

Receptive Language Skills					
	Following Directions	"What" Questions	Turn-Taking	Categories	"Where" Questions
	Day 1	Day 2	Day 3	Day 4	Day 5
Lesson Objective	Student will follow 1 step directions using body commands.	Student will answer "wh" questions with nouns.	Student will play a game appropriately by following game directions and waiting his/turn.	Student will sort objects into categories.	Student will answer "where" questions.
Standards Addressed/ Goals & Objectives	Lessons are IEP driven for each child.	Lessons are IEP driven for each child.	Lessons are IEP driven for each child.	Lessons are IEP driven for each child.	Lessons are IEP driven for each child.
Activities	1 Step Directions- Parents verbally instruct the student to follow directions using his/her body after the parent finishes giving the direction and says "go." Have the student follow 10 directions 3 times each in random order.	Answer "what" questions- Parents gather 10 items from around the house (examples include- shoe, cup, pencil/pen, toothbrush, book, favorite food, hat, keys, phone, TV etc.) Present 3 items at a time. Ask the following "what" questions and have your child point to the correct object that answers the question. Parents can use additional items for "what" question purposes, if desired. Ask the student 10 questions 2 times each in random order.	Turn-Taking- Student will play a game with a parent while following the rules and waiting his/her turn.	Sorting Household Objects- Parent gathers 4-6 items from around the house that belong to at least 3 categories. Sample categories include: clothes (e.g., shirt, socks, pants, underwear, hat, gloves), toys (cars, dolls, action figures, playdoh, stuffed animals, bus, racetrack), food (yogurt, apple, bananas, grapes, cookies). Student sorts the objects into the target categories.	Where Question Game- Parent gathers 4-6 items that belong to different 3 different rooms in the house (e.g., kitchen, bathroom, living room). The parent brings the student to the center location of the home. Parent completes a model task where he/she says "Where does the <insert item name> go? In the kitchen? Bathroom or living room? The parent picks up the item and walks into the room in which the item belongs and put it back. The student is given an object and asked "Where does the <insert item name> go? In the kitchen? Bathroom or living room? The student is expected to walk into the room in which the item belongs and put it back.
Sample Lesson Activities	Sample 1 Step Directions	Sample "what" questions based on the items collected from around house.	Parent or student will choose a game. The parent will review the rules for playing this game. Parent will help the child play the game following the given instructions (e.g., roll the dice, pick a card, move the pawn etc.). Assist the child to wait his/her turn if necessary.	Parent labels each category and associates it with one of the chosen items as an example (e.g., Grapes are a food). Then the parent presents one item at a time to the child, at random, and instructs the child to put it where it belongs. "Where does it go? Is it clothing, toys or food?"	Parent selects 3 rooms in the house and gathers 4-6 items from each room. Sample items from each room may include:
Special Education	A. Touch nose.	A. What do you wear on your feet?	Example Game Ideas:		Kitchen- measuring cups, spoon, mixing spoon, spatula, oven mitts, sponge, plastic cups/plates
	B. Turn around.	B. What do you drink from?	A. Candy Land		
	C. Touch toes.	C. What do you write with?	B. Pop the Pig		Bathroom- toothbrush, toothpaste, hairbrush, towel, shampoo bottle
	D. Clap hands.	D. What cleans your teeth?	C. Hi Ho! Cherry-O!		

Activities	1 Step Directions involving the location of an object- Parent has the student follow a verbal direction incorporating the location of an object after the parent finishes giving the direction and says "go." Have the student follow 10 directions 3 times each in random order.	Answer "what" questions- Parents gather 10 items from around the house (examples include- shoe, cup, pencil/pen, toothbrush, book, favorite food, hat, keys, phone, TV etc.). The same items from the previous week can be used if the student needed a lot of assistance. Extra practice is always helpful. New items can be selected if your student was able to easily answer the questions. Present 3 items at a time. Ask the "what" questions and have your child point to the correct object that answers the question. Ask the student 10 questions 2 times each in random order.	Turn-Taking- Student will play a game with a parent while following the rules and waiting his/her turn.	Identifying he/she/they- Parent reads a book with pictures to the student. As the parent is reading, ask the student to point to the "he," "she," or "they" in the story. Remind the child that "he" is a boy, a "she" is a girl and "they" means more than one person. Give the student 10-15 opportunities to identify pronouns in pictures.	Identify actions in pictures- Parent reads a book with pictures to the student. As the parent is reading, ask the student to point to the book characters who are doing specific actions on each page. For example, "Show me who is jumping." "Point to who is running." See below for a list of possible actions that might be found in books. Give the student 10-15 opportunities to identify actions in pictures.
Special Education	A. Put the socks in the laundry. B. Put the remote on the coffee table. C. Put the toy under the pillow. D. Put the shoes next to the door.	A. What turns on the TV? B. What do you use when it rains? C. What do you wash your hair with? D. What do you eat macaroni and cheese with?			Possible Actions: changing, brushing, smelling, running, reading, playing, blowing, throwing, raking, washing, mopping, vacuuming, fixing, riding, swimming, singing, pushing, walking, drinking, holding, shopping, shouting, writing, climbing, hugging, loading, cooking, exercising, crying, cleaning, feeding, teaching, talking, hanging, sleeping, painting, kicking, jumping.
Assessment	In your student's speech notebook, keep a list of the directions the student was able to follow.	In your student's speech notebook, keep a list of the questions your child was able answer correctly by pointing.	In your student's speech notebook, write down how much help the student needed? Lots of help? Some help? No help?	In your student's speech notebook, write down which pronoun you asked the student to point to and if they pointed to the correct person or group of people.	In your student's speech notebook, write down which actions you asked the student to point to and if they pointed to the correct character completing the action.
Technology (required sites, equipment to learn virtually)	None	None	None	None	None