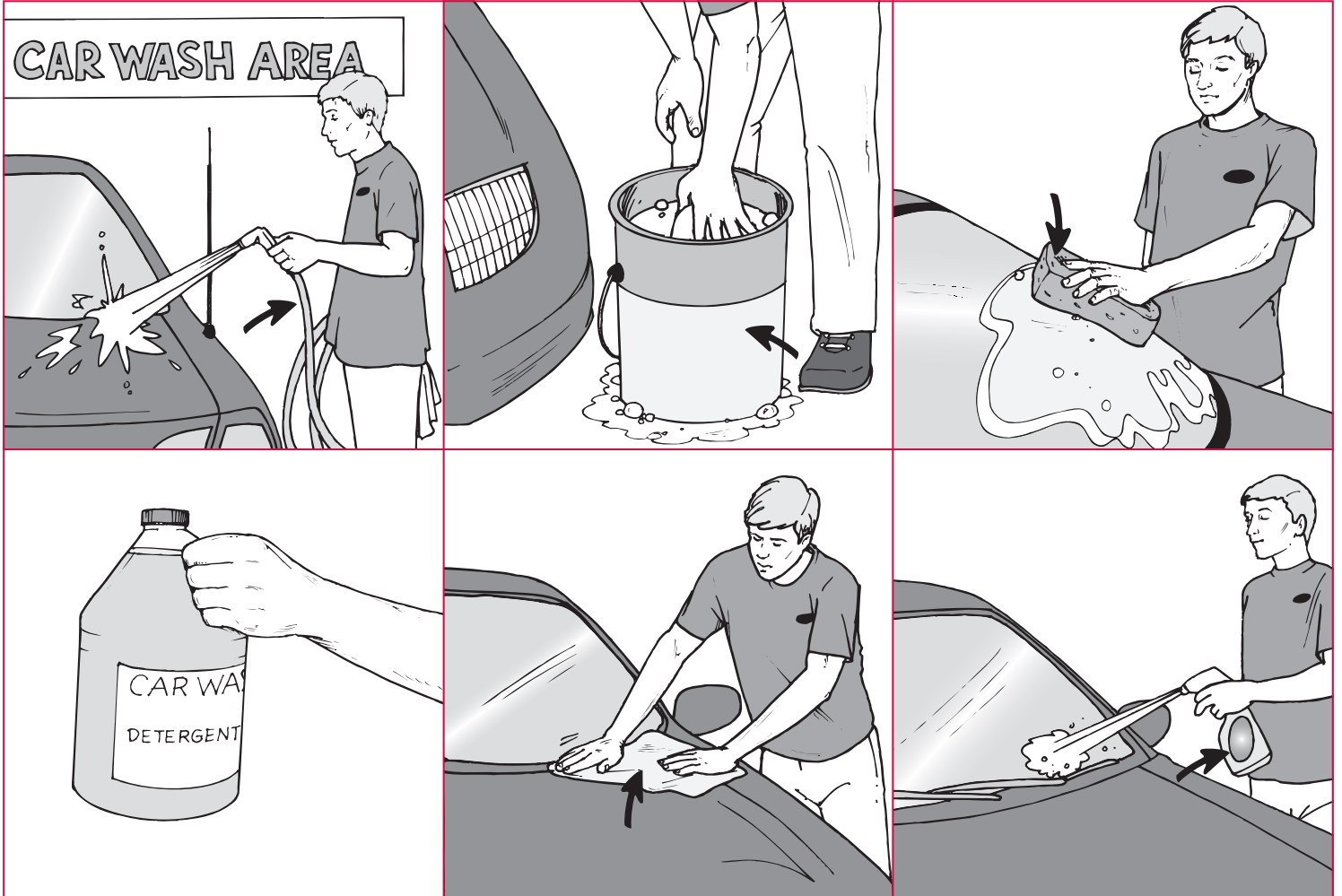
1. What is each person doing?
2. What do all of these tasks have in common?
3. Describe how to stock shelves.
4. Tell what you need to look for to match products.
5. Explain two things you need to do when facing shelves.
6. Describe how to price items.
7. Tell what to do with a new box of merchandise.
8. Explain how to bag groceries.
9. Name three stores where people do this kind of work.
10. (Cover the pictures.) What tasks would a stock clerk at a retail store have to do?

Expressive Activity

Ask the clients to perform retail store-like tasks that you need done, such as putting away school supplies that you ordered, straightening shelves in your class or office or in the school library, and putting supplies in bags. Encourage the clients to use the vocabulary words to describe the tasks they're doing.

Critical Thinking and Problem Solving

1. What are some safety rules to follow when lifting big boxes?
2. What if one of the bottles you were stocking on a shelf was leaking?
3. When stocking shelves, what if you couldn't find where to put an item?
4. When matching products, does the size of the container matter? Why?
5. When facing products, which way should the label face? Why?
6. When pricing merchandise, why should you double-check the price before putting it on a product?
7. When bagging groceries, why do you need to be careful that the bag doesn't get too heavy?
8. When bagging merchandise, why should fragile items be packed carefully?
9. Would you want to work in a retail store? Why?
10. If you were interviewing for a job in a retail store, what skills and experience would you say that you have?



Vehicle Cleaning Supplies

Receptive Vocabulary

Name each picture the client points to.

1. Point to the hose (chamois towel, window cleaner, sponge, bucket, car wash detergent).
2. Which soap do you use to clean a car?
3. Which hold soapy water?
4. Which rinses the car?
5. Which do you use to wipe the car?
6. Which dries the car?
7. Which clean the windows?
8. Which clean the mirrors?
9. Which would you see at a car wash?
10. Which do you need to clean a car?

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 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 him tell you where it was on the picture grid. *Where was the _____?*
4. Use classified ads to find jobs cleaning vehicles, such as at a car wash, car dealership, car rental business, or hotel with airport shuttle service. *Look for job openings for cleaning vehicles.*
5. Visit a car wash. Give the picture cards to the client. *Let's find someone who is using (a) _____.*
6. Have the clients wash staff cars or help them organize a car wash. Use the vocabulary words while giving the clients directions during the activity. *Get the _____.*
Use 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 use (a) _____.* Have the client repeat your sentences.
3. Print *I clean with (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

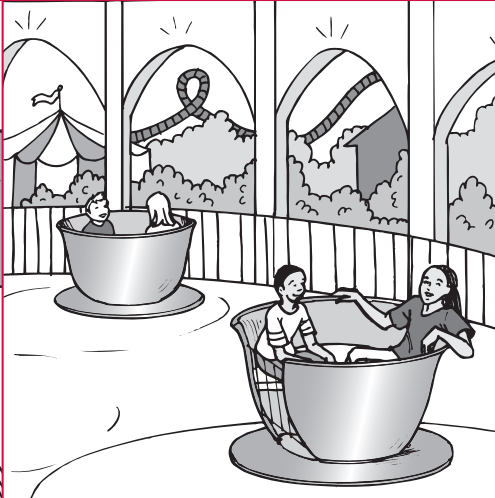
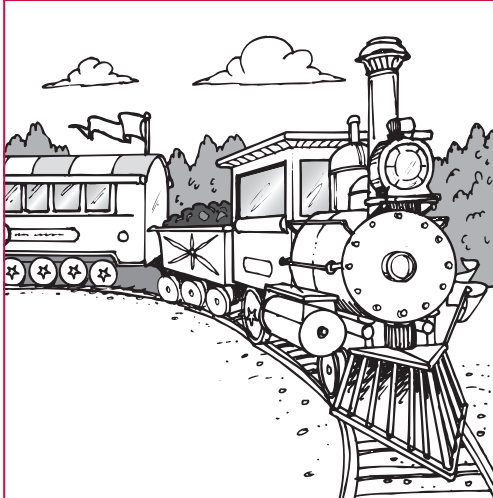
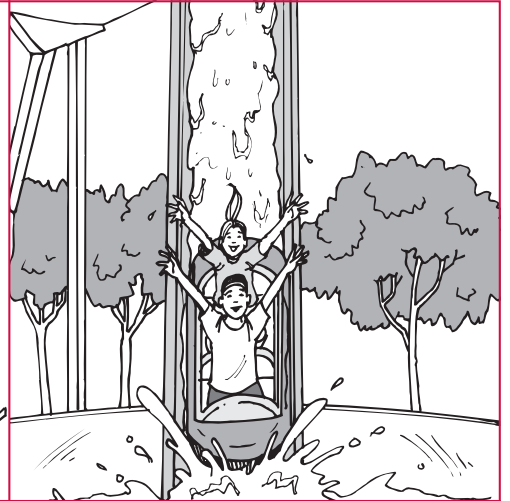
1. Name each picture.
2. What do all of these items have in common?
3. What do you do with a bucket?
4. What do you do with a chamois towel?
5. What do you do with window cleaner?
6. How do you use a hose to clean a vehicle?
7. How do you use a sponge to clean a vehicle?
8. How do you mix car wash detergent?
9. Name three kinds of vehicles you could clean.
10. (Cover the pictures.) If you were going to clean a vehicle, what would you need?

Expressive Activity

Have two clients role-play interviewing for a job washing vehicles. Have one client pretend to be the employer, and the other client can pretend to be the job applicant. Have them practice greeting each other, and ask the job applicant to use the vocabulary words to tell about himself, his job experiences, and why he wants the job.

Critical Thinking and Problem Solving

1. What should you pay attention to while rinsing a vehicle?
2. What would you do if the hose got pinched?
3. What do you do if the chamois towel gets too wet?
4. Why is it a good idea to rinse out the sponge often?
5. Why should you rinse the top of a vehicle first?
6. Why should you clean vehicles in a cool or shady place?
7. How can you tell where you have already washed?
8. How can you tell what part of a vehicle needs to be cleaned next?
9. Would you be interested in a job cleaning cars? Why?
10. If you were interviewing for a car cleaning job, what skills and experience would you say that you have?



Amusement Park

Receptive Vocabulary

Name each picture the client points to.

1. Point to the souvenir shop (roller coaster, tea cups, show, train, water ride).
2. Which has singing or dancing?
3. Which ride spins around?
4. Which ride zooms on water?
5. Which ride goes slowly on a track?
6. Which ride races around a track?
7. Where can you buy things?
8. Which would you see at an amusement park?
9. Which rides go fast? slow?
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 her match the picture cards to the pictures on the grid. *Where is/are the _____?*
2. Play a game of Bingo. Use pennies as markers.
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/were 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. Look on amusement park websites. Locate rides and attractions that match the picture cards. *Find (a) _____.*
6. Visit an amusement park or a fair. Use the pictures to find the different rides and attractions. *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 see (a) _____.* Have the client repeat your sentences.
3. Print *The amusement park has (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

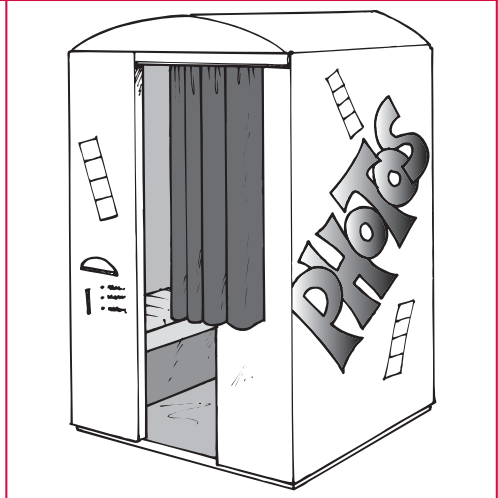
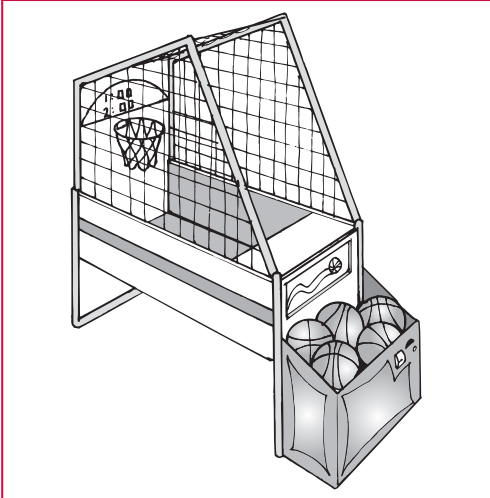
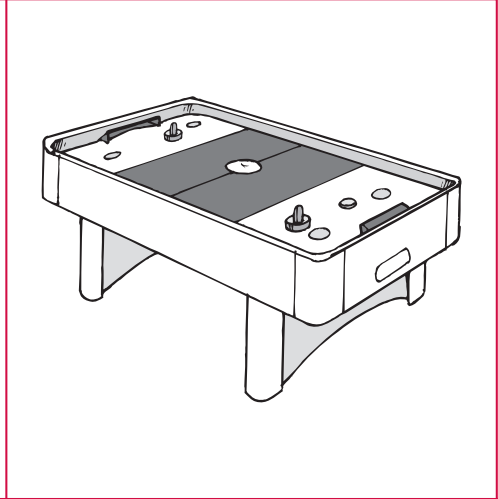
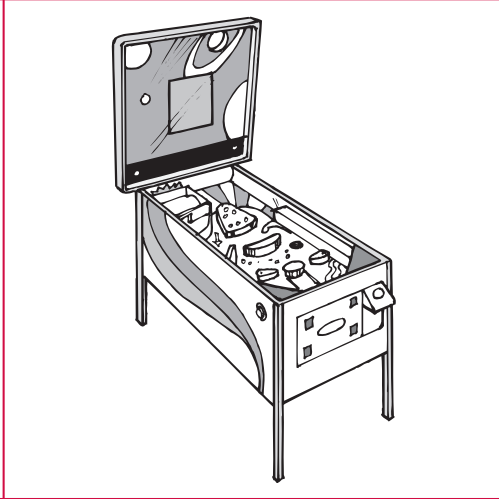
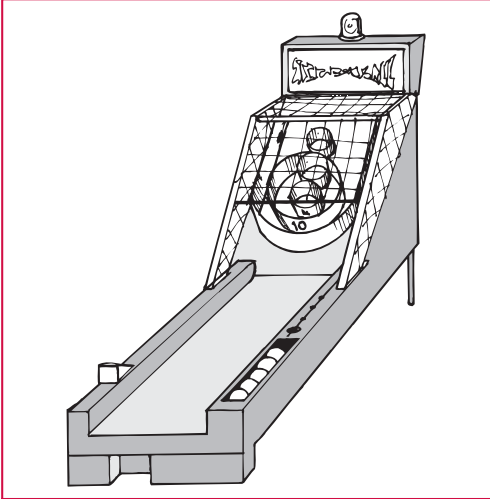
1. Name each picture.
2. Describe how to ride a roller coaster.
3. Name three things you might see in a show.
4. Tell what a water ride is like.
5. Describe a train ride.
6. Tell how to ride tea cups.
7. Name three items they sell at souvenir shops.
8. Name two amusement parks.
9. What do you like to do at an amusement park?
10. (Cover the pictures.) Name six things you could do at an amusement park.

Expressive Activity

Have the clients pretend they are at an amusement park. Encourage them to use the vocabulary words to talk about what they'll do first, second, etc.

Critical Thinking and Problem Solving

1. How could you make a plan to visit an amusement park with a friend?
2. Why is it a good idea to discuss the day, time, transportation, and permission before going to an amusement park with a friend?
3. How would you and a friend decide what to do first at an amusement park?
4. What if you and your friend like different rides?
5. Why do some people like roller coasters? Why do some people dislike roller coasters?
6. If a person doesn't like fast rides, what could she do at an amusement park?
7. What could happen if a person cuts in line for a ride?
8. Why is it a good idea to go on water rides when it is sunny?
9. What if you'd like to buy a \$20 souvenir, but you only have \$10?
10. What could you say to your friend if you had a good time with her at an amusement park?



Arcade

Receptive Vocabulary

Name each picture the client points to.

1. Point to a pinball game (photo booth, Skee-Ball game, air hockey game, driving game, basketball game).
2. Which takes your picture?
3. Which game is like driving?
4. Which game do you hit a hockey puck?
5. Which game uses flippers and a silver ball?
6. Which game do you roll a ball up a ramp?
7. Which game do you shoot hoops?
8. Which cost money to play?
9. Which would you see at an arcade?
10. Which do you like to do?

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. 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 _____?*
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. Look on arcade supplier websites. Find games and activities that match the picture cards. *Find a/an _____.*
6. Visit an arcade. Use the picture cards to find each activity. Try some. *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 like the _____.* Have the client repeat your sentences.
3. Print *My favorite is the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

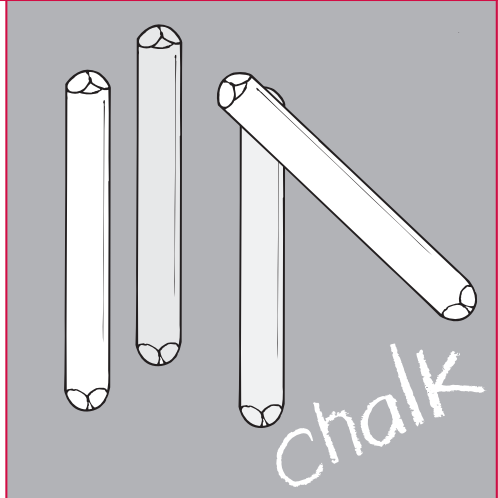
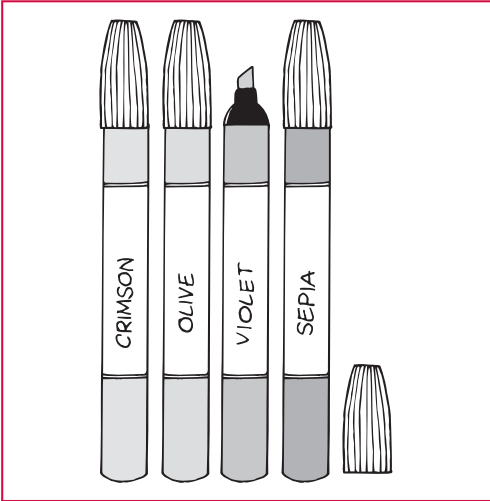
1. Name each picture.
2. Describe how to play Skee-Ball.
3. Tell how to play a pinball game.
4. Explain how to play air hockey.
5. Describe how to play the basketball game.
6. Tell three arcade games.
7. Describe how to use the photo booth.
8. Where could you play arcade games?
9. Which games do you like to play? Why?
10. (Cover the pictures.) Name six things you could do at an arcade.

Expressive Activity

Have the client pretend that he's at an arcade with friends. Have him use the vocabulary words to talk about what he'd like to do first, second, etc.

Critical Thinking and Problem Solving

1. How could you make a plan to visit an arcade with a friend?
2. Why is it a good idea to discuss the day, time, transportation, and permission before going to an arcade with a friend?
3. How could you and a friend decide what game to play first?
4. What if you and your friend like different games?
5. What if your Skee-Ball goes off the ramp?
6. How do you earn the most tickets when playing Skee-Ball?
7. What if your flipper gets stuck on a pinball game?
8. What are some good strategies in air hockey?
9. What if you earn 50 tickets, but the prize you want costs 100 tickets?
10. What could you say to your friend if you had a good time with him at the arcade?



Art

Receptive Vocabulary

Name each picture the client points to.

1. Point to the colored pencils (paintbrushes, crayons, markers, watercolor paints, colored chalk).
2. Which do you use to paint?
3. Which can you draw with?
4. Which come in different colors?
5. Which get wet?
6. Which have lids?
7. Which can be used for art?
8. Which go on paper?
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 her match the picture cards to the pictures on the grid. *Where is/are the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place real markers, colored pencils, watercolor paints, etc., on the table. Give a picture card to the client and have her put it by the matching item. *Find 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/were the _____?*
5. Use ads from a local art store or a discount department store. *Find _____.*
6. Have the client draw or paint pictures using these items. Use the vocabulary to give the client directions to follow throughout the activity. *Get the colored pencils. Now use the colored chalk.*
7. Visit an art store or a department store. Use the pictures as a shopping list. *Let's look for _____.*

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 _____.* Have the client repeat your sentences.
3. Print *I need _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

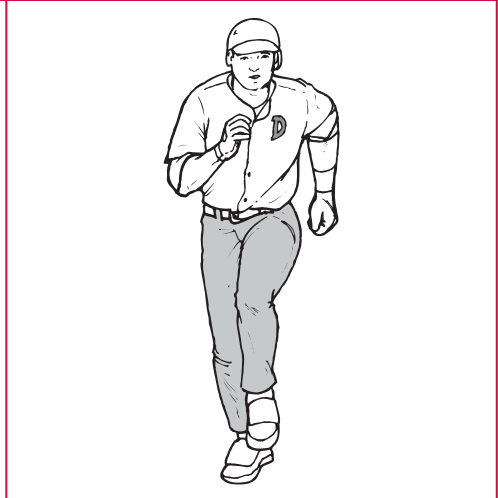
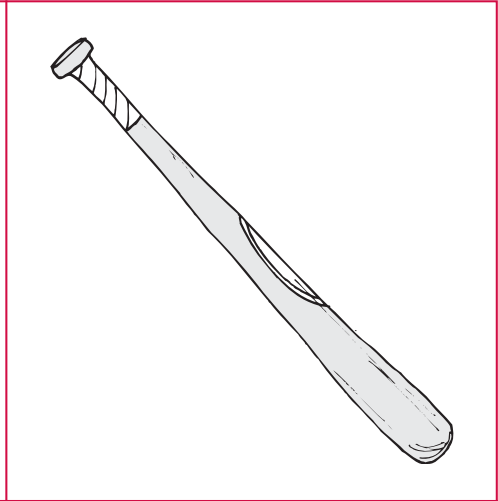
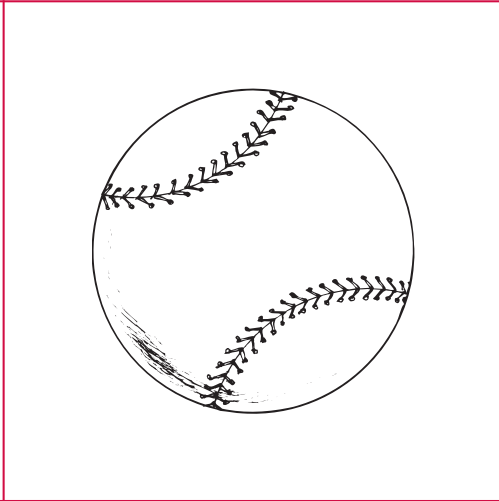
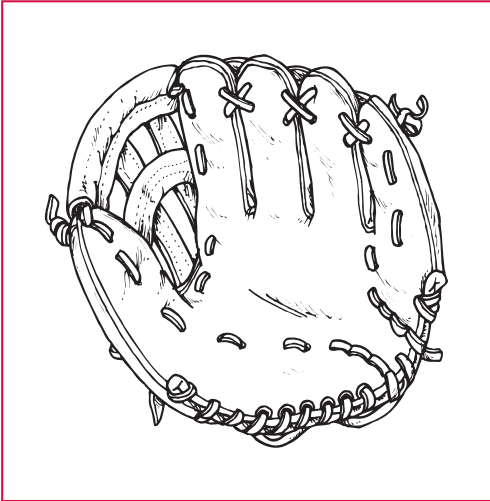
1. Name each picture.
2. What do all of these items have in common?
3. How are markers and colored pencils different?
4. Describe how to use watercolor paints and paintbrushes.
5. How are crayons and colored chalk different?
6. Describe how to trace a picture.
7. What do you like better, using coloring books or drawing freehand? *Why?*
8. Name three things you could draw.
9. Tell three places you could buy art supplies.
10. (Cover the pictures.) Name six art supplies that you could use to make a picture.

Expressive Activity

Have the client role-play asking a friend to draw or paint with her. Let her plan what materials she will need to do her art project. Encourage her to use the vocabulary words throughout the activity.

Critical Thinking and Problem Solving

1. What friends do you have who like to draw or paint?
2. How could you make a plan with a friend to do art together?
3. What supplies would you need if you wanted to draw?
4. What if you break the point on a colored pencil?
5. What if you spill your water while painting?
6. Why is it a good idea to put newspaper on the table when painting?
7. What could you do with a picture you paint that is still wet?
8. What if you and your friend want to use the same colored marker at the same time?
9. What can you do with the pictures you make?
10. What could you say to your friend if you had a good time doing art with her?



Baseball

Receptive Vocabulary

Name each picture the client points to.

1. Point to (the) mitt (bat, baseball, hit, strike, run).
2. Which ball is used in baseball?
3. Which protects your hand?
4. Which do you hit the ball with?
5. What is it called if your bat misses the ball?
6. What is it called when the bat connects with the ball?
7. How do you get to first base?
8. Which do you see at a baseball game?
9. Which do you need to play baseball?
10. Which are things a batter could do?

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. Play a game of baseball. You may modify the game by using a T-ball stand, a large plastic bat, and a Wiffle® ball or a beach ball. Use the vocabulary words during the game. *Get the bat. Put on your mitt. You scored a run!*
4. Look for a baseball field at your school or at a nearby park, and watch a PE class or teams play a game. Or watch a video of a baseball game. Give the client the picture cards and have him note the equipment and actions that match the vocabulary words.
5. Use ads from a local toy store or a sporting goods store. Find baseballs, bats, mitts, and other baseball equipment. *Find (a/an) _____.*
6. Visit a toy store or a sporting goods store. Look for baseball equipment. *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 / see (a) _____. Have the client repeat your sentences.
3. Print *Get a _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

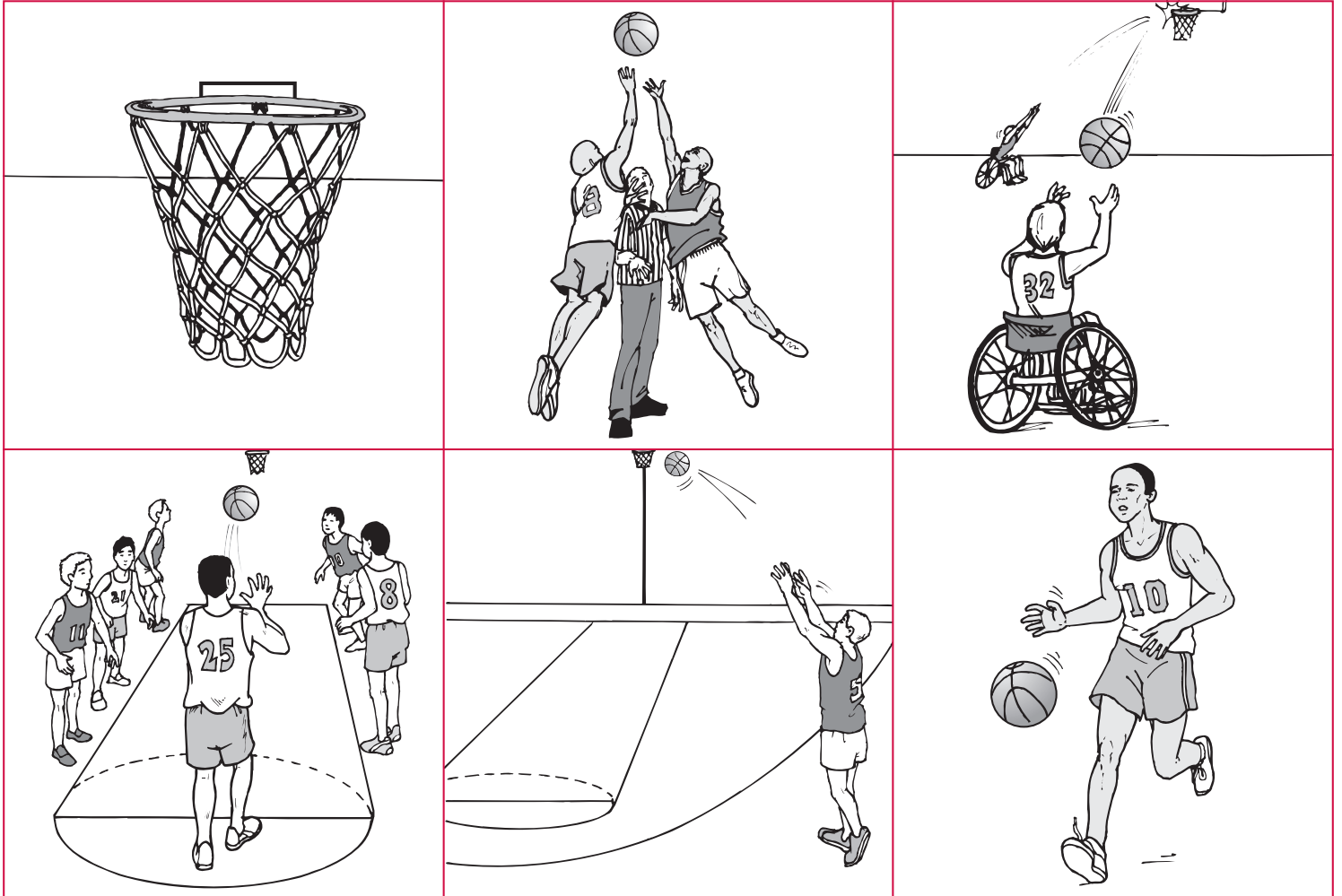
1. Name each picture.
2. What do all of these items and actions have in common?
3. Why do baseball players wear mitts?
4. Name three actions you can do with a baseball in a game.
5. What do you do with a bat?
6. What happens after three strikes?
7. What happens after you hit the ball?
8. Name a professional baseball team.
9. Tell three positions in baseball.
10. Describe how to play the game of baseball.

Expressive Activity

Have the client role-play asking some friends to watch a professional baseball game. Instruct him to tell his friends where they will watch the game, what day and time to come, and to get permission. They should also talk about transportation and discuss how much money to bring.

Critical Thinking and Problem Solving

1. If you were to play baseball, what equipment would you need to bring?
2. Why is it a good idea to cheer for your friends when they are up to bat?
3. Why is it a good idea to know when it is your turn to bat?
4. If you hit the ball, why is it a good idea to set the bat down before running to base rather than throw it?
5. How do you know which base to run to?
6. When running to a base, how could you be a good sport if you get tagged out?
7. When playing outfield, why is it a good idea to pay attention to the game?
8. How could you plan to go to a professional baseball game with a friend?
9. How would you act if your favorite team won the game?
10. How would you act if your favorite team lost the game?



Basketball

Receptive Vocabulary

Name each picture the client points to.

1. Point to basket/hoop (dribble, jump ball, three-point shot, rebound, free throw).
2. Which does the ball go in?
3. Who is bouncing the ball?
4. Who is shooting from the foul line?
5. Who is getting the ball after a basket?
6. Which is making a basket from behind the three-point line?
7. Which shows two players jumping for a ball to start the game?
8. Which would you see at a basketball game?
9. Which score points?
10. Which are actions?

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. Let the clients play a game of basketball. You may modify the game by using trash cans for hoops, a beach ball, and chalk or tape to mark the court. Use vocabulary words during the game. *Let's start with a jump ball. Dribble the ball. Try to shoot a three-point shot.*
4. Look for basketball courts at your school or at a nearby park, and watch a PE class or teams play a game. Or watch a video of a basketball game. Give the client the picture cards and have her note the equipment and actions that match the vocabulary words.
5. Use ads from a local toy store or a sporting goods store, or visit a toy store or a sporting goods store. *Find a basketball and a basketball hoop.*
6. Look at photos on a website for the NBA or basketball team. Look at action shots of players. *Find someone who is _____.*

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 *There is a _____.* Have the client repeat your sentences.
3. Print *I see a _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

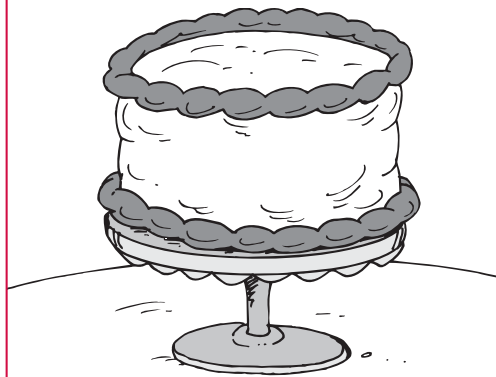
1. Name each picture.
2. What do all of these items and actions have in common?
3. Describe the basket.
4. How is a jump ball done?
5. What is a rebound?
6. What is a free throw?
7. Describe a three-point shot.
8. What is dribbling?
9. Describe how to play basketball.
10. (Cover the pictures.) Name six items and actions you'd see at a basketball game.

Expressive Activity

Let the clients play a game of basketball. You may modify the game by using trash cans for hoops, a beach ball, and chalk or tape to mark the court. Have the clients use the vocabulary words to describe what's happening throughout the activity.

Critical Thinking and Problem Solving

1. At the beginning of the basketball game, how do the officials decide which team will get the ball?
2. How do you know which basket is for your team?
3. What happens if someone fouls?
4. How do players play defense?
5. How do players play offense?
6. Why is it a good idea to pay attention to the ball during the game?
7. What should you do when you get the ball?
8. What should you do if the referee calls a foul on you?
9. How does a good sport act when she's losing the game? winning?
10. Do you like basketball? Why?



Birthday Party

Receptive Vocabulary

Name each picture the client points to.

1. Point to the present (invitation, cake, candles, balloon, RSVP).
2. Which is a round decoration?
3. Which card invites you to a party?
4. How do you let someone know if you can come to the party?
5. Which food has frosting?
6. Which does the birthday person blow out?
7. Which do you give to the birthday person?
8. Which have you seen at a birthday party?
9. Which could you buy at a party supply store?
10. Which do you want for your birthday?

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. Play a game of Bingo. Use pennies as markers.
3. Place a real present, invitation, RSVP message, etc., on the table. Give a picture card to the client and have him 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 him tell you where it was on the picture grid. *Where was/were the _____?*
6. Use ads from a party supply store or a drug store. *Find (a/an) _____.*
7. Visit a party supply store. 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 *Get the _____.* 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

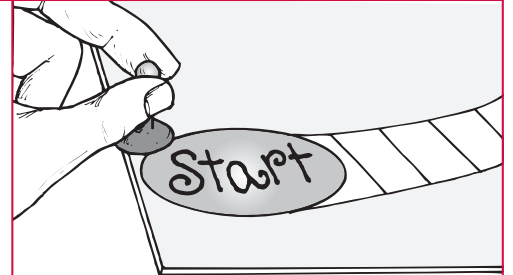
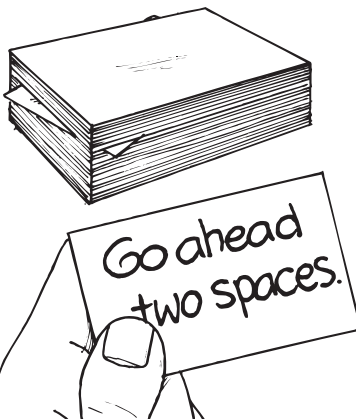
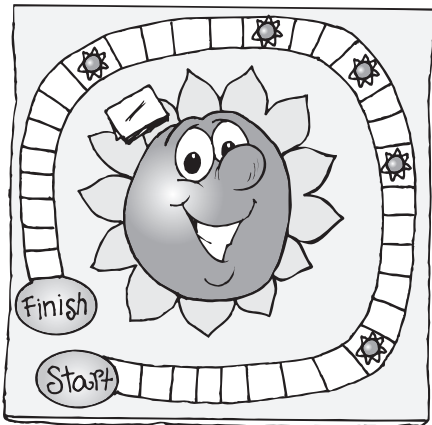
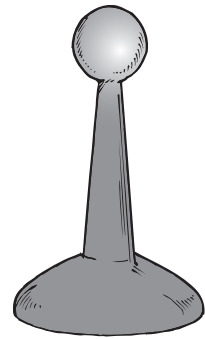
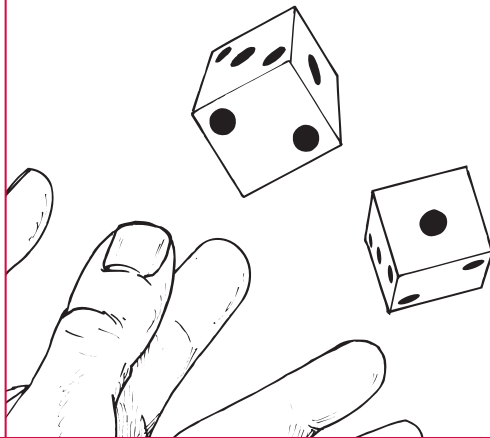
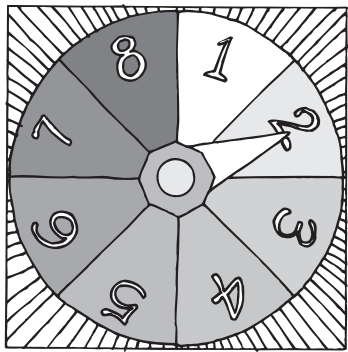
1. Name each picture.
2. What do all of these items have in common?
3. What information is on an invitation?
4. What does it mean to RSVP?
5. What are three gift ideas for a friend?
6. How do you blow up a balloon?
7. What are three flavors of cake?
8. What happens if the birthday person blows out all the candles?
9. Describe your favorite birthday party.
10. (Cover the pictures.) Name four items you could see at a birthday party.

Expressive Activity

Plan a birthday party (real or pretend). Have the client discuss what to put on the invitation and what supplies to buy for the party.

Critical Thinking and Problem Solving

1. How do you decide when to have your birthday party?
2. How do you decide who to invite to your birthday party?
3. Why is it a good idea to have people RSVP to your party?
4. What decorations would you like at your party?
5. What food would you like to serve at your party?
6. Where could you buy your party supplies?
7. What games or entertainment would you like at your party?
8. What if you open a present and you don't like it? What if it's the wrong size?
9. What would be a nice thing to say to people who give you presents?
10. What could you say to friends at the end of your birthday party?



Board Games

Receptive Vocabulary

Name each picture the client points to.

1. Point to the dice (game board, start, spinner, game piece, draw pile).
2. Which do you put your game pieces on?
3. Which do you roll?
4. Which do you spin?
5. Which marker do you move?
6. Which cards do you pick up?
7. Where do you begin the game?
8. Which can have words on it?
9. Which would you see in a board game?
10. Which have you used in a board game?

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/are the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place a real board game 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/were the _____?*
6. Use ads from a local sporting goods store. *Find a _____.*
7. Play a board game. Use the vocabulary words to give the clients directions to follow during the game.
8. Visit a toy store or a discount department store and look at the board games. *Let's look for a game that has (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 *Here is/are the _____.* Have the client repeat your sentences.
3. Print *I found the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

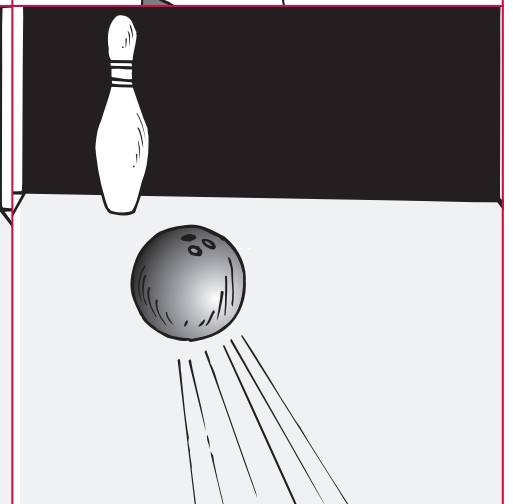
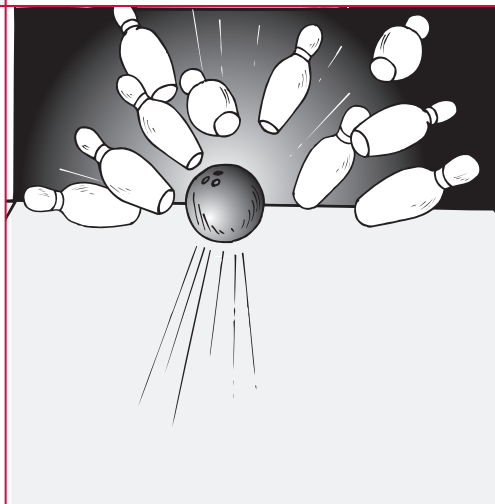
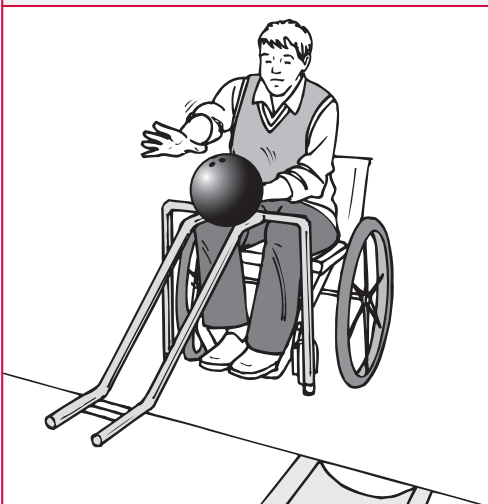
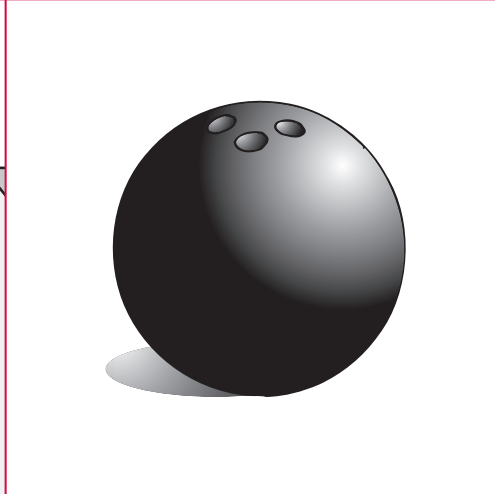
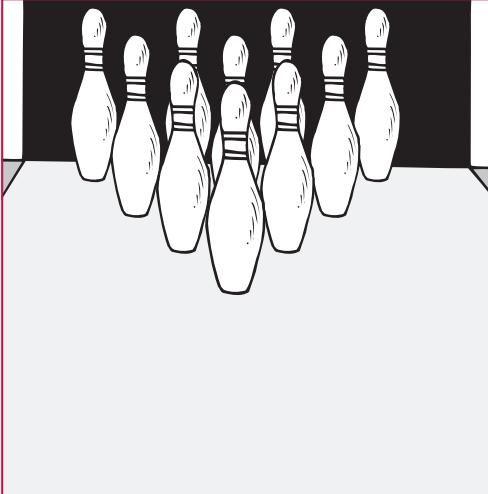
1. Name each picture.
2. What do all of these items have in common?
3. What do you do with a spinner?
4. What do you do with the dice?
5. What do you do with a game piece?
6. What is on the game board?
7. What do you do with a draw pile?
8. Name three board games.
9. Describe how to play a board game.
10. (Cover the pictures.) Name six parts of a board game.

Expressive Activity

Play a board game. Have the client use the vocabulary words to request the items she needs and to describe what each person is doing on her turn.

Critical Thinking and Problem Solving

1. How could you ask a friend if he'd like to play a game?
2. How would you two decide which game to play?
3. What would you do if you wanted to buy a new game?
4. How do you decide who gets which color game piece?
5. How do you decide who goes first?
6. How do you know how far to move on your turn?
7. What if you roll the dice, but they fall on the floor?
8. Why is it a good idea to pay attention when it is your turn?
9. How does a good sport act when she is losing? winning?
10. If you had fun playing the game, what could you say to your friend?



Bowling

Receptive Vocabulary

Name each picture the client points to.

1. Point to the pins (bumpers, bowling ball, ramp, strike, spare).
2. Which ball do you bowl with?
3. Which do you knock down?
4. Which keep the balls in the lane?
5. Which means that you knocked all the pins down with one ball?
6. Which means that you knocked all the pins down with two balls?
7. Which helps people get the ball started rolling down the lane?
8. Which would you see at a bowling alley?
9. Which gives you an X on the score sheet?
10. Which gives you a / on the score sheet?

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. Play a game of Bingo. Use pennies as markers.
3. 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 _____?*
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. Play a bowling game using ten empty two-liter bottles and a playground ball. Use the pictures and bowling vocabulary during the game.
6. Go bowling at a bowling alley. Use the pictures and vocabulary during the activity.

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 *Get the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

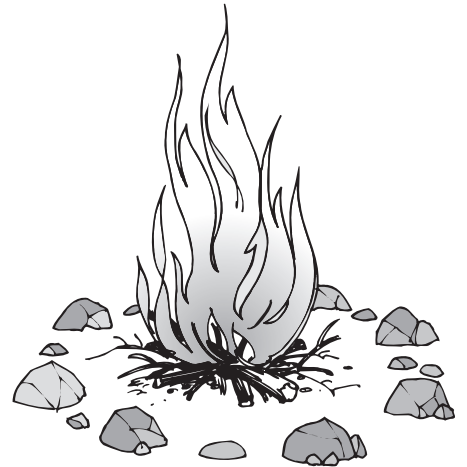
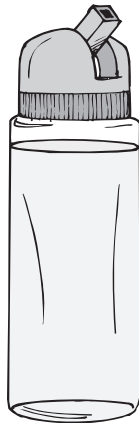
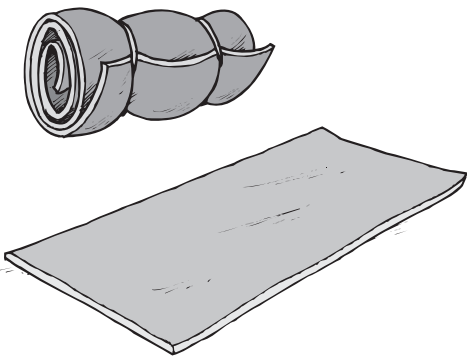
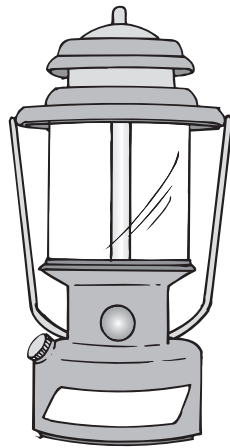
1. Name each picture.
2. What do all of these items have in common?
3. What do you try to do with the pins?
4. How do you roll the bowling ball?
5. What do the bumpers do?
6. What does the ramp do?
7. What is a strike?
8. What is a spare?
9. Where could you go bowling?
10. (Cover the pictures.) Name six things you could see at a bowling alley.

Expressive Activity

Practice bowling, either at a bowling alley or using ten empty two-liter bottles and a playground ball. Ask the clients to use the vocabulary words to describe what they are doing during the game.

Critical Thinking and Problem Solving

1. How could you make a plan to go bowling with a friend?
2. When renting bowling shoes, how can you find out your shoe size?
3. How do you decide if you need bumpers or a ramp? How would you ask for them?
4. What do you consider when choosing a bowling ball?
5. Why is it a good idea to know when it's your turn?
6. What strategies do you use when rolling the bowling ball?
7. What if the pins aren't reset for your turn?
8. How is the score kept when you get a strike?
9. How is the score kept when you get a spare?
10. If you had fun bowling with your friend, what could you say to her?



Camping

Receptive Vocabulary

Name each picture the client points to.

1. Point to the water bottle (tent, campfire, lantern, sleeping pad, sleeping bag).
2. Which is like a small home?
3. Which do you sleep in?
4. Which goes under the sleeping bag?
5. Which do you roast marshmallows over?
6. Which lights the area at night?
7. Which holds drinking water?
8. Which would you see at a campout?
9. Which would you pack for a campout?
10. Which have you used 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 her match the picture cards to the pictures on the grid. *Where is the _____?*
2. 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 _____?*
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. Pitch a tent, unroll a sleeping bag, and pretend to have a campout. Give the client directions throughout the activity. *Fill the water bottle.* *Put the sleeping bag on top of the pad.* *Get the lantern.*
5. Use ads from a local sporting goods store or look on a website that contains camping gear. *Find (a/an) _____.*
6. Visit the camping section of a sporting goods store. Use the pictures as a shopping list. *Let's look for a _____.*
7. Go to a campground. Give the client the picture cards and ask her to find these items. *Find 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 *Pack the _____.* Have the client repeat your sentences.
3. Print *I see the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

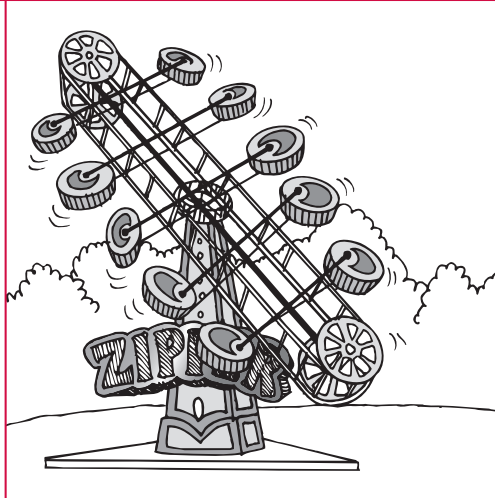
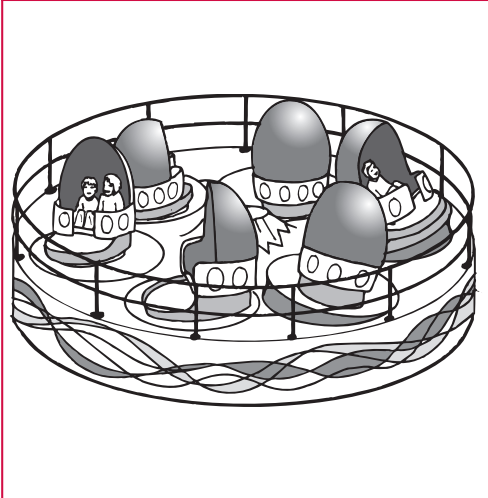
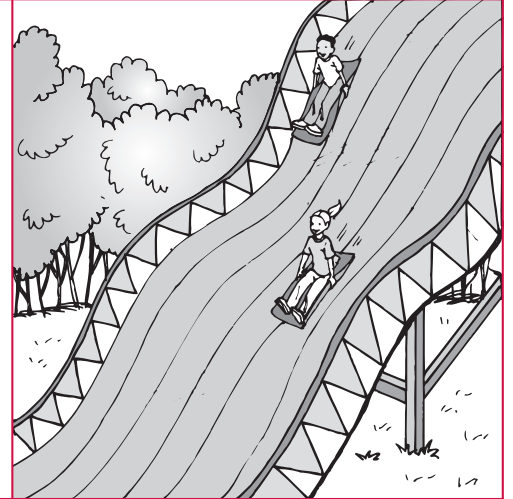
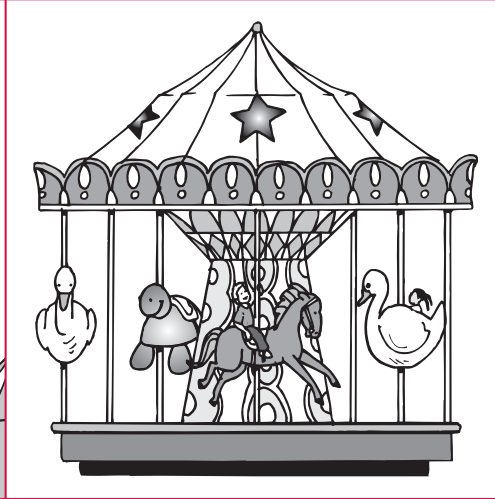
1. Name each picture.
2. What do all of these items have in common?
3. What do you do with a tent?
4. What do you do with a lantern?
5. What do you do with a sleeping bag?
6. What do you do with a sleeping pad?
7. What do you do with a water bottle?
8. What do you do at a campfire?
9. What would you pack for a campout?
10. (Cover the pictures.) Name six items you would see at a campout.

Expressive Activity

Have the client role-play planning a campout. Encourage her to discuss which days and times to go, the camping location, transportation she'll need to get to the campground, and permission she might need. Have her talk about what she should pack and what the meal menus will be.

Critical Thinking and Problem Solving

1. Why is it a good idea to check the weather when packing for a camping trip?
2. Why is it a good idea to bring plenty of drinking water on a camping trip?
3. What could you help with when setting up camp?
4. Why is it a good idea to stake down the tent?
5. What are some safety rules for standing around the campfire?
6. What would you do if you roast a marshmallow and it catches on fire?
7. While hiking, why is it a good idea to stay with the group?
8. Why shouldn't you feed wild animals?
9. Why shouldn't you keep food in your tent?
10. Do you like camping? Why?



Carnival

Receptive Vocabulary

Name each picture the client points to.

1. Point to the Ferris wheel (giant slide, Tilt-a-Whirl, bumper cars, merry-go-round/carousel, Zipper).
2. Which spin around fast?
3. Which whirls and goes high?
4. Which do you drive?
5. Which slowly goes high?
6. Which has pretend horses?
7. Which do you slide down?
8. Which are at a carnival?
9. Which have you gone on?
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/are the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. 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 _____?*
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. Find a carnival ride website by typing "carnival rides" on an Internet search engine. Find rides that match the picture cards. *Find (a) _____.*
6. Visit a local fair or carnival. Use the picture cards to choose activities to do while at the event. *Let's ride on 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 ride the _____.* Have the client repeat your sentences.
3. Print *Let's watch the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

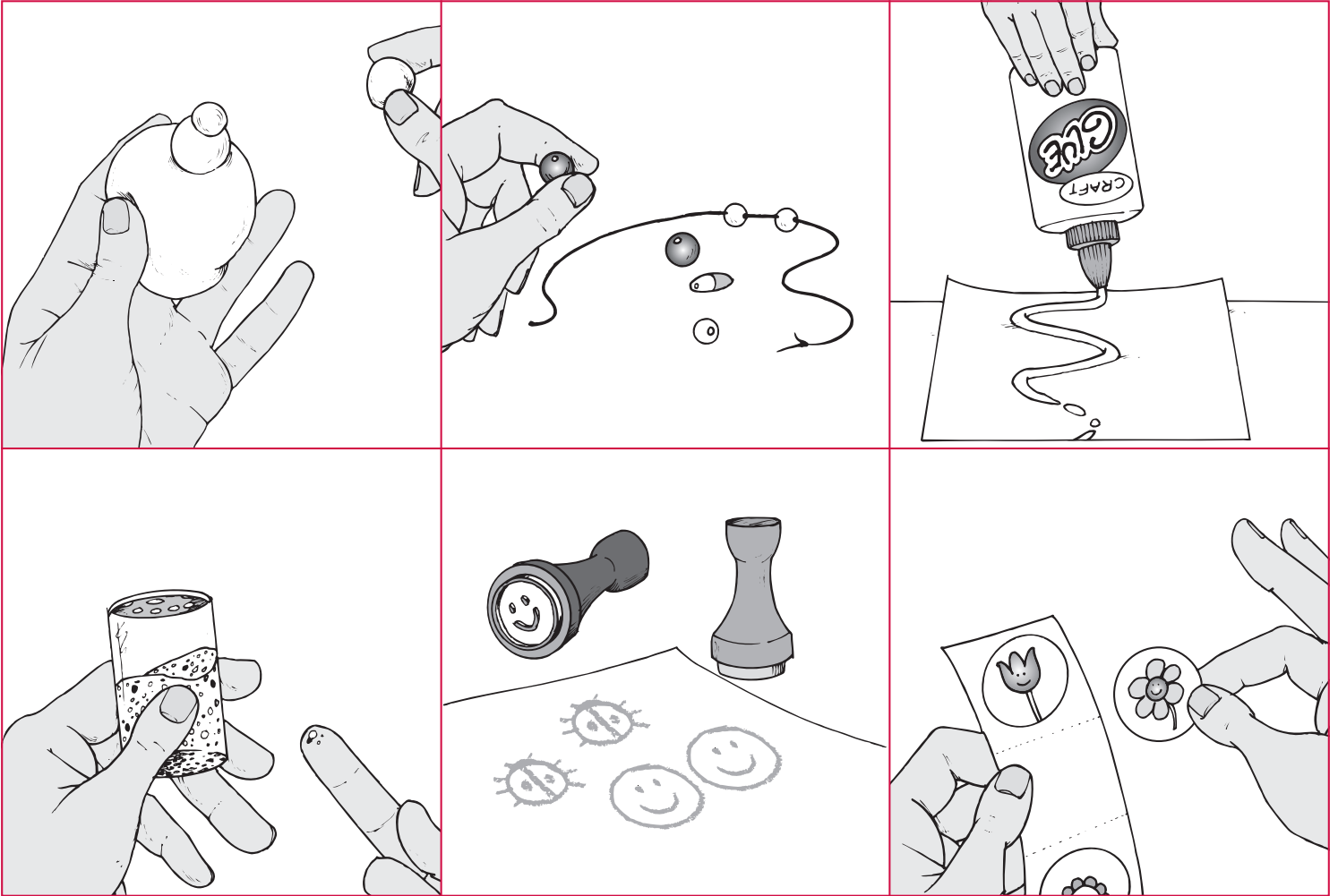
1. Name each picture.
2. What do all of these items have in common?
3. Describe the Ferris wheel.
4. How do you ride a merry-go-round?
5. What do you do on a giant slide?
6. What do you do on a Tilt-a-Whirl?
7. What does the Zipper do?
8. What do you do on bumper cars?
9. Which do you like to ride on? Why?
10. (Cover the pictures.) Name six carnival rides.

Expressive Activity

Let the client role-play planning a trip to a fair or a carnival. He can practice asking his friends to go and discussing the date, time, how they'll get there, how much money they should bring, and getting permission.

Critical Thinking and Problem Solving

1. How can you find out when a carnival is in town?
2. How could you invite some friends to the carnival? What should you talk about to plan the trip?
3. What happens if you get out of line when buying tickets?
4. How do you and your friends decide which rides to go on next?
5. How can you find out where the different rides are?
6. What if your friends like to go on different rides than you do?
7. What could you do if you feel sick after a ride?
8. What if you'd like a snack, but you only have a little bit of money?
9. What if you get lost at the carnival?
10. If you had a good time with your friends at a carnival, what could you say to them?



Crafts

Receptive Vocabulary

Name each picture the client points to.

1. Point to the beads (stickers, clay, rubber stamps, glue, glitter).
2. Which makes things stick together?
3. Which is sparkly?
4. Which are pictures that stick to paper?
5. Which can you mold into shapes?
6. Which can make a necklace?
7. Which puts ink on paper?
8. Which could you use to decorate cards?
9. Which have you used?
10. Which would you like to use?

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/are the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place real clay, beads, glue, glitter, etc., on the table. Give a picture card to the client and have her put it by the matching item. *Find the _____.*
4. Make a craft item using some of these materials. Use the vocabulary words to give the client directions to follow throughout the activity. *Squirt glue on the paper. Sprinkle glitter on the glue. Decorate your project with stickers.*
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/were the _____?*
6. Use ads from a craft store or a discount department store. *Find _____.*
7. Visit a craft store or a discount department store. Use the pictures as a shopping list. *Let's look for _____.*

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 _____.* Have the client repeat your sentences.
3. Print *I make it with _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

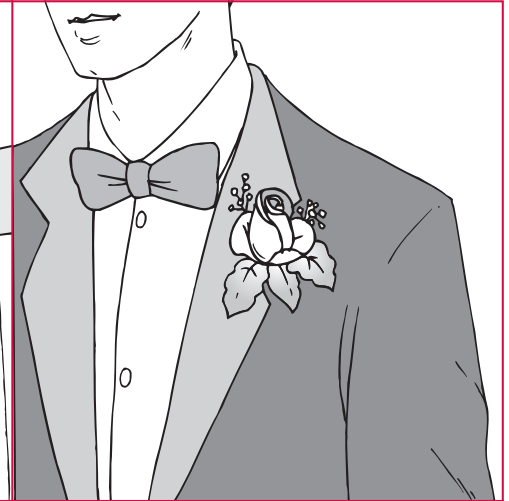
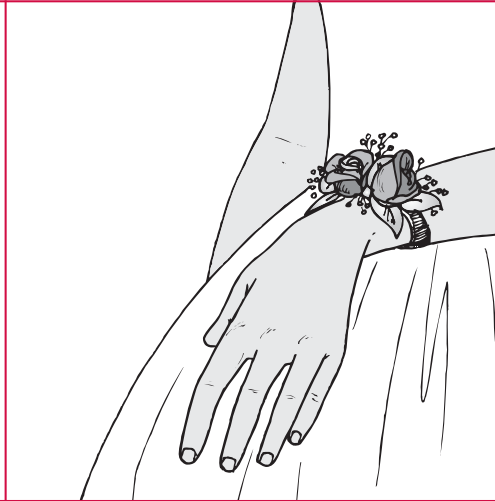
1. Name each picture.
2. What do all of these items have in common?
3. Name three things you could make with clay.
4. Describe how to make a bead necklace.
5. Tell three things you could glue together.
6. Explain how to put glitter on something.
7. Describe how to use rubber stamps to make cards.
8. Tell three things that could be pictured on stickers.
9. Where could you buy craft supplies?
10. (Cover the pictures.) Name six craft supplies.

Expressive Activity

Have the clients role-play planning a craft project. You can search the Internet for craft ideas that pertain to the upcoming holiday or theme for your classroom. Have your clients plan what to make, decide what materials they'll need, determine what materials need to be purchased, and make a shopping list.

Critical Thinking and Problem Solving

1. What can you do to keep your clothes clean while using clay?
2. How can you organize your beads so they don't spill on the floor?
3. What do you do if the glue doesn't pour from the bottle?
4. When using glitter, how can you save the extra glitter that doesn't stick to your project?
5. Why is it a good idea to get enough ink on your rubber stamp before stamping?
6. Why is it a good idea to know where you want to put a sticker before placing it on the paper?
7. Where can you get craft project ideas?
8. How could you invite a friend to do crafts with you?
9. What would you need to do to plan for the craft activity?
10. If you had a good time doing crafts with a friend, what could you tell him?



Dance

Receptive Vocabulary

Name each picture the client points to.

1. Point to the band (deejay, prom, refreshments, corsage, boutonniere).
2. Which shows a formal dance?
3. Which are the food and drinks?
4. Who is playing musical instruments?
5. Who is playing CDs?
6. Which flower is for a guy?
7. Which flowers are for a girl?
8. Which would you see at a formal dance?
9. What could you see at a casual dance?
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/are the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. 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 _____?*
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. Look at grocery store ads or in a cookbook with many pictures. Find items that would be good refreshments to serve at a dance. *Let's find some refreshments.*
6. Visit a florist shop or find pictures on a floral website by typing "corsage" or "boutonniere" on the images feature of an Internet search engine. Look at the samples or pictures. *Find a corsage.* *Find a boutonniere.*
7. Search for "deejay" and "band" using the images feature of an Internet search engine. *Find a band.* *Find a deejay.*

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/are (a) _____.* Have the client repeat your sentences.
3. Print *I see (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

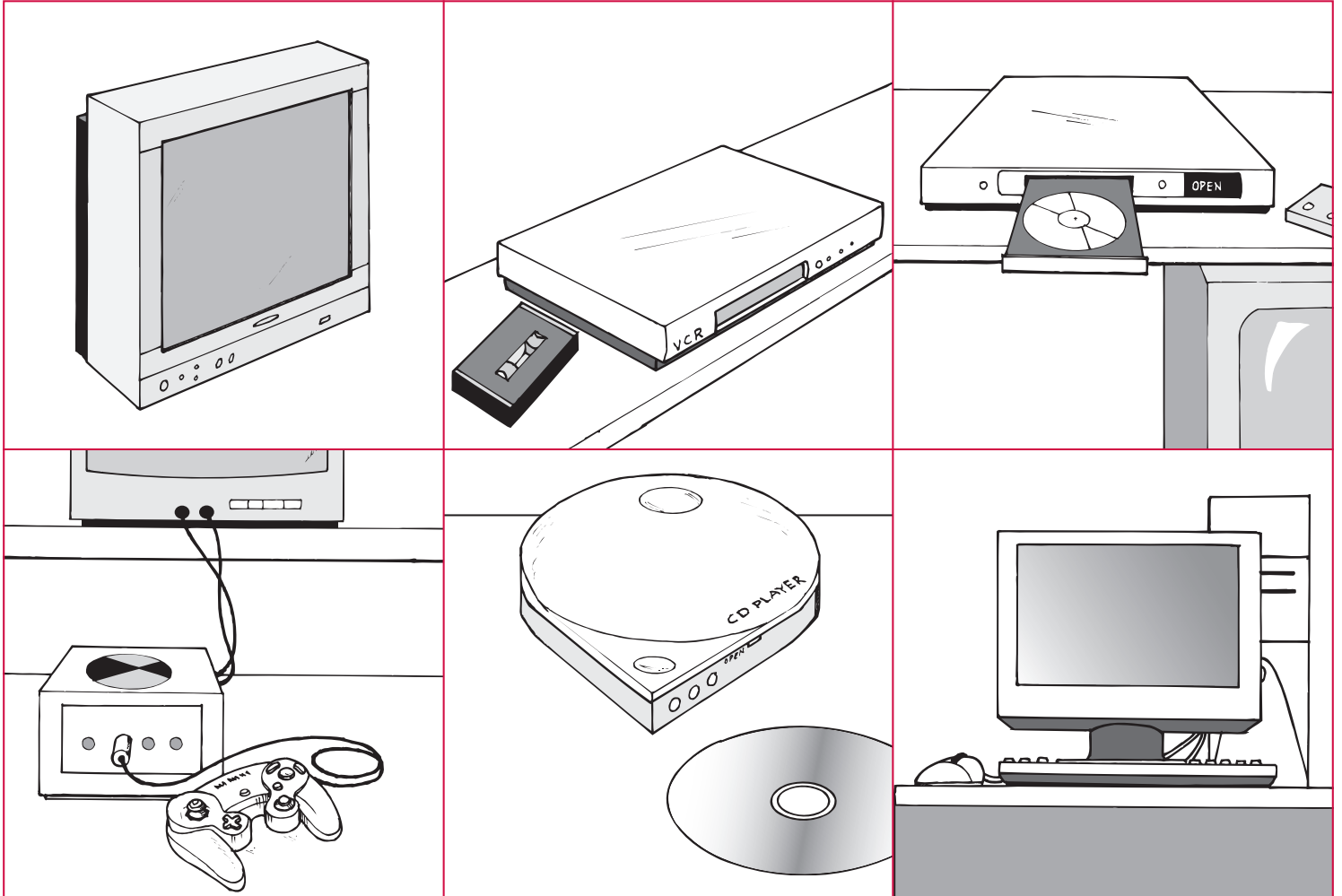
1. Name each picture.
2. What do all of these people and items have in common?
3. What is a prom?
4. What is a corsage?
5. What is a boutonniere?
6. What are refreshments?
7. What does a deejay do?
8. What does a band do?
9. Which do you like better, a deejay or a band? Why?
10. (Cover the pictures.) What dances do you know about?

Expressive Activity

Have the client role-play taking someone to a dance. He can practice asking the person out, buying flowers, dancing to fast music, slow dancing with a partner, and using manners while having refreshments.

Critical Thinking and Problem Solving

1. How do you find out if there is a dance coming up?
2. What would you do if you wanted to go to a formal dance with someone?
3. What kind of clothes do people wear to a prom? How do they get those clothes?
4. What flower arrangements do people buy for the prom? How do they buy them?
5. What kind of clothes do people wear to an informal dance?
6. What is the difference between a prom and an informal dance?
7. Which do you like better, a prom or an informal dance? Why?
8. What are some manners you should use while getting refreshments?
9. How do you have fun at a dance?
10. If you had a good time at a dance, what could you tell your friends or your date?



Electronic Entertainment

Receptive Vocabulary

Name each picture the client points to.

1. Point to the computer (VCR, CD player, DVD player, TV, video game system).
2. Which play music?
3. Which have games?
4. Which show movies?
5. Which has television shows?
6. Which has the Internet?
7. Which take CDs?
8. Which can you carry?
9. Which are plugged in?
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 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. Go to a room that has a real computer, VCR, TV, etc., in it. Give a picture card to the client and have her put it by the matching item. *Find the _____.*
4. Place a TV remote, CD, DVD, videotape, video game system, and computer disc on the table. Have the client match these items to the electronic devices they go with, either real items in the room or the picture cards. *Which goes with a _____?*
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 ads from an electronics store, or visit an electronics store or a video rental 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 *Turn on the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

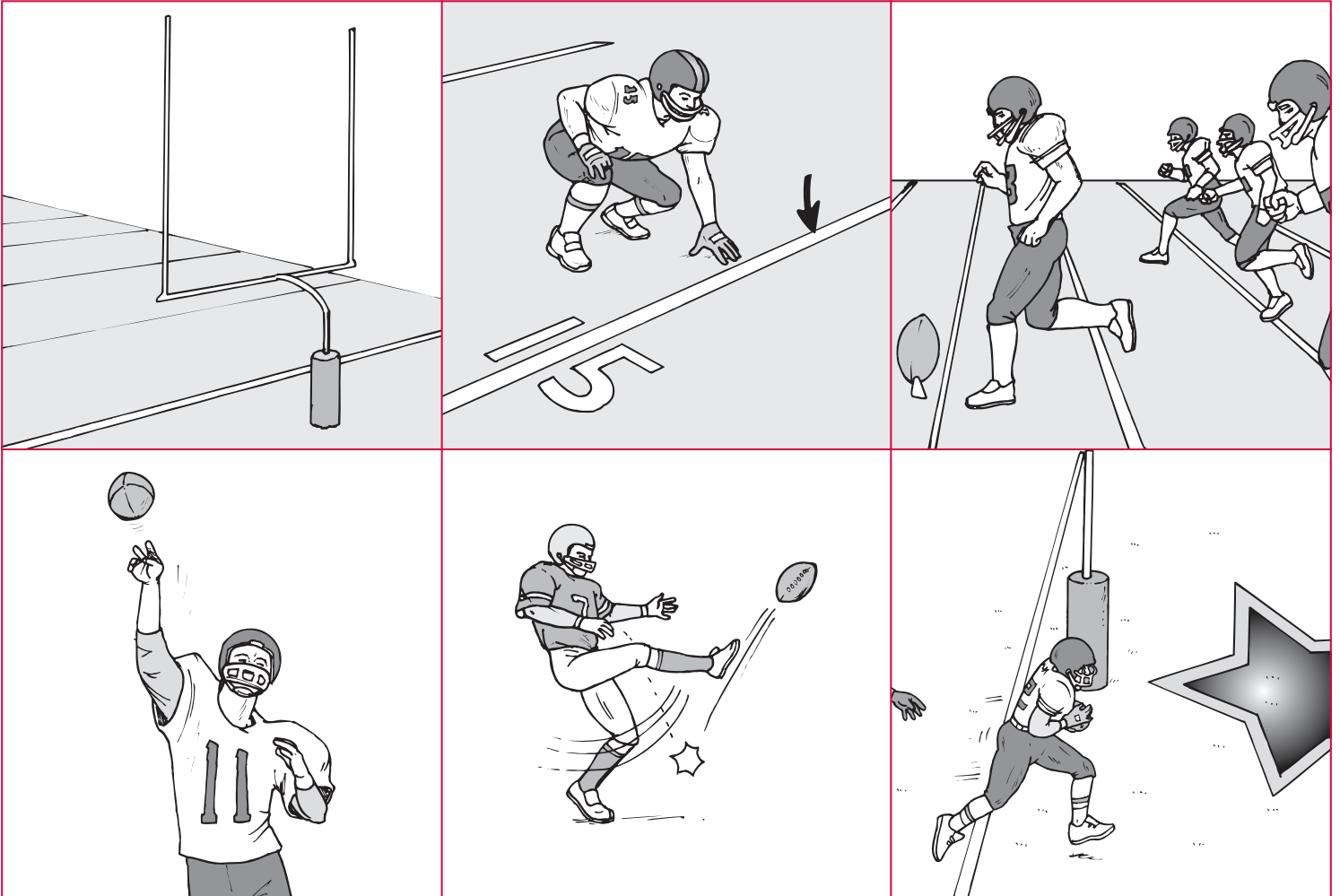
1. Name each picture.
2. What do all of these items have in common?
3. Name three TV shows that you like.
4. Tell three movies you could watch on VCR or DVD.
5. What video games do you like?
6. What music do you like?
7. What are three things you can do on the computer?
8. How are a videotape and a DVD different?
9. How are a CD player and a portable CD player different?
10. (Cover the pictures.) Name six forms of electronic entertainment.

Expressive Activity

Have the client role-play planning to get together with a friend to use one of these electronic forms of entertainment. They can plan the activity, including what they would like to do, when they will do it, where they will do it, transportation, and getting permission. They can discuss what TV show or movie they'd like to see, what music they'd like to listen to, or what video game they'd like to play.

Critical Thinking and Problem Solving

1. How do you find out what TV shows are on and what channels they are on?
2. How would you decide whether to rent or to buy a DVD?
3. How are the DVDs and videotapes organized at your video store?
4. How do you find the movie that you like?
5. What if you and your friend like different video games?
6. When playing video games, why is it a good idea to let your friend play too?
7. How is your music store organized?
8. How do you find the CD that you like?
9. Why is it a good idea to take off your headphones when crossing a street?
10. What are some safety rules about sharing personal information on the Internet?



Football

Receptive Vocabulary

Name each picture the client points to.

1. Point to the yard line (goalpost, kick off, touchdown, pass, punt).
2. Which is a post at both ends of a football field?
3. Which stripe marks distances on a football field?
4. Who is throwing?
5. Who is kicking?
6. Which one starts the game?
7. Which is scoring six points?
8. Which two are parts of a football field?
9. Which are football plays?
10. Which have you done?

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. Look for the football field at your school. Watch a PE class play a game. Use the vocabulary words to talk about the field and the game while you're watching it.
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. Type the vocabulary words on the images feature of an Internet search engine. *Find the _____.*
6. Watch a video of a football game. Note the parts of the field and the actions that match the vocabulary words. *There's a _____.*
7. Play a game of football. You may modify the game by playing flag football and using a Nerf football. Use the vocabulary words during the game. *Let's line up on the 10-yard line.* *It's your turn to punt.* *Let's pass this one.*

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

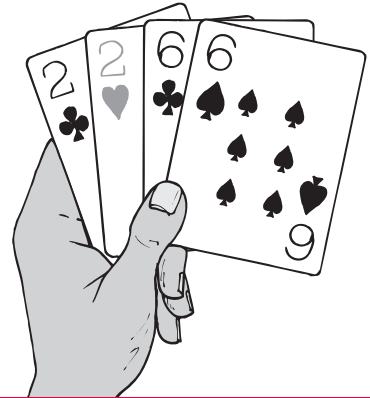
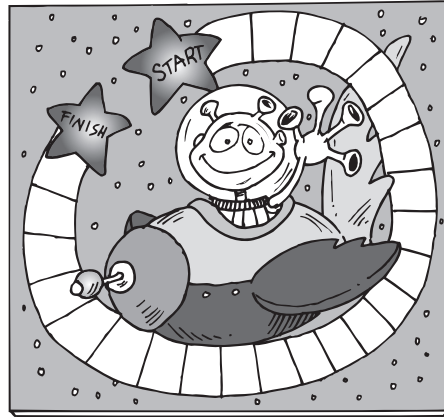
1. Name each picture.
2. What do all of these items and actions have in common?
3. What happens at the goalposts?
4. What are the yard lines?
5. What is a kick off?
6. What is a pass?
7. What is a punt?
8. What is a touchdown?
9. Name three football teams.
10. (Cover the pictures.) Name six items and actions you'd see at a football game.

Expressive Activity

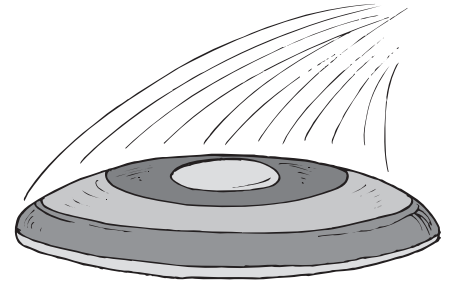
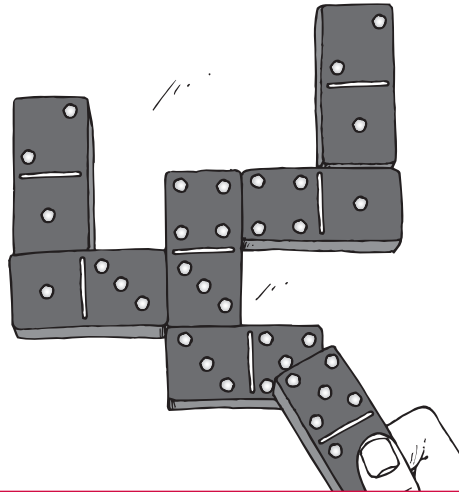
Let the clients play a game of football. You may modify the game by playing flag football and using a Nerf football. Have the clients use the vocabulary words during the game.

Critical Thinking and Problem Solving

1. How could you make a plan to watch a football game with a friend?
2. How do you know which goalpost is the goal for your team?
3. Why is it a good idea to listen to the play before playing?
4. Why is it a good idea to pay attention to the ball during the game?
5. How do you know where to throw the ball?
6. How do you know which direction to run?
7. What if a player from the other team gets you?
8. What does a good sport do when he loses? wins?
9. Do you like football? Why?
10. Which do you like better, watching football or playing football? Why?



B	I	N	G	O
2	24	32	50	61
5	21	37	49	63
14	30	★	57	70
6	18	34	46	71
10	26	43	52	66



Fun Choices

Receptive Vocabulary

Name each picture the client points to.

1. Point to the cards (dominoes, puzzle, board game, Frisbee, bingo).
2. Which game has dice?
3. Which game is dealt?
4. Which can you throw?
5. Which do you match dots?
6. Which has pieces that make a picture?
7. Which is a game with numbers and letters?
8. Which can be played inside?
9. Which should be played outside?
10. Which do you like to play?

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/are the _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Place a real puzzle, board game, deck of cards, etc., 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. Play a board game, a card game, dominoes or a game of bingo. Put together a puzzle. Play with a Frisbee. Use the vocabulary words while doing these activities.
6. Use ads from a local toy store or a discount department store. *Find (a/an) _____.*
7. Visit a toy store or a discount department 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 play with (a) _____.* Have the client repeat your sentences.
3. Print *Let's play (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

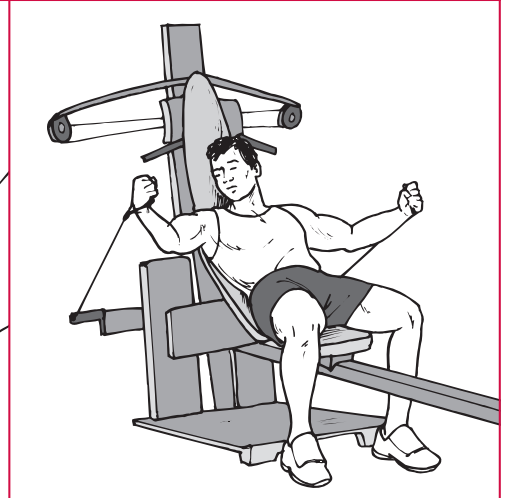
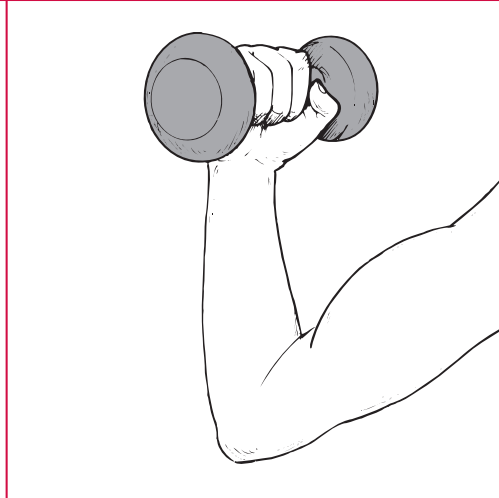
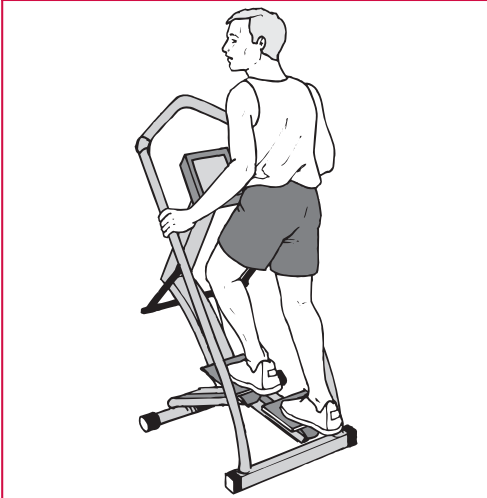
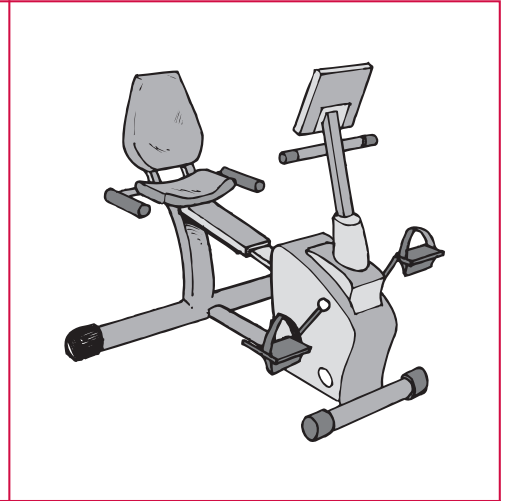
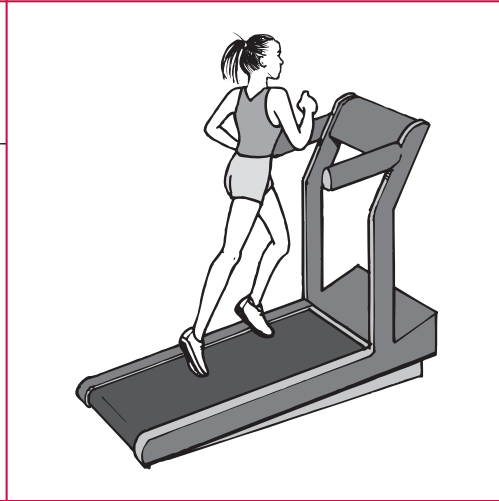
1. Name each picture.
2. What do all of these things have in common?
3. What do you do with puzzle pieces?
4. How do you play a board game?
5. What can you play with cards?
6. How do you play bingo?
7. How do you play dominoes?
8. What do you do with a Frisbee?
9. Which of these do you like to do?
10. (Cover the pictures.) Name six fun things to do.

Expressive Activity

Let the client role-play asking a friend to play a game. The clients can use the vocabulary words to discuss their choices. They can then decide what game they would like to play and agree upon the rules.

Critical Thinking and Problem Solving

1. What strategies do you use to put a puzzle together?
2. How do you decide who goes first in a board game?
3. Why is it a good idea to know when it's your turn?
4. What do you do if you don't understand how to play a card game?
5. What could happen if you don't pay attention during a game of bingo?
6. Why is it a good idea to keep your tiles hidden when playing dominoes?
7. What if you can't find the Frisbee you threw?
8. What does a good sport do when he loses?
9. What does a good sport do when he wins?
10. How do you and a friend decide what you want to do together?



Gym

Receptive Vocabulary

Name each picture the client points to.

1. Point to the treadmill (locker room, stationary bike, weight machine, step machine, free weights).
2. Where do you change clothes?
3. Which do you ride?
4. Which do you run on?
5. Which is like climbing stairs?
6. Which do you lift?
7. Which make your heart pump faster?
8. Which build muscles?
9. Which are at a gym?
10. Which have you tried?

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. Play a game of Bingo. Use pennies as markers.
3. 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 _____?*
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. Use ads from a sporting goods store or find a website that includes workout equipment by typing "exercise equipment" on an Internet search engine. *Find (a/an) _____.*
6. Visit the weight room at your school. Find these items and have the client do some exercises. *Find (a) _____.*
7. Visit a sporting goods store or tour a gym. Give the client the picture cards. *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 *Let's go to the _____.* Have the client repeat your sentences.
3. Print *He uses the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

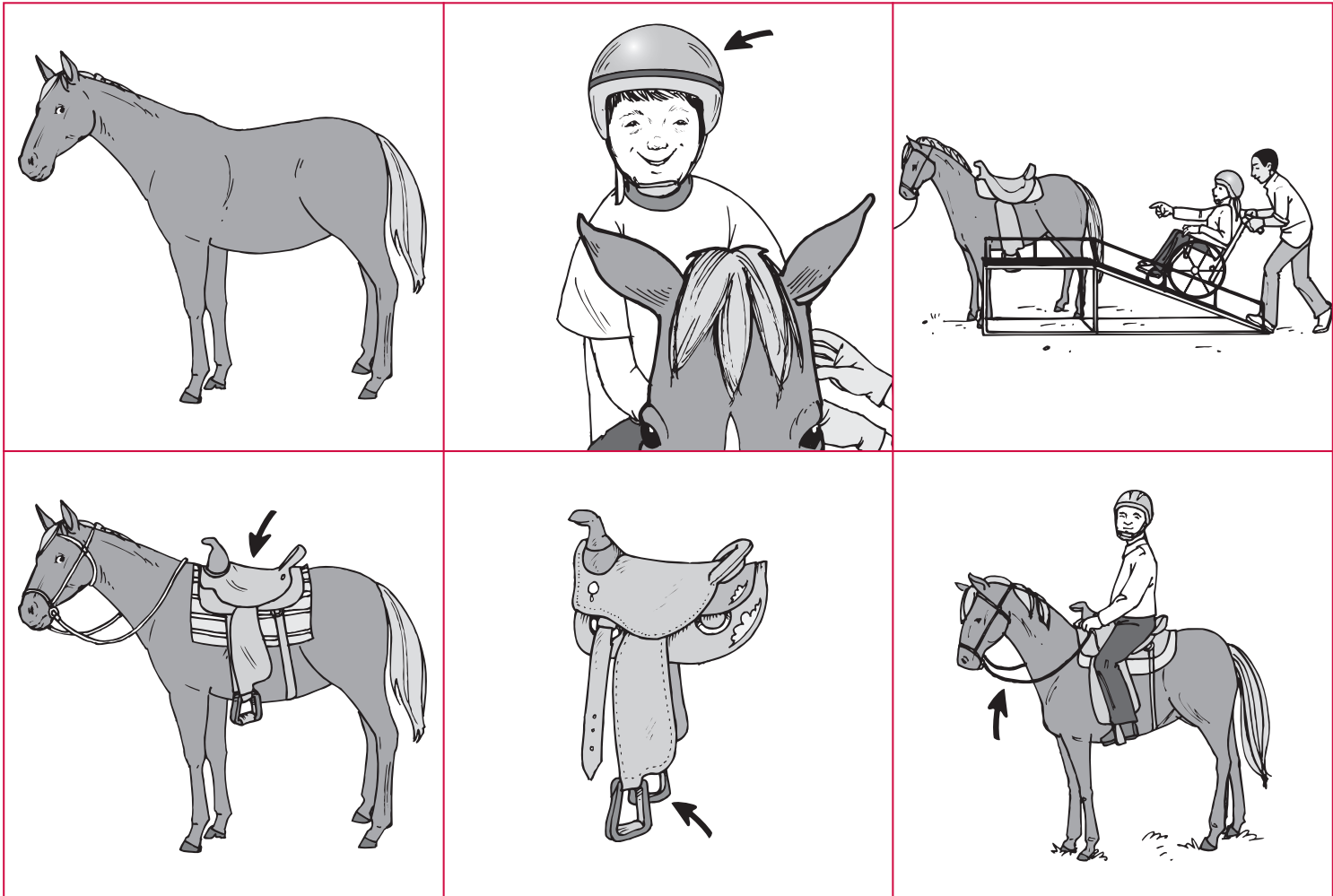
1. Name each picture.
2. What do all of these items have in common?
3. What do you do in a locker room?
4. How do you use a treadmill?
5. What do you do on a stationary bike?
6. How do you use a step machine?
7. What do you do with free weights?
8. How do you use a weight machine?
9. Name two places you can find exercise equipment.
10. (Cover the pictures.) Name five pieces of exercise equipment.

Expressive Activity

Help the client make an exercise plan. Have the client talk about which exercises increase muscle strength and which increase aerobic ability. Let him write down which exercises to do, how often to do them, and how long or how many repetitions to do.

Critical Thinking and Problem Solving

1. If you want to build muscles, what exercises could you do?
2. If you want to run faster, what exercises could you do?
3. Which exercises make your heart beat faster?
4. How is this good for your heart?
5. If you want to lose weight, what could you do?
6. How does what you eat affect your health?
7. What are some benefits to exercising?
8. How could you convince a friend to exercise more?
9. If you want to go to a gym, how could you invite a friend?
10. What exercise goals do you have?



Horseback Riding

Receptive Vocabulary

Name each picture the client points to.

1. Point to the ramp (saddle, reins, horse, stirrups, helmet).
2. Which do you sit on?
3. Where do you put your feet?
4. Which protects your head?
5. Which do you hold in your hands?
6. Which is sloped?
7. Which is an animal?
8. Which steer the horse?
9. Which go on a horse?
10. Which 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 her match the picture cards to the pictures on the grid. *Where is/are the _____?*
2. Play a game of Bingo. Use pennies as markers.
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/were the _____?*
4. Look for pictures of the vocabulary words by typing "therapeutic riding" on the images feature of an Internet search engine. *Find (a) _____.*
5. Role-play riding a horse. Use a real helmet or a cap to pretend. Use a blanket for the saddle, and a jumprope for the reins. Use a bench, rolled up mat, or straddle a chair for the horse. Use the vocabulary words to give the client directions to follow throughout the activity. *Put on a helmet. Put the saddle on the horse. Sit on the horse. Hold the reins.*
6. Visit a therapeutic riding center. Let the clients tour or ride the horses. *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 see (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

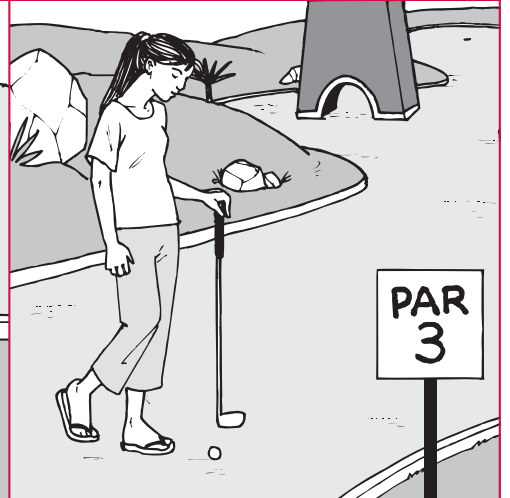
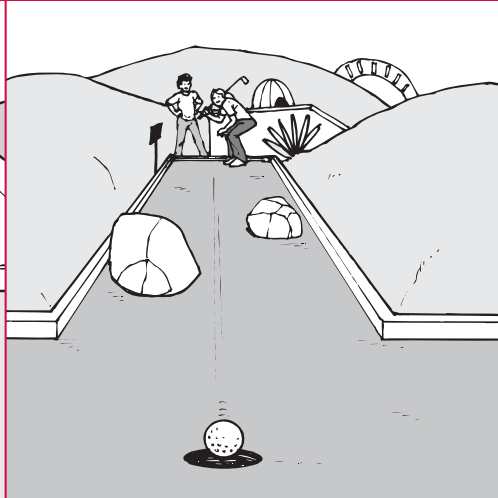
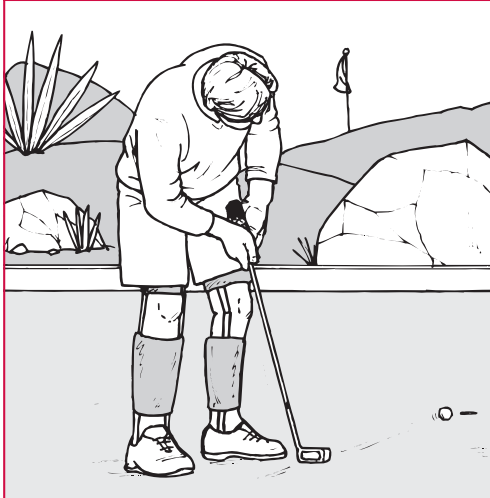
1. Name each picture.
2. What do all of these items have in common?
3. What does a helmet do?
4. How do we use a ramp?
5. Describe a horse.
6. What do we do with a saddle?
7. What do we do with stirrups?
8. What do we do with reins?
9. Describe how you'd get on a horse.
10. (Cover the pictures.) Name six items you'd see at a horseback riding center.

Expressive Activity

Let the client role-play planning a trip to a therapeutic riding center. Have her find out which days and hours the center is open, how much it costs, and make a reservation. She can also plan who will go to the center, how they'll get there, how much money each person should bring, and how to get permission for everyone to go.

Critical Thinking and Problem Solving

1. How could you plan a trip to a horseback riding center?
2. What if you have trouble fastening the helmet?
3. What if you need help mounting the horse?
4. What if you are afraid to mount a horse?
5. What could you ask if you don't know how to ride a horse?
6. What if your horse gets too close to the horse in front of you?
7. What are some things you might see while riding a horse?
8. How do you think it would feel to ride on a horse?
9. How do people take good care of horses?
10. Would you like to ride a horse? Why?



Miniature Golf

Receptive Vocabulary

Name each picture the client points to.

1. Point to the golf ball (golf club, score card).
2. Point to putt (par, hole in one).
3. Which do you hit the ball with?
4. Which is round and bumpy?
5. Which is the target score for a hole?
6. Which do you write the score on?
7. Which means "to hit the ball lightly"?
8. Which means "to hit the ball in the hole in one try"?
9. Which would you see at a golf course?
10. Which would you see at a miniature golf course?

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. Bring in a real golf ball and a golf club. Let the clients play a small game of golf in your room. They can putt golf balls into a box set on its side. You can increase the challenge by adding obstacles, such as cones, mats, or wedges. Using the vocabulary words, give the clients directions to follow throughout the activity. *Putt the golf ball. Mark a 3 on your score card. Try to get a hole in one.*
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. Visit a miniature golf course or driving range. Use the vocabulary while playing. *It's your turn to putt. What's par for this hole? Here's your golf ball.*

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 *This is (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

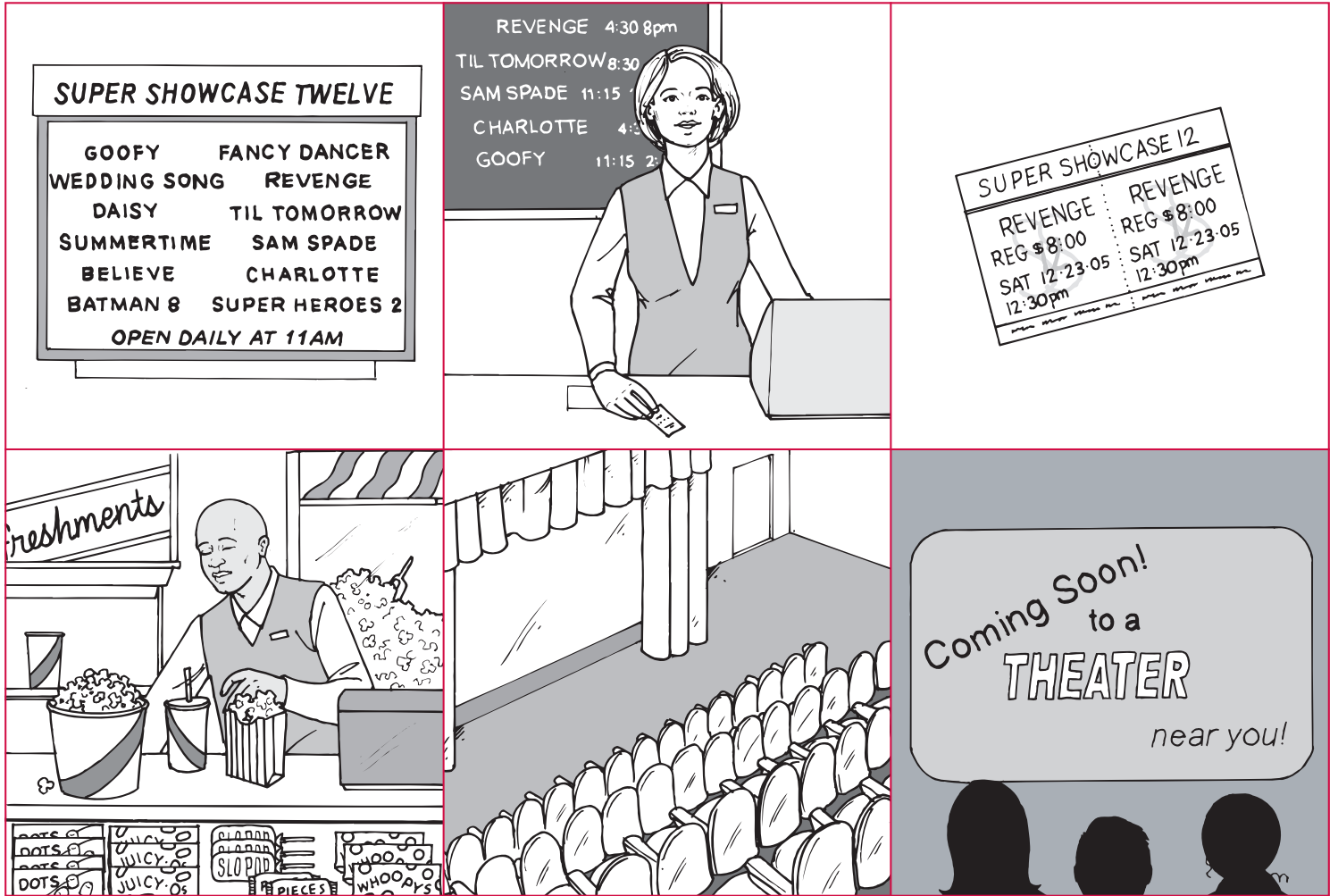
1. Name each picture.
2. What do all of these things have in common?
3. What do you do with a golf club?
4. Describe a golf ball.
5. What do you do with a score card?
6. Tell how to putt the ball.
7. What is a hole in one?
8. What does "par" mean?
9. Describe how to play miniature golf.
10. (Cover the pictures.) Name six golf terms.

Expressive Activity

Let the client role-play planning a trip to a miniature golf course. Have him plan who will go, how they'll get there, how much money each person should bring, and getting permission.

Critical Thinking and Problem Solving

1. How could you make a plan to visit a miniature golf course with a friend?
2. What do you need to consider when planning the activity?
3. Why is it a good idea to look at the layout of the hole before teeing off?
4. After each person has teed off, who goes next?
5. What do you do if your golf ball is too close to the curb?
6. What do you do if your golf ball goes into the water?
7. What strategies do you use at a hole with a spinning windmill?
8. What strategies do you use at a hole with an anthill?
9. What does a good sport do when he or she is losing? winning?
10. Do you like miniature golf? Why?



Movie Theater

Receptive Vocabulary

Name each picture the client points to.

1. Point to the theater (marquee, preview, cashier, concession stand, ticket).
2. Which lists the movies?
3. Which shows clips from upcoming movies?
4. Where do you sit?
5. Who do you pay?
6. Which paper shows you paid?
7. Where do you buy snacks?
8. Which is outside in front of a movie theater?
9. Which are inside a movie theater?
10. Which 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 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. Role-play going to a movie theater. Practice looking at the movie choices and times, paying the cashier, buying popcorn (microwaved in class), and watching a movie (a video or DVD).
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. Look through the entertainment section of a newspaper or on the Internet on a movie theater website. Find movies of interest. *Look for a movie theater.*
6. Visit a movie theater. Find the people or items that match the picture cards. *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 see the _____.* 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

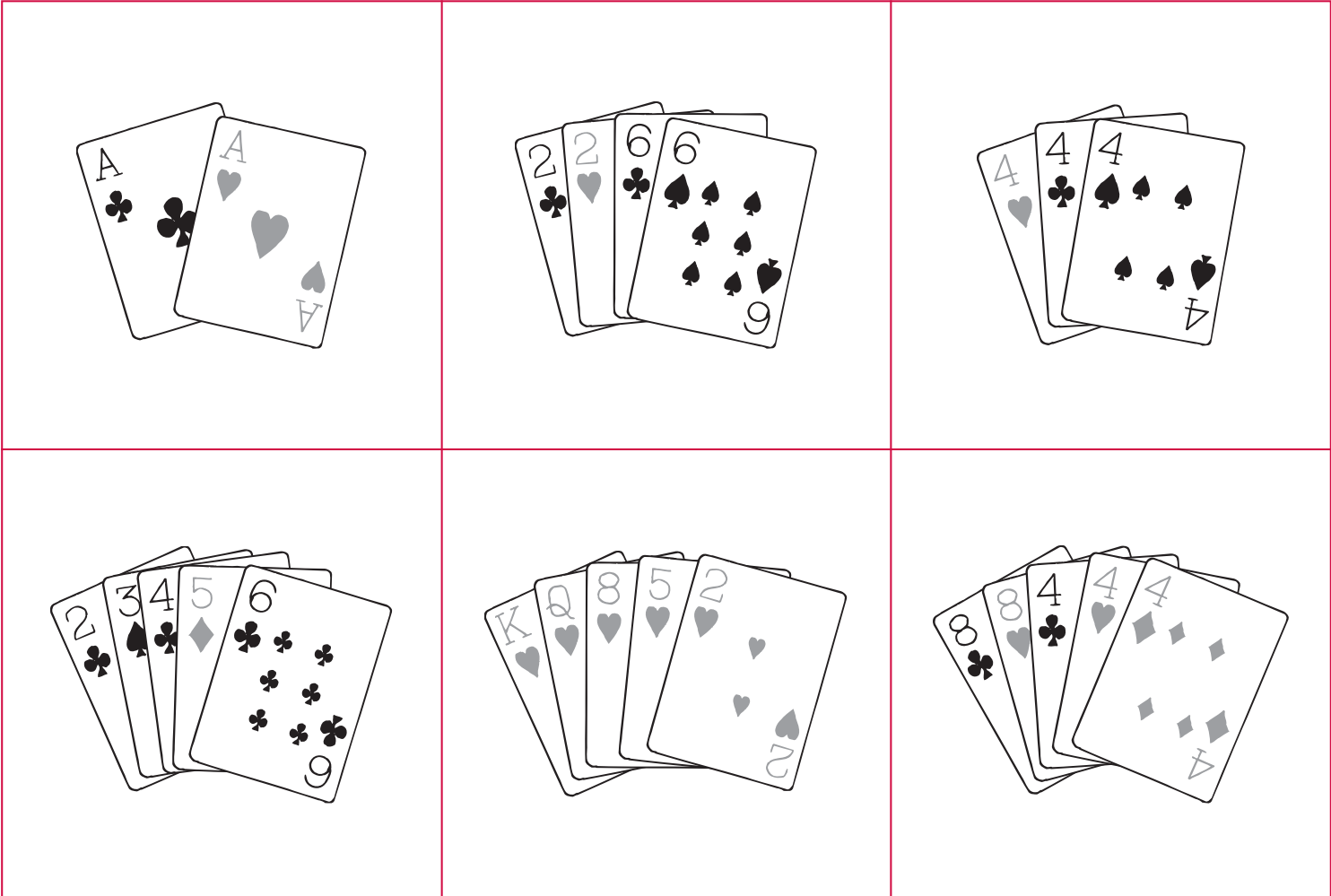
1. Name each picture.
2. What do all of these items and people have in common?
3. What is on a marquee?
4. What does a cashier do?
5. What do you do with a ticket?
6. Name three things sold at a concession stand.
7. Describe what a theater looks like inside.
8. What is a preview for?
9. What kinds of movies do you like?
10. (Cover the pictures.) Name six people or items you'd see at a movie theater.

Expressive Activity

Have the clients role-play going to a movie theater. Let them take turns being the cashier at the ticket counter, selling concessions, purchasing tickets and snacks. Then show a video or DVD. Have the clients use the vocabulary words throughout the activity to talk about what's going on.

Critical Thinking and Problem Solving

1. How can you find out what movies are playing in your area?
2. How can you find out when and where the movies are playing?
3. How could you make a plan to see a movie with a friend?
4. What could you and a friend talk about to decide which movie to see?
5. What if you and your friend like different movies?
6. Why is it a good idea to discuss the day, time, transportation, and permission before going to the movies with a friend?
7. What if you planned to see one movie, but when you got to the theater, it was sold out?
8. What if you want to buy a large popcorn, but you don't have enough money?
9. Why is it a good idea to sit quietly during a movie?
10. What could you say to your friend if you had a good time with her at the movie?



Poker

Receptive Vocabulary

Name each picture the client points to.

1. Point to one pair (three of a kind, full house, two pairs, straight, flush)
2. Which hand has one match?
3. Which hand has two matches?
4. Which has all hearts?
5. What has numbers in order?
6. Which has three cards that match?
7. Which has a pair and three of a kind?
8. Which are poker hands?
9. Which hand is the highest?
10. Which hand is the lowest?

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. Give the client a copy of the picture grid. Place five playing cards faceup on the table so that they show one of the vocabulary words (e.g., full house). Have the client point to the picture that matches the hand. *Find (the) _____.*
4. Sequence the picture cards in order from the lowest hand to the highest hand. *The best hand here is the flush. Show me the flush. (Give similar directions for the other hands.)*
5. Scramble the picture cards and ask the client to put them in order. *Put these hands in order from the lowest to the highest. (Name each hand the client correctly places in order.)*
6. Play a game of poker—Texas Hold'em or Five Card Draw. While the clients are learning the game, they can all show their cards so you can guide them. Use the vocabulary words while giving them instructions.

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 *He has (a) _____.* Have the client repeat your sentences.
3. Print *I see (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

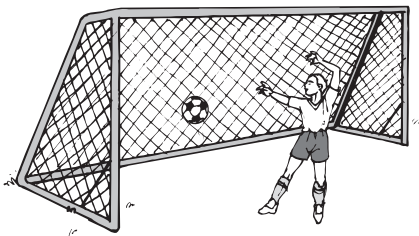
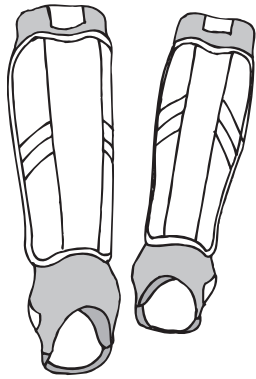
1. Name each picture.
2. What do all of these pictures have in common?
3. Describe three different pairs you could get.
4. Tell what "three of a kind" means.
5. Explain what a "straight" is.
6. Describe what "flush" means.
7. Tell what a "full house" is.
8. What is the highest pair you could get?
9. What is the highest hand you could get?
10. (Cover the pictures.) Name six different poker hands.

Expressive Activity

Let the clients play poker. Have them use the vocabulary words to name what they have in their hands at the end of each round.

Critical Thinking and Problem Solving

1. How would you ask some friends to play poker with you?
2. If two people get a pair, how do you decide which pair is higher?
3. If two people get the same pair, how do you decide which hand is higher?
4. If two people get three of a kind, how do you decide which hand is higher?
5. If two people get a straight, how do you decide which hand is higher?
6. Why is it a good idea to pay attention to when it is your turn?
7. When you are dealt your cards, how do you decide whether to stay in or fold?
8. What does a good sport do when he's losing?
9. What does a good sport do when he's winning?
10. Do you like to play poker? Why?



Soccer

Receptive Vocabulary

Name each picture the client points to.

1. Point to the soccer ball (cleats, shin guards, goal, dribble, throw-in).
2. Which go on your feet?
3. Which go on your legs?
4. Which do you kick?
5. Where do you want the ball to go?
6. Who is tossing the ball into the game?
7. Who is kicking the ball?
8. Which items are used in a soccer game?
9. Which are soccer actions?
10. Which have you done?

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/are (the) _____?*
2. Play a game of Bingo. Use pennies as markers.
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/were (the) _____?*
4. Use ads from a sporting goods store or a discount department store. *Find (a/an) _____.*
5. Let the clients practice playing soccer. It can be a real game outside on a soccer field or a modified game with a beach ball. Have the clients take turns dribbling, throwing-in, and kicking a soccer ball into a goal. Use the vocabulary words to give the clients directions to follow throughout the activity. *It's your turn to dribble the ball. You scored a goal!*
6. Visit a sporting goods store or a discount department 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 *This is a/These are _____.* Have the client repeat your sentences.
3. Print *I see (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 pictures have in common?
3. How do you put on shin guards?
4. Describe a soccer ball.
5. How are cleats different from other shoes?
6. Describe a soccer goal.
7. Explain how to do a throw-in.
8. Tell how to dribble a soccer ball.
9. Where can you play soccer?
10. (Cover the pictures.) Name six soccer words.

Expressive Activity

Let the client role-play organizing a soccer game. Have her discuss who will be on the teams, where they'll play the game, and what equipment they'll need. Encourage her to use the vocabulary words throughout the activity.

Critical Thinking and Problem Solving

1. What do you need to consider when planning a soccer game?
2. Why is it a good idea to wear shin guards when playing soccer?
3. Why is it a good idea to wear cleats?
4. How does a team win a soccer game?
5. How do you know which way to run with the ball?
6. Why is it a good idea to talk with your teammates?
7. What happens if you touch the ball with your hands?
8. What does a good sport do when her team is losing?
9. What does a good sport do when her team is winning?
10. Do you like soccer? Why?