

Functional Vocabulary

for Adolescents & Adults

Beverly Plass

Skill Area: Vocabulary
Ages: 12-22
Grades: 7 and up



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About the Author



Beverly Plass, M.A., CCC-SLP, is a speech-language pathologist in the Irvine Unified School District in Irvine, California, and in private practice. She has worked with adolescents with developmental disabilities for the past 14 years. She has found that the key to student success is tied to their ability to understand and communicate about living, working, and playing.

Functional Vocabulary for Adolescents and Adults is Bev's fourth publication with LinguiSystems. She is also the author of *SPARC-R & S*, *SPARC-Artic Junior*, and *SPARC-L*.

Dedication

Thanks to my students for sharing their love for life

Acknowledgments

I'd like to thank three outstanding teachers: Carol Constantin, Carlon Fagan, and Liz Krogsdale for modeling creative and productive ways to teach functional curriculum to young adults with developmental disabilities. I am fortunate to have collaborated with them over the past 14 years. I am grateful to them for what I have learned and how it significantly influenced the development of this book.

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Introduction

I once had two students who did job training at a nursery. They filled pots with soil and planted cuttings into each pot. Thirty-six pots were arranged in a flat. One student worked steadily and completed 10-12 flats in a two hour period. He was a quiet guy. He would respond with one- to two-word utterances if prodded, but he preferred to stick to his work. The young lady, however, was overly friendly. Each day, she greeted the co-workers with a loud, "I'm so glad to see you! What have you been up to?" She often stopped working to chat with the other workers. At the end of the two-hour period, she typically completed one to two flats.

At the end of the year, the nursery owners offered paid employment to one of the workers, which was the ultimate goal of our job training program. We assumed the job would go to the hardworking, productive young man. Instead, the owners chose the young lady because they felt that they could talk to her.

I later read studies supporting the idea that employees who can communicate effectively at work are more successful at keeping their jobs. That is why I feel it is imperative to teach functional vocabulary to teens and young adults with developmental disabilities.

Functional Vocabulary for Adolescents & Adults helps speech-language pathologists and special education teachers teach clients to understand and communicate about daily living. You can teach vocabulary related to the home, the community, work, and leisure activities. The lessons are geared toward clients with developmental disabilities, autism, and/or English

as a Second Language. The flexible format allows you to cater the lessons to a wide range of ability levels.

Receptive tasks are appropriate for your clients who are non-verbal or new to learning English. These activities allow the client to hear the target vocabulary words several times, respond by pointing, and apply the knowledge to real situations. The receptive tasks also include a "visual memory" component, which helps clients learn to communicate about things not present.

Expressive tasks begin with simple picture-naming, sentence imitation, and sentence completion. This allows clients with autism and clients beginning to use short utterances to use the vocabulary in simple sentences. The expressive tasks then expand to identifying categories, explaining functions, sequencing events, and recalling information. The recalling tasks are to help clients visualize and discuss things not present. Expressive activities allow clients to use the vocabulary during meaningful and functional activities. At the highest level, critical thinking and problem solving questions allow the client to use the new vocabulary while thinking of solutions to real-life predicaments.

You do not need to follow the units in this book sequentially. You can collaborate and choose lessons that correspond with classroom units. For example, if the class is going to the grocery store, you can use the units about nutrition, mealtimes, grocery shopping, and the grocery store. If your clients are visiting job sites, you can use the units that correspond to the occupations they'll be observing and the places in the

community they'll be visiting. Note: In the **Vocabulary at Work** section, I used the *Dictionary of Occupational Titles* (United States Department of Labor – Fourth Edition, Revised 1991, which is available online at www.oalj.dol.gov/libdot.htm) as a reference when determining how to label the job titles that are featured in this book. Feel free to modify the terminology so that it fits your program or the job titles available in your area.

For any unit, you do not need to ask all of the questions in each section. One client may focus on understanding the vocabulary while another client practices using the vocabulary in various sentences and answers questions. A third client can target problem solving tasks using the same topic. You can also modify the expectations for any task. For example, in the *Expressive Vocabulary* section of a unit, you may ask one client to recall all six pictures and another client to recall only three pictures. The flexibility allows you the freedom to meet the individual language needs of your clients across all of the topic areas.

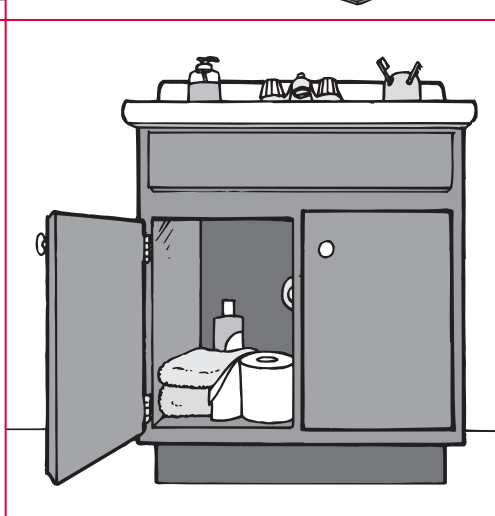
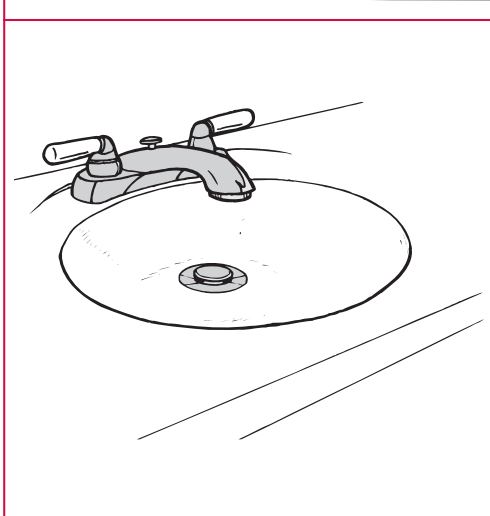
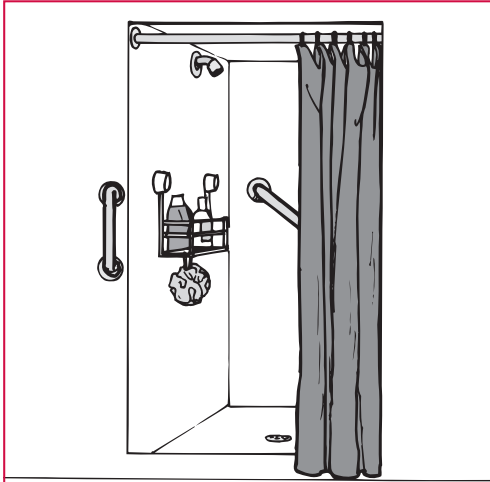
You may also use the pictures in this book for other activities:

- Create written language assignments that correspond with the vocabulary. Clients can write definitions and answer the expressive questions in writing.

- Copy the pictures onto card stock. Cut them out and laminate them to use for picture communication books.
- Have clients create personal dictionaries by adding a picture page to their folders each time they learn new words.
- Use the community pictures to have clients help plan the next Community-Based Instruction.
- Use the vocational pictures as a job interest survey.
- Use the pictures during a scavenger hunt while on Community-Based Instruction.
- Have clients practice expanding utterances, using clear articulation, using appropriate voice levels, and speaking fluently.

Functional Vocabulary for Adolescents & Adults helps you teach your clients the terms they need to be successful in everyday life.

Beverly Plass



Bathroom

Receptive Vocabulary

Name each picture the client points to.

1. Point to the shower (medicine cabinet, toilet, sink, bathtub, vanity).
2. Show me where you can take a bath.
3. Where can you stand and clean your body?
4. Which flushes?
5. Where do you keep a toothbrush? shampoo?
6. Where do you keep medicine? a brush?
7. Where do you brush your teeth?
8. Where do you wash your hands?
9. Which do you like to take, a bath or a shower?
10. Which do you have in your bathroom?

Receptive Activities

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

1. Give the student the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place the picture cards faceup on the table. Photocopy and cut out the picture cards from the Grooming: Hair Care and Teeth & Fingernails units. Have the student tell where she keeps each item. *Show me where you keep _____.*
3. Place the picture cards faceup on the table. Have the student follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six of the pictures on the picture grid. Show the student a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
5. Use ads from a hardware store or look on a home remodeling website. *Find a _____.*
6. Visit a hardware store, an apartment, or a student's home. Have the student find items that match the pictures. *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 _____.* Have the client repeat your sentences.
3. Print *A _____ is in the bathroom* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

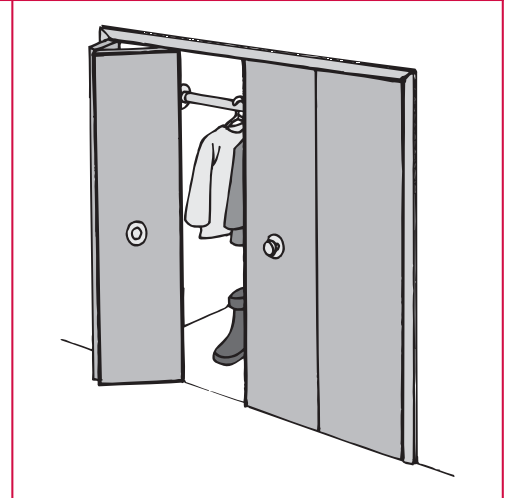
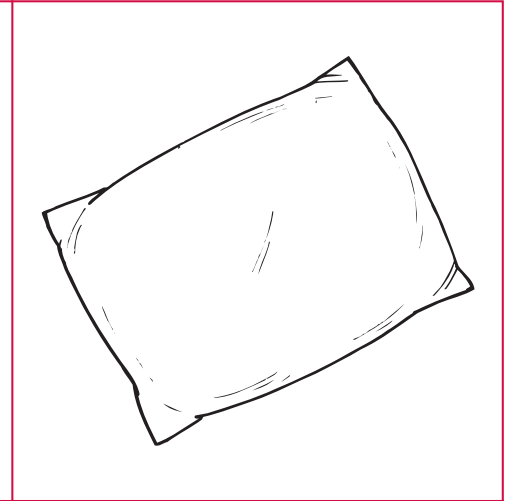
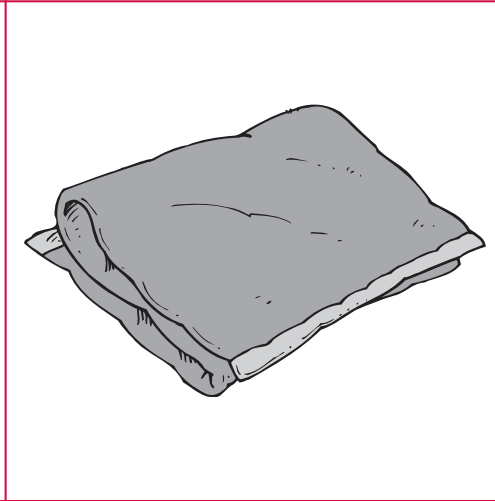
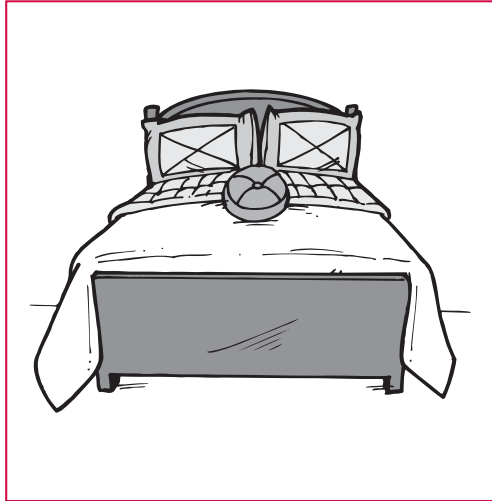
1. Name each picture.
2. What do all of these have in common?
3. After shopping, where would you put shampoo (toothpaste, bar of soap, toilet paper, aspirin)?
4. While putting away clean laundry, where would you put towels (washcloths, the bath mat)?
5. What do you do in the bathtub? shower?
6. What do you do at the sink?
7. Name three things you keep in your medicine cabinet.
8. Tell three things you keep in your vanity.
9. What does your bathroom look like?
10. (Cover the pictures.) Name six items in your bathroom.

Expressive Activity

Find websites that include bathroom accessories, such as bath mats, shower curtains, washcloths, and soap dishes, or look in bathroom supply store ads. Talk with the client about where she could put each item in her bathroom.

Critical Thinking and Problem Solving

1. What would you do if the bath water was too hot?
2. What would you do if the bathroom floor got wet?
3. What could you do if the sink was clogged?
4. What do you do to keep your body clean?
5. Where should you keep medicine so that small children can't reach it?
6. If the bathroom door is closed, how can you find out if someone is inside?
7. Why do we close the bathroom door when using the toilet?
8. Why is it a good idea to shower or bathe daily?
9. How do you know if you need to shower or bathe?
10. How does keeping your body clean make a good impression?



Bedroom

Receptive Vocabulary

Name each picture the client points to.

1. Point to the pillow (bed, nightstand, blanket, dresser, closet).
2. Show me where you sleep.
3. Which do you put your head on?
4. Which keeps you warm at night?
5. Where do you keep your pants? shirts?
6. Where do you keep your shoes? socks?
7. Which have drawers?
8. Which has doors?
9. Which are soft?
10. Show me what you have in your room.

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. Cut out pictures of items in a bedroom from magazines or catalogs. Glue them to a sheet of paper, creating a few bedrooms. *Show me 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 the _____?*
6. Use ads from a department store or bedroom furniture store, or a website that contains bedroom furniture.
Find a _____.
7. Visit a furniture store, a department store, or an apartment. Find items that match the pictures. *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 *Here is a _____.* Have the client repeat your sentences.
3. Print *A _____ is in the bedroom* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

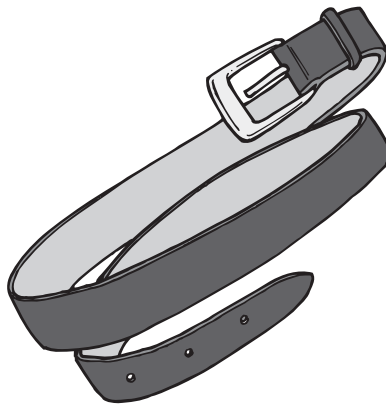
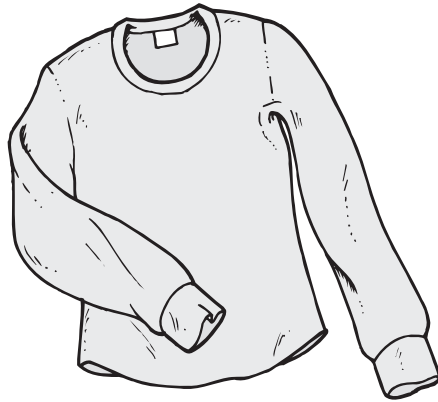
1. Name each picture.
2. What do all of these items have in common?
3. What does your bed look like?
4. What does the furniture in your bedroom look like?
5. When putting away clean clothes, where would you put _____ (pajamas, shirts, pants, socks, shoes, jacket, shorts)?
6. Name three things you keep in your closet.
7. Tell three things you keep in your dresser.
8. How are a dresser and a closet different?
9. What do you do to keep your room clean?
10. (Cover the pictures.) Name six items in your bedroom.

Expressive Activity

Use newspaper ads or websites that contain bedroom furniture and furnishings. Let the client cut out pictures and arrange them on paper to design a bedroom. Have the client discuss why he chose particular items and where he would put them in the room and why.

Critical Thinking and Problem Solving

1. What could you do if you were cold at night while sleeping?
2. What would you do if you overslept?
3. What would you do if there were no socks in your drawer?
4. When changing clothes, what do you do with your dirty clothes?
5. What do you do to keep your room clean?
6. What could you do if your closet and dresser are full and you got some new clothes?
7. What could you do to give you more time to get ready in the morning?
8. What could you do if you aren't getting enough sleep at night?
9. How do you wake up in the morning?
10. How could you plan what you are going to wear each day?



clothing

Receptive Vocabulary

Name each picture the client points to.

1. Point to the shorts (pajamas, pants, belt, socks, and shirt).
2. Show me what goes on your feet.
3. Which goes on your legs?
4. Which holds up your pants?
5. Which do you wear when you sleep?
6. Which could you wear to school?
7. Which could you wear to work?
8. Which would you wear if it was hot?
9. Which of these do you have at home?
10. Look at what you are wearing today. Point to your _____.

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. Cut out pictures of clothing from magazines or catalogs. Glue them to a sheet of paper, creating a few outfits. *Show me the _____.*
3. Bring in a laundry basket full of clean clothes. Have the client practice sorting and folding the clothes. *Put the _____ in this pile. Fold 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, catalogs, or websites that contain clothing. *Find (a) _____.*
7. Visit a clothing store or a 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 wear (a) _____.* Have the client repeat your sentences.
3. Print *I have (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

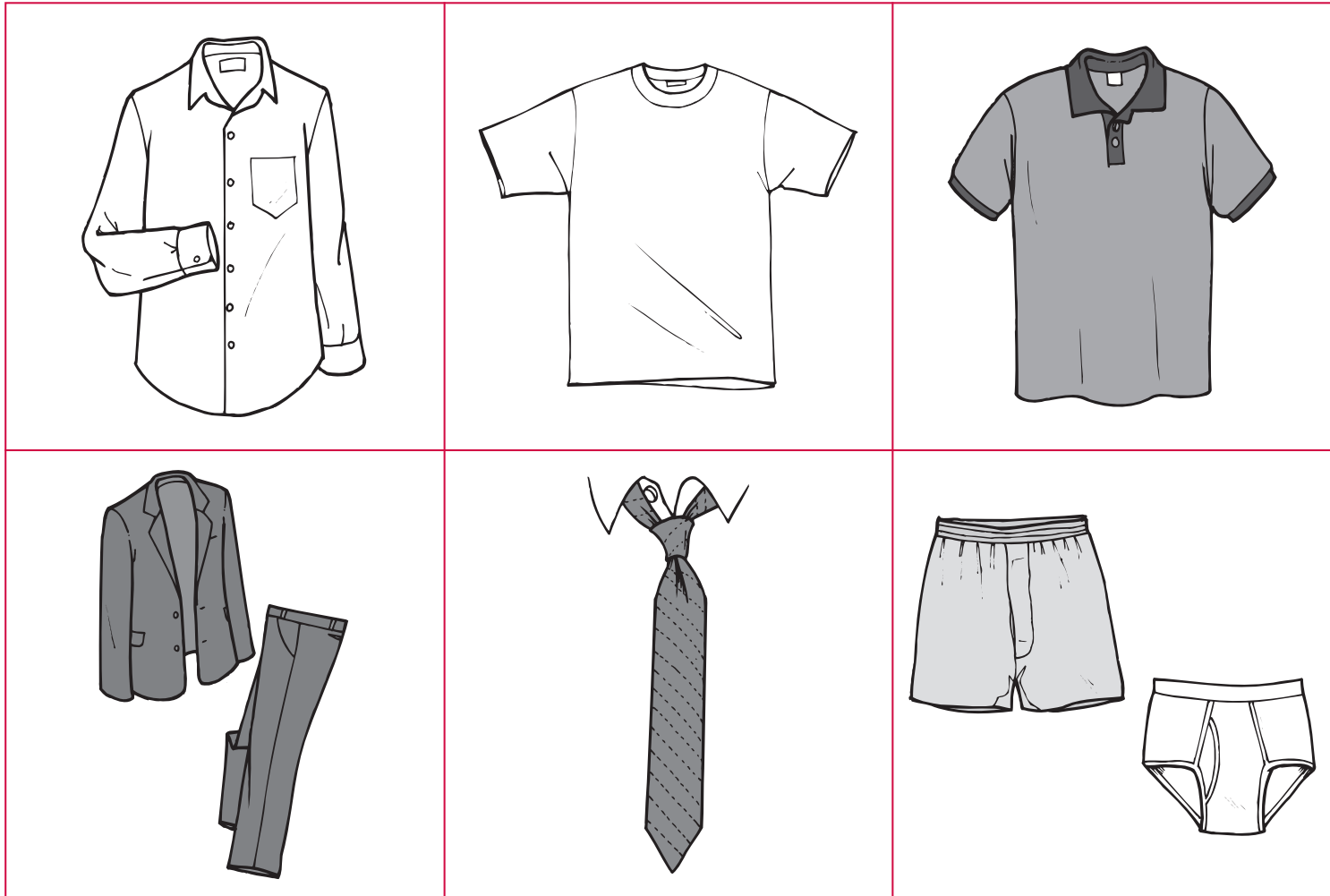
1. Name each picture.
2. What do all of these items have in common?
3. Describe what you are wearing.
4. Where do you keep your clothes?
5. Where can you buy clothing?
6. What kinds of shirts are there?
7. What kinds of pants are there?
8. When would you wear shorts?
9. Why do people wear belts?
10. (Cover the pictures.) Name six clothing items.

Expressive Activity

Have two clients pretend to put on a fashion show. One client can model the clothes she is wearing while the other describes the outfit. Encourage the MC to "ham it up" and make the outfit sound glamorous.

Critical Thinking and Problem Solving

1. What can you do about wrinkled clothes?
2. What do you do if a button falls off?
3. What clothes are appropriate to wear to school?
4. What would you wear to a job interview?
5. What clothes would you pack for a weekend vacation?
6. How do the clothes you wear help make an impression?
7. How does the weather affect what you plan to wear?
8. While buying clothes, how can you tell if the clothes fit?
9. How can you tell if your clothes are dirty?
10. How can you clean clothes that are dirty?



clothing for Men

Receptive Vocabulary

Name each picture the client points to.

1. Point to the dress shirt (T-shirt, polo shirt, underwear, tie, suit).
2. Show me which you could wear to school.
3. Which could you wear to a wedding?
4. Which do you have at home?
5. Which are you wearing today?
6. Which go on a hanger?
7. Which can you fold and put in a drawer?
8. Which would you wear with the suit?
9. Which could you wear with shorts?
10. Which is personal?

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. Cut out pictures of men's clothing from magazines or catalogs. Glue them to a sheet of paper, creating a few outfits. *Show me the _____.*
3. Bring in men's T-shirts, polo shirts, and hangers. *Pretend you work at a clothing store. Fold the T-shirts. Hang the polo shirts.*
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, catalogs, or websites that contain men's clothing. *Find (a) _____.*
7. Visit a clothing store or a 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 can wear (a) _____.* Have the client repeat your sentences.
3. Print *I want to buy (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

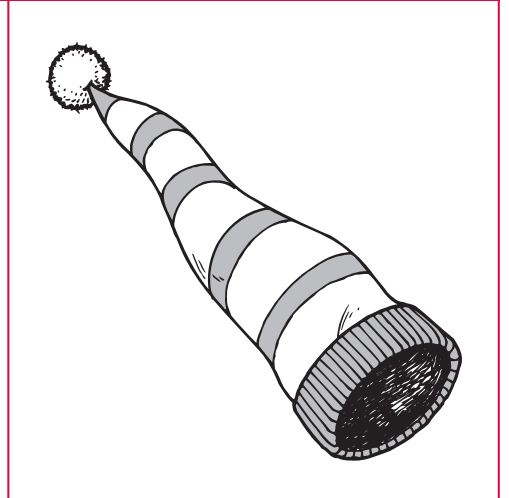
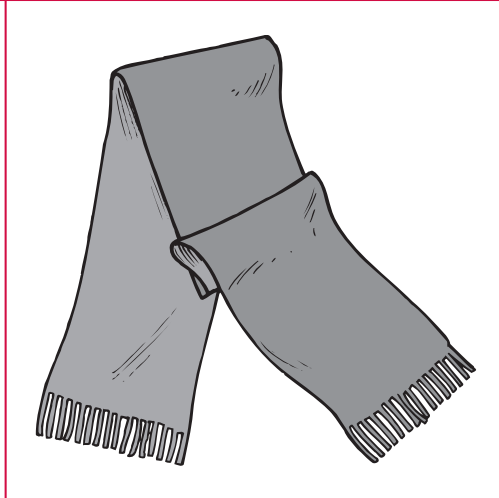
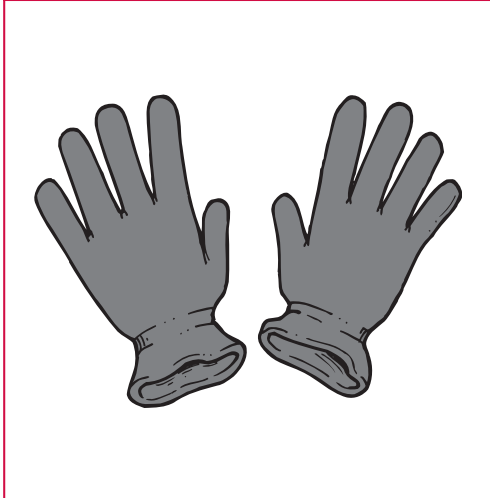
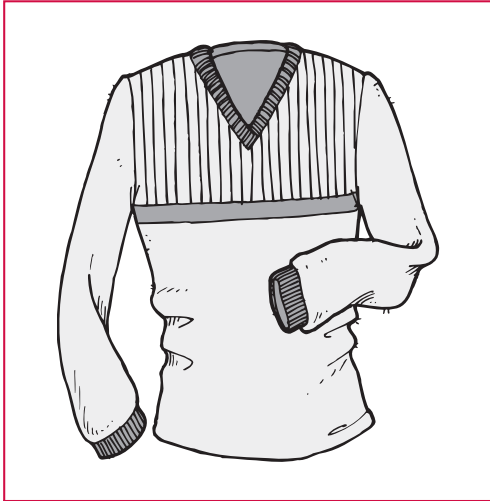
1. Name each picture.
2. What do all of these items have in common?
3. Which do you have?
4. Describe what you are wearing.
5. What would you wear to a formal dance?
6. What would you wear to a job interview?
7. What would you wear to exercise?
8. Where could you buy T-shirts?
9. Describe different kinds of shirts.
10. (Cover the pictures.) Name six men's clothing items.

Expressive Activity

Have the client pretend to shop for new clothes. He can look at clothing ads or catalogs, or on the Internet. Ask the client to talk about the clothes he likes and dislikes.

Critical Thinking and Problem Solving

1. What could you do if you didn't know how to tie a tie?
2. What could you do if you got a spot on your shirt?
3. What if a button is loose on your clothing?
4. What if your pants are wrinkled?
5. When changing in a dressing room, why should you close the door?
6. Why shouldn't others see you in your underwear?
7. Tell how your clothing helps make an impression on others.
8. When shopping, how can you tell if a dress shirt fits you?
9. How do you know what size T-shirt or underwear to buy?
10. How should you act when wearing a suit?



clothing for Winter

Receptive Vocabulary

Name each picture the client points to.

1. Point to the sweater (scarf, coat, gloves, stocking cap, boots).
2. Show me which keeps your hands warm.
3. Which keeps your feet dry and warm?
4. Which keeps your head warm?
5. Which keeps your neck warm?
6. Which keep your chest and arms warm?
7. Which would you wear in the snow?
8. Which would you wear in the rain?
9. Which would you keep in the closet?
10. Which are soft?

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. Cut out pictures of winter clothing from magazines or catalogs. Glue them to a sheet of paper. *Show me the _____.*
3. Play a pantomime game using the picture cards or real items. *Show me how you put this on.*
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, catalogs, or websites that contain winter clothing. *Find (a) _____.*
7. Visit a department store or a sporting goods 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 have a warm (pair of) _____.* Have the client repeat your sentences.
3. Print *I can wear (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

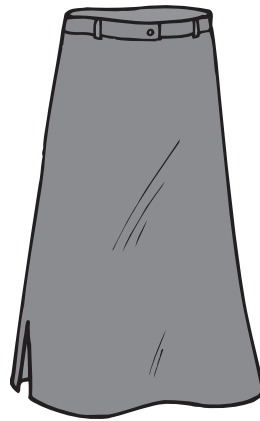
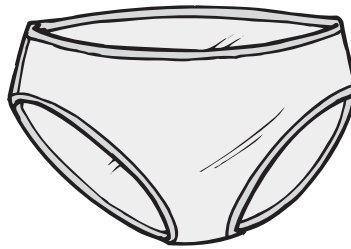
1. Name each picture.
2. What do all of these items have in common?
3. Which do you have at home?
4. What does your winter coat look like?
5. Why would you wear boots?
6. Why would you wear gloves?
7. How are gloves and mittens different?
8. Describe different kinds of winter coats.
9. Describe how you would shop for winter clothes.
10. (Cover the pictures.) Name six clothing items worn in the winter.

Expressive Activity

Have the client pretend to shop for new winter clothes. He can look at clothing ads or catalogs, or on the Internet. Ask the client to talk about the clothes he likes and dislikes.

Critical Thinking and Problem Solving

1. If the meteorologist predicts rain, what would you wear?
2. If the meteorologist predicts snow, what would you wear?
3. If the meteorologist predicts sunshine, what would you wear?
4. If the meteorologist predicts wind, what would you wear?
5. Why do some people have more than one coat?
6. Why do you sometimes wear a sweater in the summertime?
7. Why is it important to wear a hat when it is cold outside?
8. How do you know what the weather is outside?
9. How do you know what the weather will be later?
10. How does the weather affect what you wear?



clothing for Women

Receptive Vocabulary

Name each picture the client points to.

1. Point to the bra (slip, blouse, dress, underwear, skirt).
2. Show me which can hang on a hanger.
3. Which go in a dresser?
4. Which are private?
5. Which go with the blouse?
6. Which go with the bra?
7. Which go under a dress?
8. Show me which you have.
9. Which would a woman wear to a job interview?
10. Which would a woman wear to a wedding?

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. Cut out pictures of women's clothing from magazines or catalogs. Glue them to a sheet of paper, creating a few outfits. *Show me the _____.*
3. Bring in dresses, blouses, skirts, and hangers. *Pretend you work at a clothing store. Put the skirts together. Hang up the dresses. Fold the blouses.*
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
6. Use ads, catalogs, or websites that contain women's clothing. *Find (a) _____.*
7. Visit a clothing store or a 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 wear (a) _____.* Have the client repeat your sentences.
3. Print *I bought (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

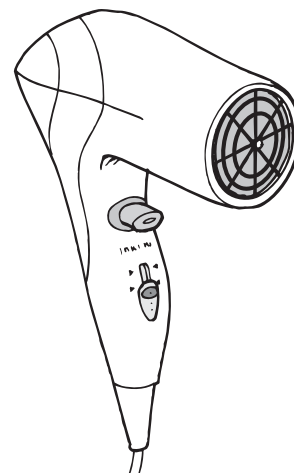
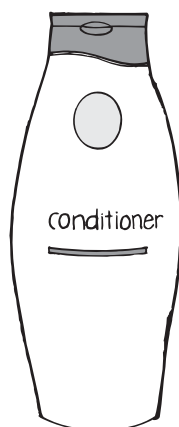
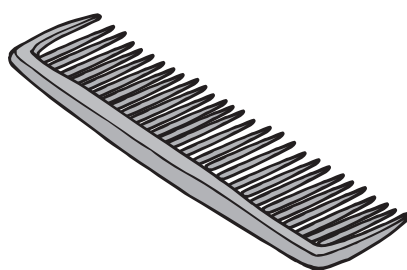
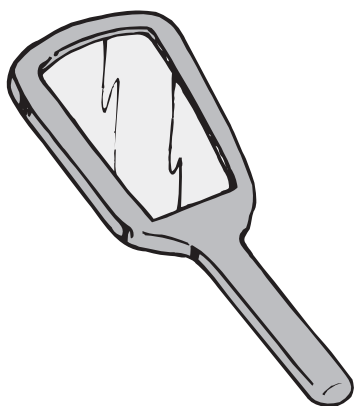
1. Name each picture.
2. Which do you have at home?
3. Which are personal?
4. Where could a woman wear a dress?
5. Where could a woman wear a skirt and blouse?
6. Where could a woman buy a dress?
7. Where can women buy bras and underwear?
8. How are dresses and skirts different?
9. Tell how you keep your clothes clean.
10. (Cover the pictures.) Name six women's clothing items.

Expressive Activity

Have the client pretend to shop for new clothes. She can look at clothing ads or catalogs, or on the Internet. Ask the client to talk about the clothes she likes and dislikes.

Critical Thinking and Problem Solving

1. What could you do if your dress got a spot on it?
2. What could you do if a button on your blouse is loose?
3. What could you do if your bra unhooks?
4. What could you do if your skirt is wrinkled?
5. When changing in a dressing room, why should you close the door?
6. Why shouldn't others see you in your underwear?
7. How can you tell if your slip is showing?
8. When shopping, how can you tell if a dress fits you?
9. How do you know what size bra or underwear to buy?
10. How should you sit if you are wearing a dress or skirt?



Grooming – Hair Care

Receptive Vocabulary

Name each picture the client points to.

1. Point to the mirror (brush, conditioner, blow dryer, comb, shampoo).
2. Show me what you use to brush your hair.
3. Which do you use to comb your hair?
4. Which do you use to clean your hair?
5. Which makes your hair soft?
6. Which one is used for drying hair?
7. Which could you use to see your face?
8. Which do you use in the shower or bathtub?
9. Which come in bottles?
10. Which do you have at your home?

Receptive Activities

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

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place a real bottle of shampoo, brush, comb, etc. on the table. Give a picture card to the client and have her put it by the matching item. *Find the _____.*
3. Play a pantomime game using the picture cards or real items. *Show me how you use this.*
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
6. Use ads from a drug store or grocery store. *Find (a) _____.*
7. 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 see (a) _____.* Have the client repeat your sentences.
3. Print *I use (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

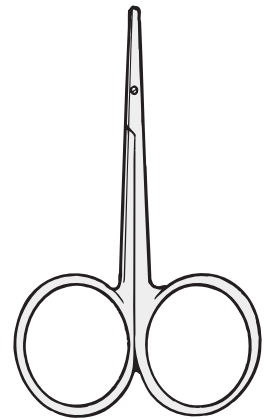
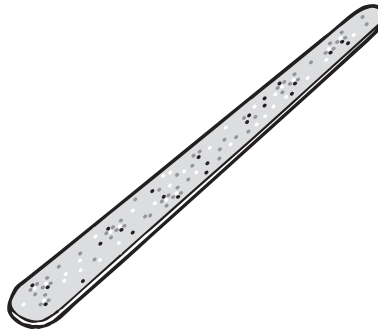
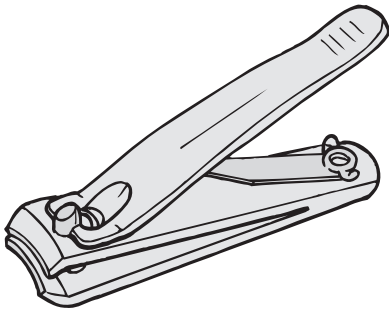
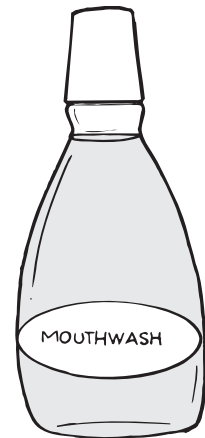
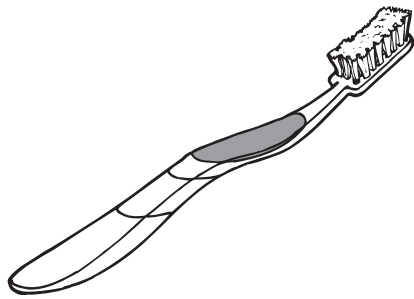
1. Name each picture.
2. What do all of these items have in common?
3. When do you wash your hair?
4. Where do you keep these items?
5. What brand/color of _____ do you use?
6. What do you do with (a) _____?
7. Where do you buy these items?
8. Which have you used today?
9. Describe how you wash and fix your hair.
10. (Cover the pictures.) Name five items that you use on your hair.

Expressive Activity

Have the client pretend she's going on a trip. Ask her to make a list of the hair care items she would need to pack.

Critical Thinking and Problem Solving

1. What do you do if your hair is dirty?
2. What do you do to have clean and neat hair?
3. What can you do if your hair is messy?
4. What do you do if you need a hair cut?
5. What should you do if you use up all of the shampoo?
6. What could you get better at when caring for your hair?
7. How do you know if your hair is messy?
8. How do you know if you need a hair cut?
9. How do you know if your hair is dirty?
10. How does clean and neat hair help make a good impression?



Grooming – Teeth & Fingernails

Receptive Vocabulary

Name each picture the client points to.

1. Point to the toothbrush (emery board, nail scissors, toothpaste, mouthwash, nail clippers).
2. Show me which one goes on your toothbrush.
3. Which do you use to brush your teeth?
4. Which is used for rinsing out your mouth?
5. Which do you use to cut your fingernails?
6. Which is used to file fingernails?
7. Which clean your teeth and mouth?
8. Which keep your fingernails trimmed and shaped nicely?
9. Which do you have at home?
10. Which do you 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/are the _____?*
2. Place a real toothbrush, tube of toothpaste, bottle of mouthwash, etc. on the table. Give a picture card to the client and have him put it by the matching item. *Find the _____.*
3. Play a pantomime game using the picture cards or real items. *Show me how you use this.*
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was/were the _____?*
6. Use ads from a drug store or grocery store. *Find (a/an) _____.*
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 have (a/an) _____.* 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

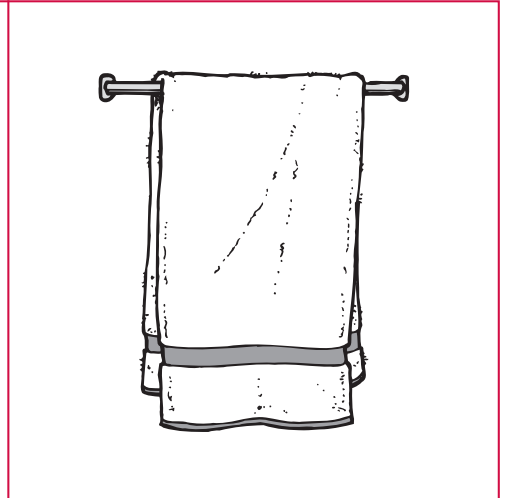
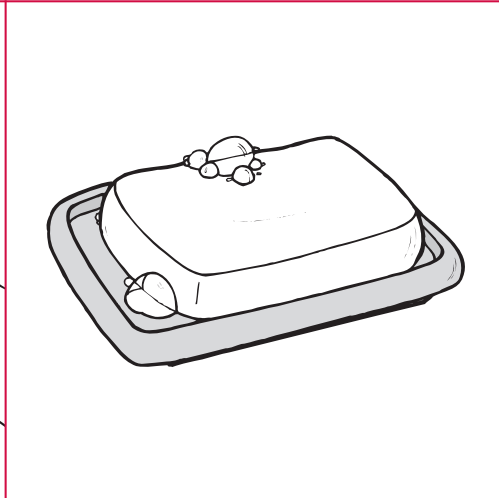
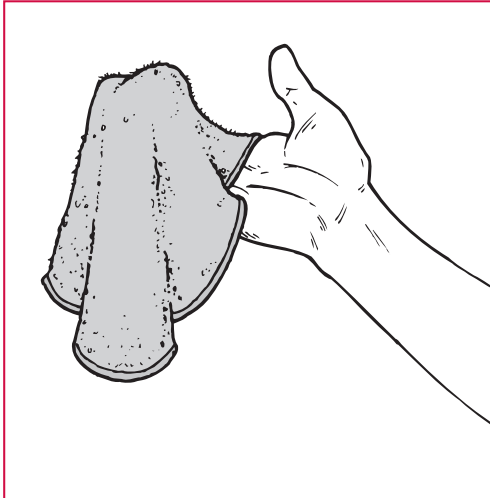
1. Name each picture.
2. What do you do with (a/an) _____?
3. Which of these do you use? when?
4. What brand/color of _____ do you use?
5. Where do you keep these items?
6. What do toothpaste, a toothbrush, and mouthwash have in common?
7. What do nail clippers, an emery board, and scissors have in common?
8. Describe how you clean your teeth.
9. Tell how you trim your nails.
10. (Cover the pictures.) Name six grooming items.

Expressive Activity

Have clients bring in their own toothbrushes and nail clippers. Ask them to brush their teeth, use mouthwash, and trim their nails. Have them describe how they do each step.

Critical Thinking and Problem Solving

1. If you were packing for a trip, what would you put in your toiletries bag?
2. What do you do if your nails are dirty?
3. What could happen if you pick your fingernails?
4. Why should we brush our teeth every day?
5. What do you do to keep your teeth clean?
6. What do you do to keep your nails neat and trim?
7. How do you know if your fingernails need to be trimmed?
8. How can you prevent bad breath?
9. How do clean teeth help make a good impression?
10. How do neat fingernails help make a good impression?



Grooming – Washing & Shaving

Receptive Vocabulary

Name each picture the client points to.

1. Point to the washcloth (razor, soap, deodorant, towel, shaving cream).
2. Show me what helps you get your hands clean.
3. Which one is used for shaving?
4. Before shaving, what does a man smear on his chin?
5. Which do you dry off with?
6. Which goes on your underarms?
7. Which do you use to wash your face?
8. Which do you have at home?
9. Which have a smell?
10. Which did you use today?

Receptive Activities

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

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place a real washcloth, bar of soap, etc. on the table. Give a picture card to the client and have him put it by the matching item. *Find the _____.*
3. Play a pantomime game using the picture cards or real items. *Show me how you use this.* (If using real items, make sure the razor has on a safety guard.)
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
6. Use ads from a drug store or a grocery store. *Find (a) _____.*
7. 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 see (a) _____.* Have the client repeat your sentences.
3. Print *I use (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

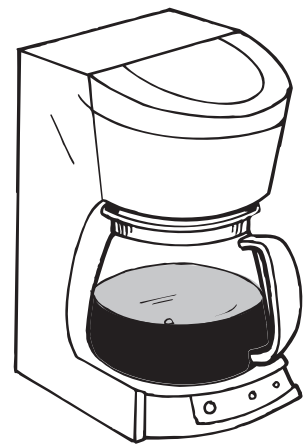
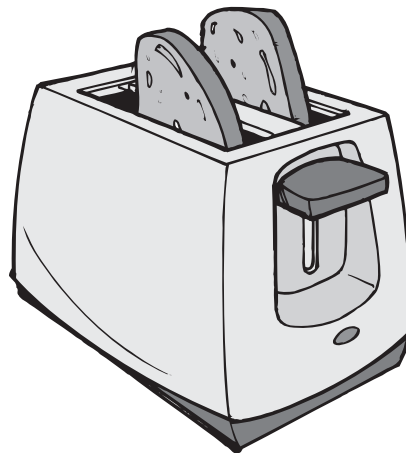
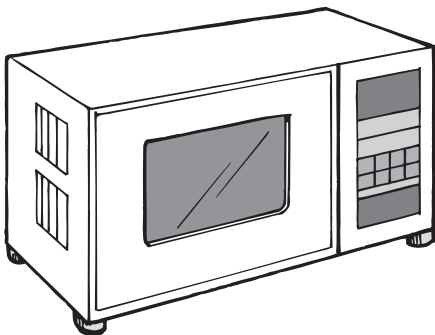
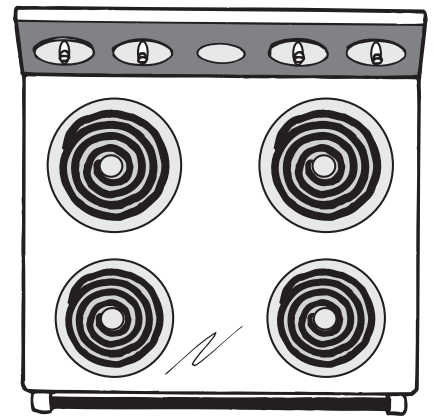
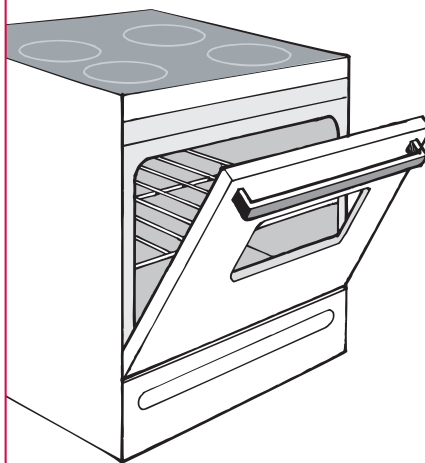
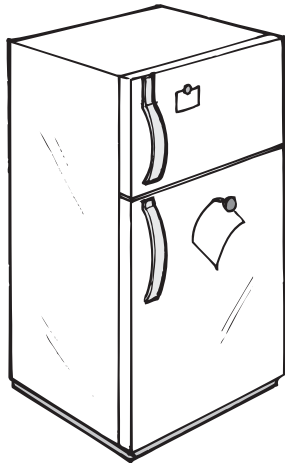
1. Name each picture.
2. What do all of these items have in common?
3. Which do you have at home?
4. What brand/color of _____ do you use?
5. What do you do with (a) _____?
6. Which have you used today?
7. Describe how you wash your hands.
8. Describe how you shave.
9. Describe how you get ready in the morning.
10. (Cover the pictures.) Name six grooming items.

Expressive Activity

Have the client teach a friend how to wash hands, shave, and use deodorant. Ask the client to model and describe the actions before his friend takes a turn. (Have clients use their own deodorant and razors for this activity.)

Critical Thinking and Problem Solving

1. What do you do so your armpits won't smell?
2. What do you do if you run out of deodorant?
3. What do you do if your washcloth is dirty?
4. What do you do to have good grooming?
5. What could you get better at when grooming?
6. Where do you put your towel after bathing?
7. Why do you wash your hands before eating?
8. How do you know if you need to shave?
9. How do you know if you missed a spot shaving?
10. How does good grooming help make a good impression?



Kitchen – Appliances

Receptive Vocabulary

Name each picture the client points to.

1. Point to the refrigerator (microwave, oven, coffee maker, toaster, stove).
2. Show me which keeps milk cold.
3. Which reheats leftovers quickly?
4. Which do you use to make toast?
5. Which do you use to make coffee?
6. Which do you bake muffins in?
7. Which do you cook a pot of macaroni on?
8. Which do you have at school?
9. Which can get hot?
10. Which are plugged in?

Receptive Activities

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

1. Give the client the picture grid. Have her match the picture cards to the pictures on the squares. *Where is the _____?*
2. Visit a kitchen or a cafeteria. Put a piece of tape on a picture card and give it to the client. Have her place the card on the matching item as a label.
3. Prepare food using one or more of these kitchen appliances. Talk about how to turn on and use each appliance.
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
6. Use ads from a hardware store or an appliance store, or look on a website that contains kitchen appliances. *Find a/an _____.*
7. Visit an appliance store or hardware 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 *The _____ is in the kitchen.* 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

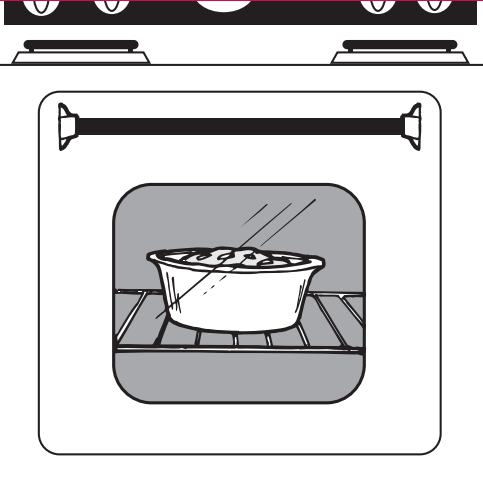
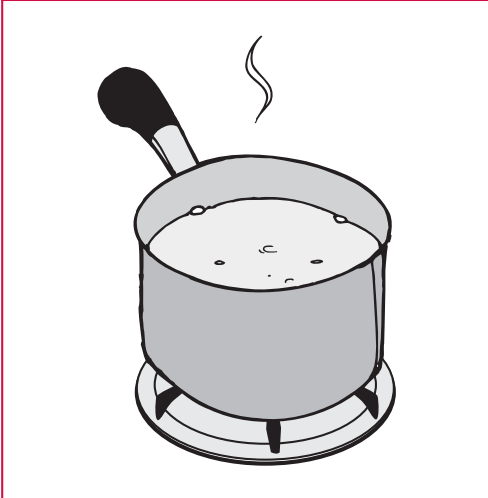
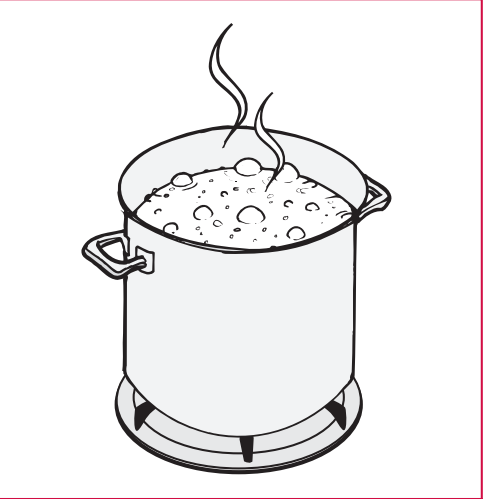
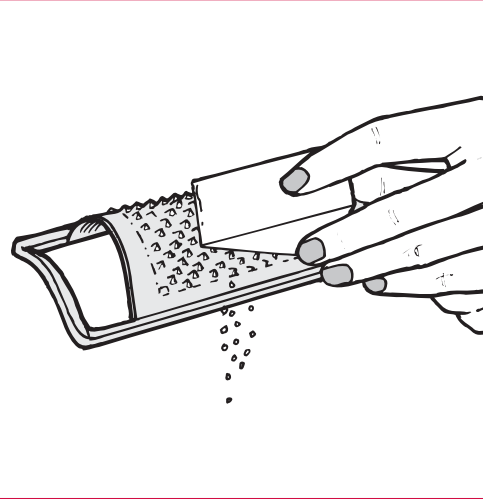
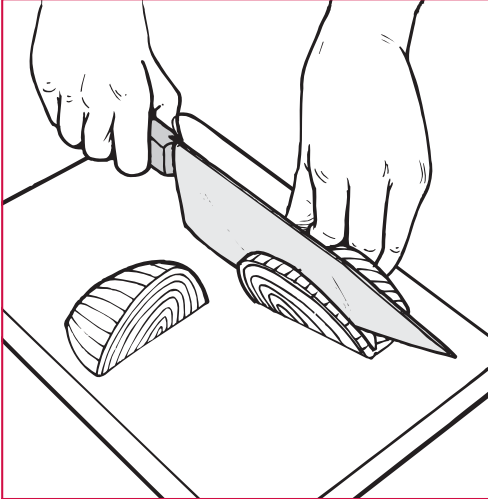
1. Name each picture.
2. Which do you have at home?
3. What do your kitchen appliances look like?
4. What does each appliance do?
5. What do all of these items have in common?
6. Name three things you keep in a refrigerator.
7. What is the difference between a microwave and a toaster?
8. What is the difference between an oven and a stove?
9. Describe how to microwave a slice of pizza.
10. (Cover the pictures.) Name six kitchen appliances.

Expressive Activity

Have the client look up her favorite recipe in a cookbook. Ask her to tell where in the kitchen she would find the ingredients she needs and which appliances she would use to prepare the meal.

Critical Thinking and Problem Solving

1. What would you do if there was a bad odor inside your refrigerator?
2. What would you do if a casserole spilled in the oven?
3. What would you do if water started boiling over on your stove?
4. What would you do if soup boiled over in the microwave?
5. What would you do if your bread wasn't toasted enough?
6. What could you eat if the electricity went out?
7. How can you tell if the coffee is done brewing?
8. How can you prevent food from splattering in the microwave?
9. How do you know how long to cook a food item?
10. How do you protect your hands when using the oven, stove, and microwave?



Kitchen – Cooking

Receptive Vocabulary

Name each picture the client points to.

1. Point to slice (bake, grate, boil, simmer, fry).
2. Show me what you can do with cheese.
3. Which do you do to heat a sauce?
4. Which do you do to heat a casserole?
5. Which can you do to cook chicken?
6. Which do you do with a knife?
7. Which do you do with a grater?
8. Which do you do with a saucepan?
9. Which do you do with a frying pan?
10. Which do you know how 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. *Which is _____?*
2. Prepare a food item that requires you to do some of these actions. Ask the client to do some of these tasks.
3. Watch a cooking show. Have the client place a picture card on the matching picture on the grid each time the chef performs one of these actions.
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch _____. Take _____. Hand me _____. Point to _____. Turn over _____.*
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 _____?*
6. Look through a cookbook that has several pictures in it. *Find a food that is sliced (grated, boiled, simmered, baked, fried).*
7. Look at a restaurant menu that has several pictures in it. *Find a food that is sliced (grated, boiled, simmered, baked, fried).*

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 _____ the food.* Have the client repeat your sentences.
3. Print *She is _____ the food.* Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

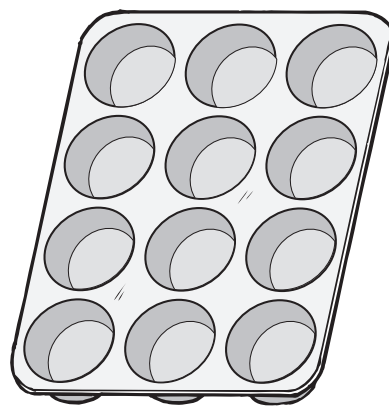
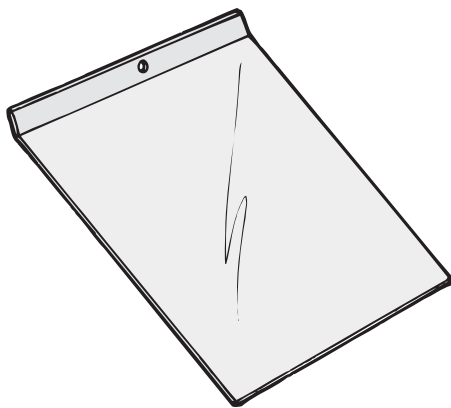
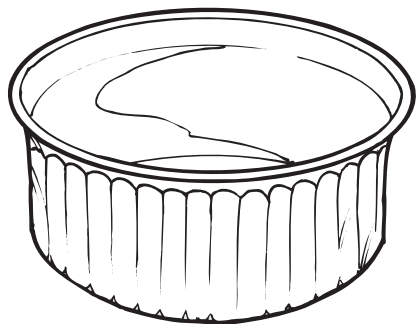
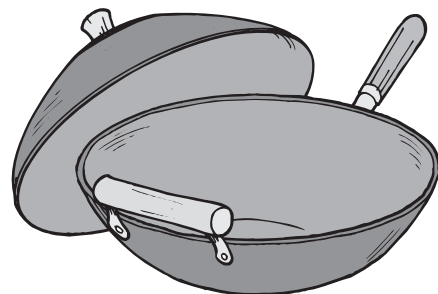
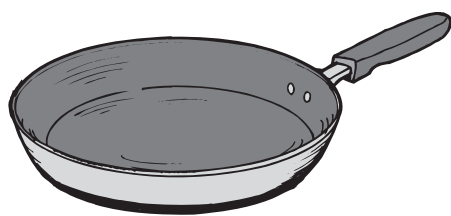
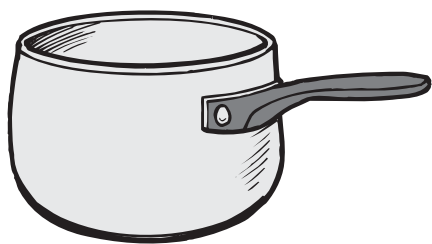
1. Tell what is happening in each picture.
2. What utensils do you need to do each action?
3. Which are done on the stove? in the oven?
4. Which is done on a cutting board?
5. Name three things you can slice.
6. Name three things you can boil.
7. Name three things you can bake.
8. What is the difference between boiling and simmering?
9. Describe how you cook spaghetti noodles and sauce.
10. (Cover the pictures.) Name six cooking words.

Expressive Activity

Have the client look up his favorite recipes in a cookbook. Ask him to discuss how each food item is prepared using the vocabulary words.

Critical Thinking and Problem Solving

1. If a salad recipe calls for 1 cup of sliced carrots, what do you do?
2. What are some safety rules to follow while slicing?
3. If a pizza recipe calls for 1 cup of grated cheese, what do you do?
4. What are some safety rules to follow while grating?
5. If the recipe says to bake for 30-35 minutes, what do you do?
6. What do you do if the oven smells like something is burning?
7. If the recipe says to boil water, what do you do?
8. If the spaghetti sauce is to simmer, what do you do?
9. If grease is splattering from the frying pan, what should you do?
10. How do you know if pizza is done cooking?



Kitchen – Cookware/Bakeware

Receptive Vocabulary

Name each picture the client points to.

1. Point to the saucepan (muffin pan, skillet, casserole dish, wok, cookie sheet).
2. Show me which is used to heat soup.
3. Which is used to fry fish?
4. Which is used to stir-fry vegetables?
5. Which is used to bake muffins?
6. Which is used to bake cookies?
7. Which is used to bake a tuna casserole?
8. Which do you have at school?
9. Which do you have at your home?
10. Which are rectangular? round?

Receptive Activities

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

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place a real skillet, wok, etc. on the table. Give a picture card to the client and have her put it by the matching item. *Find the _____.*
3. Prepare food using one or more of these cookware/bakeware items. Have the client gather the items that you ask for.
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
6. Use ads from a local store or a website that contains kitchen items. *Find a _____.*
7. Visit a kitchen or a store that sells kitchen items. 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 _____.* Have the client repeat your sentences.
3. Print *I cook with a _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

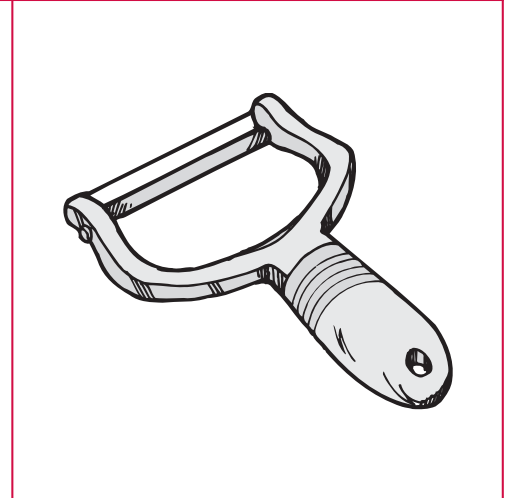
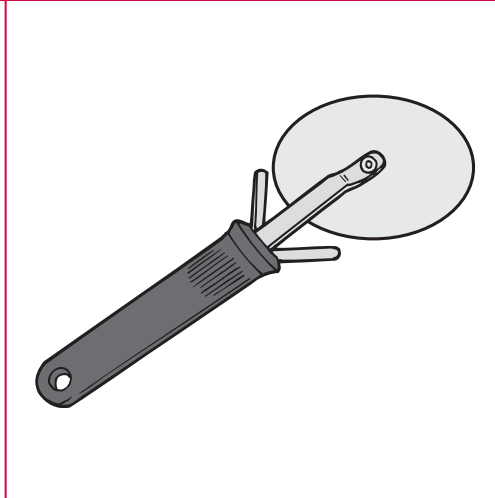
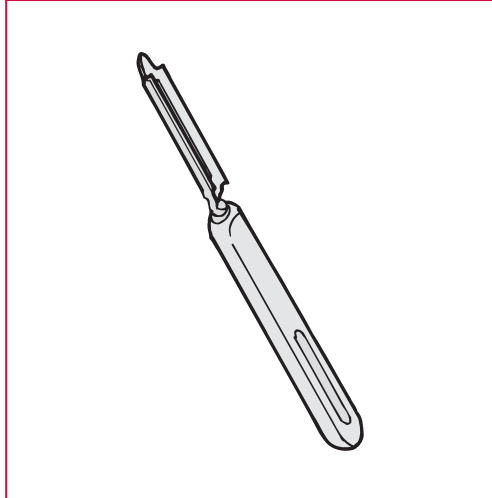
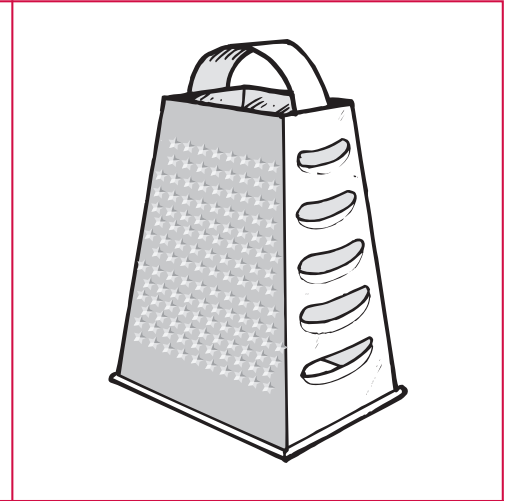
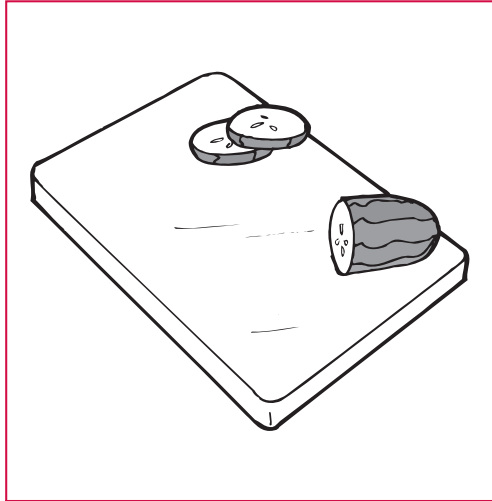
1. Name each picture.
2. Which do you have at home?
3. Which are used for baking? cooking?
4. How do you use a _____?
5. How are a saucepan and a wok different?
6. How are a casserole dish and a cookie sheet different?
7. Name three foods you can cook in a skillet.
8. Name three foods you can cook in a saucepan.
9. Describe how to cook your favorite dinner recipe.
10. (Cover the pictures.) Name six items used to cook or bake food in.

Expressive Activity

Read a recipe for French toast, stir-fry vegetables, a casserole, cookies, or muffins. Have the client talk about what cookware or bakeware items she would need to prepare the food.

Critical Thinking and Problem Solving

1. What could happen if you start cooking, but you don't have all your ingredients?
2. If soup boils over, what would you do?
3. If you smell something burning, what should you do?
4. If a pan catches on fire, what would you do?
5. How do you know what ingredients you will need to bake your favorite casserole?
6. How can you find out what ingredients you already have?
7. How do you know what to write on a shopping list?
8. How do you know when pancakes are ready to be flipped?
9. How can you tell if muffins are done baking?
10. How can you tell if cookies are done baking?



Kitchen – Cutting Utensils

Receptive Vocabulary

Name each picture the client points to.

1. Point to the cutting board (vegetable peeler, grater, pizza cutter, knife, cheese cutter).
2. Show me which can cut pizza.
3. Which can cut cheese?
4. Which can grate carrots?
5. Which can cut celery?
6. Which can peel potatoes?
7. Which do you put your food on before cutting it?
8. Which are sharp?
9. Which do you have at school?
10. Which do you have at your home?

Receptive Activities

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

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place a real cutting board, knife, etc. on the table. Give a picture card to the client and have him put it by the matching item. *Find the _____.*
3. Prepare food, such as pizza, salad, or a quesadilla, using one or more of these cutting utensils. Have the client gather the items that you ask for.
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
6. Use ads from a local store or a website that contains kitchen items. *Find a _____.*
7. Visit a kitchen or a store that sells kitchen items. 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 cut with a _____.* Have the client repeat your sentences.
3. Print *I wash the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

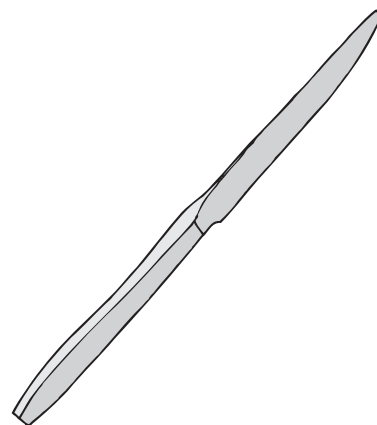
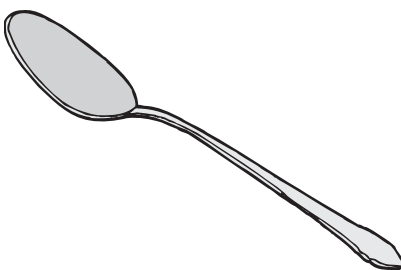
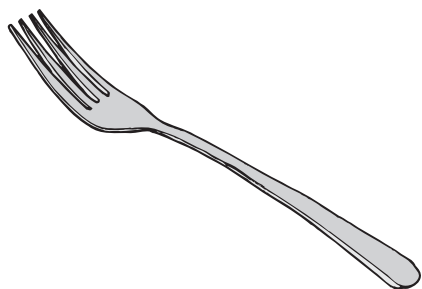
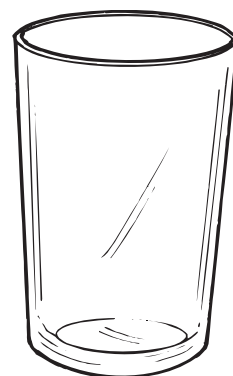
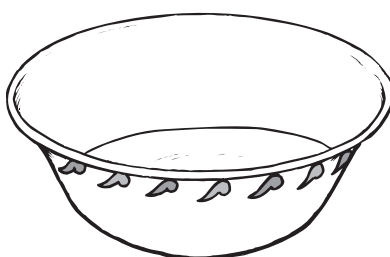
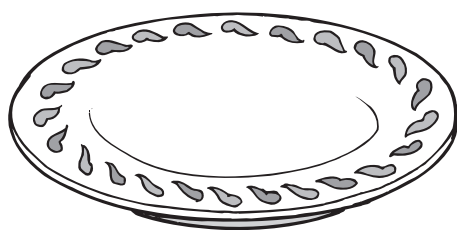
1. Name each picture.
2. Which do you have at home?
3. What do you do with a _____?
4. How are a vegetable peeler and a cheese grater different?
5. Which of these utensils do you know how to use?
6. Name three food items you can cut with a knife.
7. Name three vegetables you can peel.
8. Name three foods that have grated cheese in or on them.
9. Describe how you would make a salad that has four different vegetables in it.
10. (Cover the pictures.) Name six cutting utensils.

Expressive Activity

Read a recipe for pizza, a quesadilla, a vegetable salad, or a fruit salad. Have the client talk about what utensils he would need to prepare the food.

Critical Thinking and Problem Solving

1. Why would you use a cutting board?
2. If a recipe asks for 1 cup of grated cheese, what do you do?
3. If a recipe asks for ½ cup chopped celery, what do you do?
4. If a recipe asks for 4 peeled potatoes, what do you do?
5. If a recipe asks for 6 slices of cheese, what do you do?
6. What is a safe way to hand a knife to another person?
7. What are some safety rules to remember when cutting food?
8. What would you do if you cut your finger?
9. Why is it important to follow kitchen safety rules?
10. How would you cut a pizza if four people want to share it?



Kitchen – Tableware

Receptive Vocabulary

Name each picture the client points to.

1. Point to the plate (spoon, bowl, fork, glass, knife).
2. Show me what holds a drink.
3. Which do you use for cutting?
4. Which do you use to eat cereal?
5. Which do you use to eat salad?
6. Which do you use to eat soup?
7. Which do you put food on?
8. Which are silverware?
9. Which do you have at your home?
10. Which would you see at a restaurant?

Receptive Activities

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

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place a real plate, bowl, glass, etc. on the table. Give a picture card to the client and have her put it by the matching item. *Find the _____.*
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
5. Use ads from a local store or a website that contains kitchen items. *Find a _____.*
6. Visit a kitchen, a cafeteria, or a store that sells kitchen items. 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 _____ when I eat.* Have the client repeat your sentences.
3. Print *I will wash the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

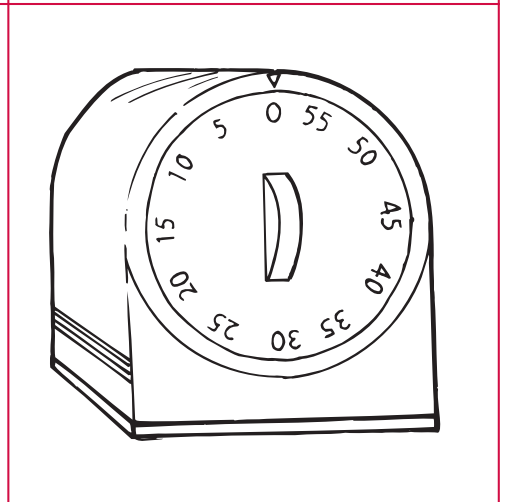
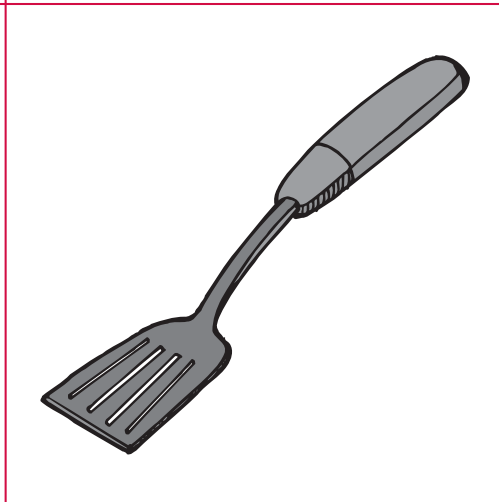
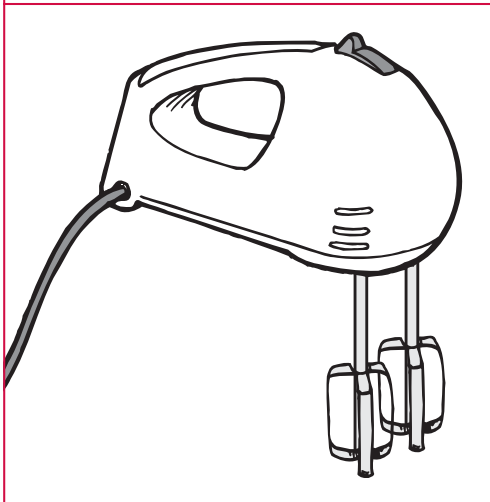
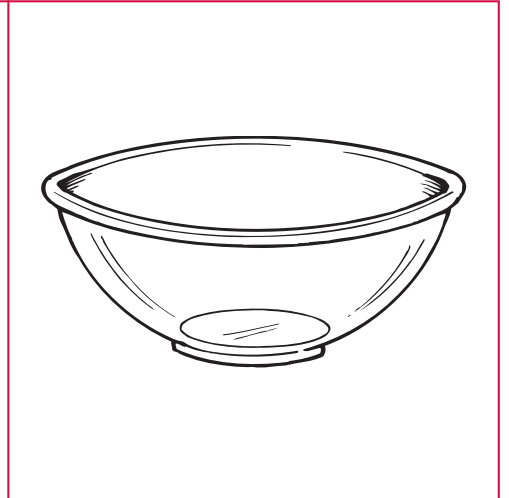
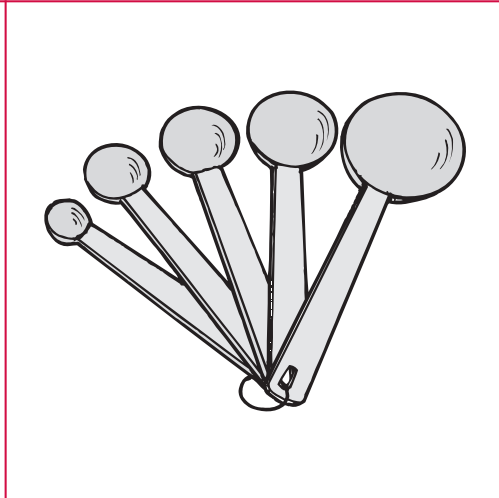
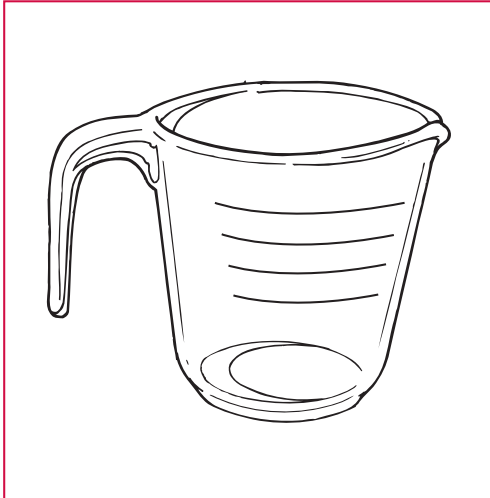
1. Name each picture.
2. What do all of these items have in common?
3. What do the dishes at your home look like?
4. Where do you keep these items?
5. Which have you used today?
6. Name three foods you eat with a spoon.
7. Name three drinks you could pour in a glass.
8. How are plates and paper plates the same? different?
9. Describe how you set the table.
10. (Cover the pictures.) Name six things used to set the table.

Expressive Activity

Have the client practice setting the table using these kitchen items. Ask her to talk about where she is placing each item.

Critical Thinking and Problem Solving

1. Which would you need to eat soup? salad? steak?
2. What do you do with your dishes when you're finished eating at home?
3. What do you do with your dishes when you're finished eating at a restaurant?
4. What would you do if you dropped your fork on the floor?
5. What would you do if the waiter at a restaurant forgot to give you silverware?
6. What would you do if you accidentally broke a glass?
7. If you worked as a busboy at a restaurant, what would your tasks be?
8. If you moved out on your own, what kitchen items would you need to buy?
9. How would you organize your kitchen drawers and cupboards?
10. How do you know if the dishes in a dishwasher are clean?



Kitchen – Utensils 1

Receptive Vocabulary

Name each picture the client points to.

1. Point to the measuring spoons (mixer, mixing bowl, spatula, measuring cup, timer).
2. Show me which can measure salt.
3. Which can measure milk?
4. Which can mix ingredients together?
5. Which can flip pancakes?
6. Which can hold batter?
7. Which keeps track of a food's cooking time?
8. Which two measure ingredients?
9. Which do you have at home?
10. Which go in the kitchen?

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. Place a real measuring cup, timer, etc. on the table. Give a picture card to the client and have him put it by the matching item. *Find the _____.*
3. Prepare food, such as muffins, pancakes, or cookies, using one or more of these kitchen utensils. Have the client gather the items that you ask for.
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 local store or a website that contains kitchen items. *Find (a) _____.*
7. Visit a kitchen or a store that sells kitchen items. 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 *Get the _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

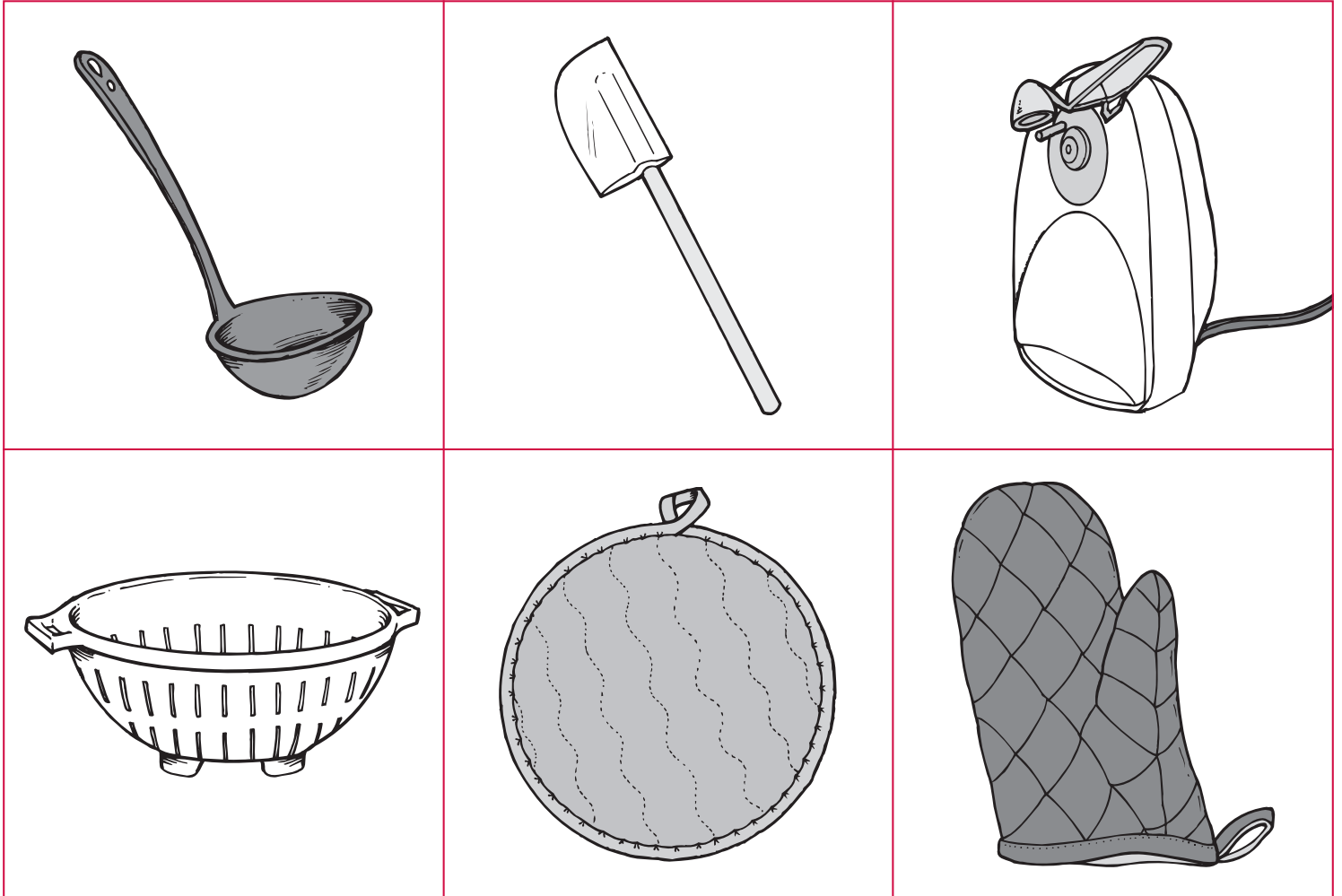
1. Name each picture.
2. What do all of these items have in common?
3. Which do you have at home?
4. Which have you used before?
5. What do you do with (a) _____?
6. How are measuring spoons and a measuring cup alike? different?
7. Name three food items that need to be stirred.
8. Name three foods you set a timer for while baking.
9. When would you use a mixer instead of a spoon?
10. (Cover the pictures.) Name six kitchen utensils.

Expressive Activity

Look at a recipe for muffins. Have the client talk about what items he would need to prepare the muffins.

Critical Thinking and Problem Solving

1. If a recipe says to bake for 12-15 minutes, how long should you set the timer for?
2. If a recipe says to bake for 20-25 minutes, what should you do?
3. If a recipe calls for 2 tablespoons of cinnamon, what do you do?
4. If a recipe calls for 1½ cups of flour, what do you do?
5. What should you do if the recipe makes two servings, but you need four servings?
6. What should you do if there's too much batter for the mixing bowl you're using?
7. Why should you preheat the oven before mixing the ingredients?
8. How could you learn to make a new food?
9. How do you know when cake batter has been mixed enough?
10. How do you know when muffins are done baking?



Kitchen – Utensils 2

Receptive Vocabulary

Name each picture the client points to.

1. Point to the colander (scraper, ladle, can opener, hot pad, oven mitt).
2. Show me which opens cans.
3. Which can scrape batter from a bowl?
4. Which is used to serve soup?
5. Which drains water from noodles?
6. Which protect your hands from hot pans?
7. Which have handles?
8. Which are stored in a drawer?
9. Which go in a kitchen?
10. Which do you have at home?

Receptive Activities

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

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Place a real ladle, colander, etc. on the table. Give a picture card to the client and have her put it by the matching item. *Find the _____.*
3. Prepare food, such as spaghetti or other pasta, using one or more of these kitchen utensils. Have the client gather the items that you ask for.
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
6. Use ads from a local store or a website that contains kitchen items. *Find a/an _____.*
7. Visit a kitchen or a store that sells kitchen items. 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/an _____.* Have the client repeat your sentences.
3. Print *I see a/an _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

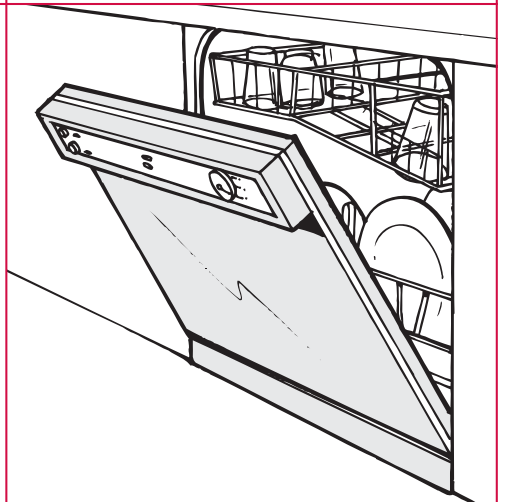
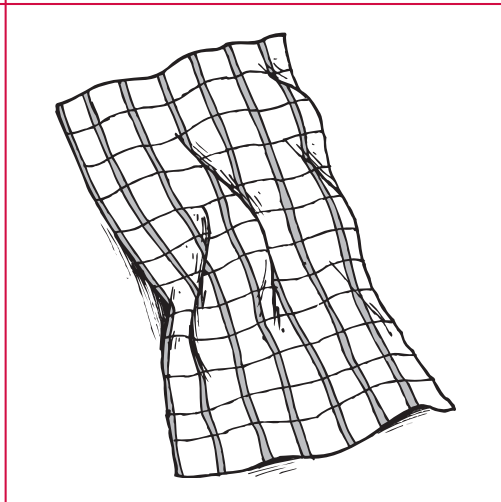
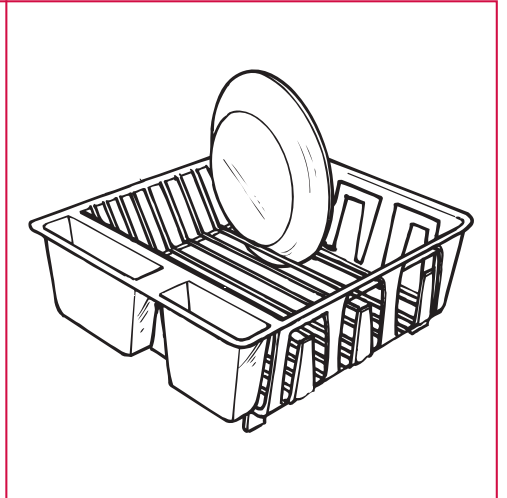
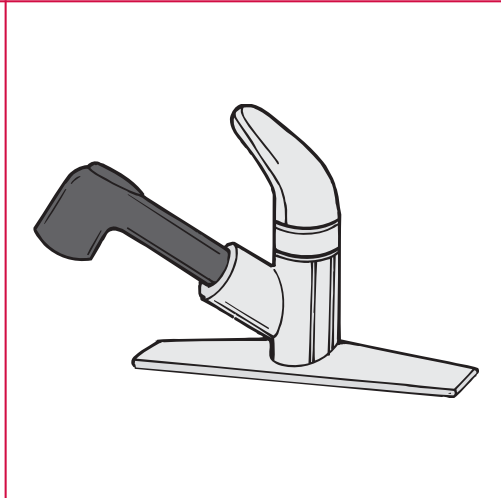
1. Name each picture.
2. What do all of these items have in common?
3. Which do you have at school?
4. Which do you have at home?
5. Which have you used before?
6. What do you do with a/an _____?
7. Why do people use hot pads and oven mitts?
8. Name three kinds of pasta that need to be strained.
9. How are an electric can opener and a manual can opener the same? different?
10. (Cover the pictures.) Name six kitchen utensils.

Expressive Activity

Read a recipe for spaghetti. Have the client talk about what utensils she would need to prepare and serve the pasta and the sauce.

Critical Thinking and Problem Solving

1. If a recipe says to bake for 8-10 minutes, what do you do?
2. What are some safety rules in the kitchen?
3. What do you do if your oven mitt or hot pad gets dirty?
4. If you moved into an apartment, what cooking supplies would you buy?
5. What foods would you like to learn how to cook?
6. Which do you prefer to use, a hot pad or an oven mitt?
7. After using a can opener to open a can, why should you be careful when removing the lid?
8. How would you organize these cooking utensils in your kitchen?
9. How can you tell if noodles are cooked?
10. How do you know if a pot of soup is hot?



Kitchen – Washing Dishes

Receptive Vocabulary

Name each picture the client points to.

1. Point to the sponge (dishwasher, dish soap, faucet, dish towel, dish drainer).
2. Show me the machine that washes dishes.
3. Which do you use to turn on the water?
4. Which makes bubbles in the sink?
5. What do you use to scrub the dishes?
6. Where do you put wet dishes to dry?
7. Which do you use to dry the dishes?
8. Which do you have at school?
9. Which do you have at home?
10. Which would you see in a kitchen?

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. Visit a kitchen or a cafeteria. Put a piece of tape on a picture card and give it to the client. Have him place the card on the matching item as a label.
3. Wash dishes. Have the client follow directions that include the vocabulary words, such as *Turn on the faucet, Pour dish soap in the water, Get the sponge, Put the plate in the dish drainer, and Get the dish towel.*
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. Hand me the _____. Point to the _____. Turn over the _____.
5. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was the _____?*
6. Use ads from a drug store or a grocery store.
Find (a) _____.
7. 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 *The _____ is in the kitchen.* Have the client repeat your sentences.
3. Print *I use (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

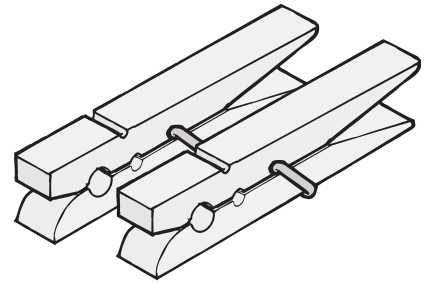
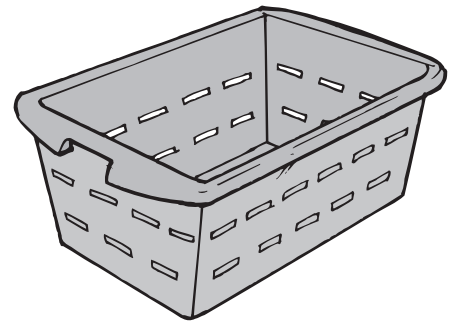
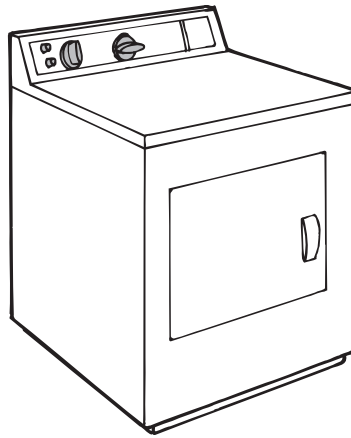
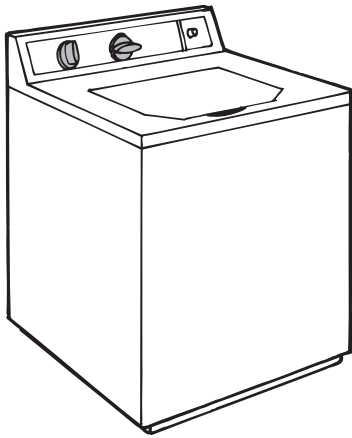
1. Name each picture.
2. What do all of these items have in common?
3. Which do you have at home?
4. What do you do with a sponge? towel? dish drainer?
5. What does a dishwasher do?
6. How often do you help with the dishes? What do you do?
7. Describe the steps to washing dishes in the sink.
8. Describe how to load and start a dishwasher.
9. Which do you prefer, washing dishes by hand or using a dishwasher? Why?
10. (Cover the pictures.) Name six items used to wash dishes.

Expressive Activity

Have the client teach someone how to wash and dry dishes. Ask the client to model and describe the actions before the other person takes a turn.

Critical Thinking and Problem Solving

1. What would you do if you ran out of dish soap?
2. What would you do if your dish towel smelled bad?
3. What would you do if you found a dirty plate in the cupboard?
4. What would you do if there were no more plates in the cupboard and it was time to eat?
5. What could you do if your sink got clogged?
6. Where would you look if you couldn't find the sponge?
7. When should you use the garbage disposal?
8. If you worked in a restaurant kitchen, what tasks might you do?
9. If you lived on your own, how would your dishes get cleaned?
10. Why is it a good idea to rinse the dishes before putting them in the dish drainer?



Laundry – Nouns

Receptive Vocabulary

Name each picture the client points to.

1. Point to the laundry basket (washer, clothespins, dryer, detergent, clothesline).
2. Show me which machine washes clothes.
3. Which machine dries clothes?
4. Which soap cleans clothes?
5. Where do people hang wet clothes?
6. Which do people use to fasten clothes to a clothesline?
7. Which do people use to carry clothes in?
8. Which do you have at your home?
9. Which do people take to the Laundromat?
10. Which are noisy?

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 practice doing laundry. Give directions using the vocabulary words. *Put this in the washing machine. Fill a cup with detergent. Put this in the dryer.*
4. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____. Take the _____. Hand me the _____. Point to the _____. Turn over the _____.*
5. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
6. Use ads from a hardware store, appliance store, grocery store, or drug store. *Find (a) _____.*
7. Visit a Laundromat. Find items that match the pictures. *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 *This is (a) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

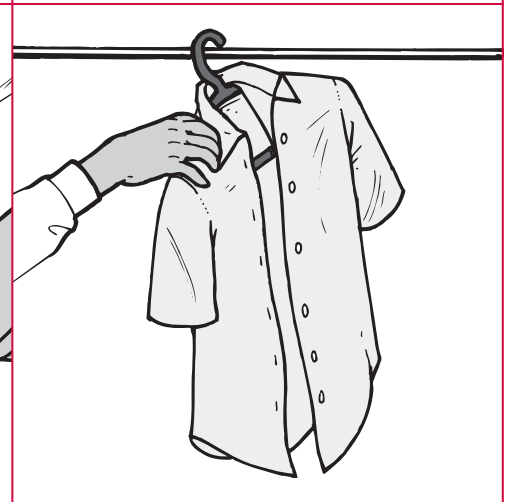
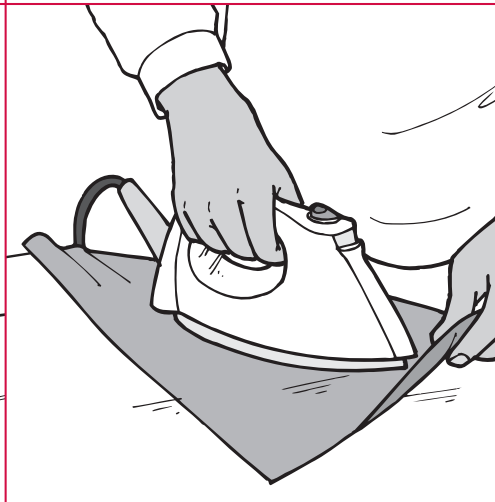
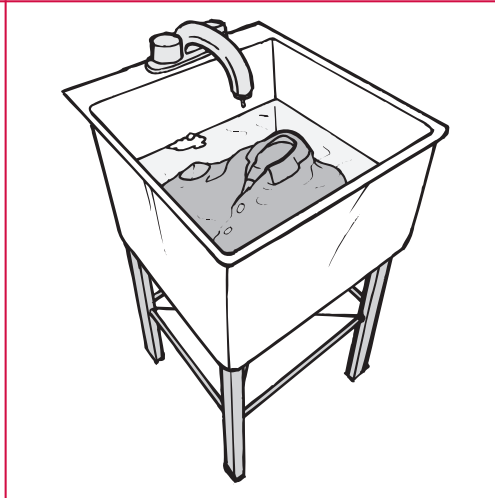
1. Name each picture.
2. What do all of these items have in common?
3. What does a washing machine do?
4. What does a dryer do?
5. How are a dryer and a clothesline different?
6. How are a washing machine and a dryer different?
7. Which do you like better, a dryer or a clothesline? Why?
8. Who does the laundry at your home?
9. Describe how to do the laundry.
10. (Cover the pictures.) Name six things used to do laundry.

Expressive Activity

Have the client practice doing laundry. Ask her to use the vocabulary words to tell the steps involved in doing laundry.

Critical Thinking and Problem Solving

1. What kind of clothes should not go in the dryer?
2. After the dryer stops, what should you do if the clothes are still damp?
3. Which clothes need a "gentle" or "delicate" speed in the washer?
4. What would you like to get better at when doing laundry?
5. When should you use hot water in the washer? cold water?
6. When should you set the washer knob to "large load"? "small load"?
7. Why should you check clothing pockets before doing the laundry?
8. Why do people hang clothes on the clothesline?
9. How should you sort clothes before washing them?
10. How do you know when the washer is done?



Laundry – Verbs

Receptive Vocabulary

Name each picture the client points to.

1. Point to hang (scrub, fold, soak, sort, iron).
2. Show me who is folding clothes.
3. Who is sorting laundry?
4. Who is scrubbing a stain?
5. Who is hanging clothes?
6. Who is ironing clothes?
7. Show me soaking clothes.
8. Which shows sorting clothes before washing them?
9. Which is used to get wrinkles out of clothing?
10. What do people do with a shirt before putting it in a closet?
in a drawer?

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. *Who is _____?*
2. Play a game of Bingo. Use pennies as markers.
3. Have the client practice doing laundry. Give directions using the vocabulary words. *Scrub this stain. Sort these clothes. Fold these shorts. Hang these shirts. What I am doing?*
4. Play a pantomime game using the picture cards. Place six cards on the table and pantomime one of the actions. *What I am doing?*
5. Place the picture cards faceup on the table. Have the client follow your directions. *Touch _____. Take _____. Hand me _____. Point to _____. Turn over _____.*
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 _____?*

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

Expressive Vocabulary

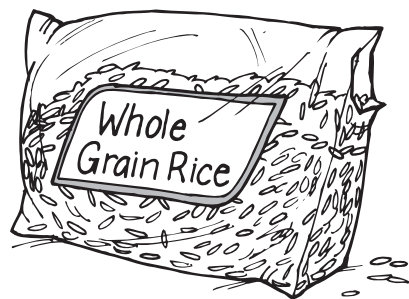
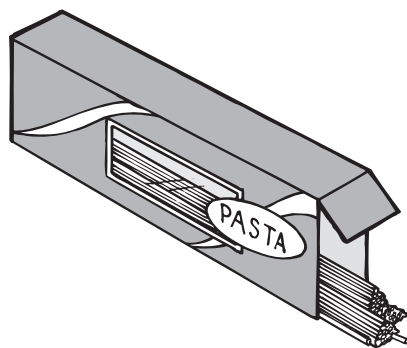
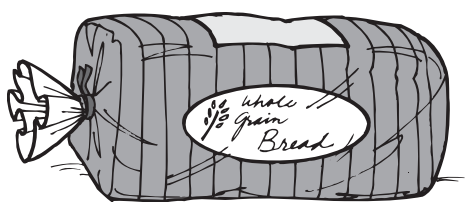
1. What is happening in each picture?
2. Describe what to do to a stain on clothing before washing the item.
3. Explain how to wash delicate clothes.
4. What clothes do you hang? fold?
5. Tell how to hang up a shirt. a pair of pants.
6. Explain how to fold a towel. a T-shirt.
7. Describe how to iron a shirt.
8. How do you decide which clothes to wash together?
9. Explain the steps in doing the laundry.
10. (Cover the pictures.) Name six things you can do with laundry.

Expressive Activity

Have the client practice doing laundry. Ask him to use the vocabulary words to tell the steps involved in doing laundry.

Critical Thinking and Problem Solving

1. What would happen if you mixed red and white clothes in the washing machine?
2. What clothes should not go in the washing machine?
3. What could happen to your clothes if the iron is set too hot?
4. What should you do if you burn your hand on the iron?
5. What could you do if your dress shirt keeps falling off the hanger?
6. If you worked at a clothing store, what tasks might you do?
7. If you worked in a hotel laundry room, what tasks might you do?
8. Why might you need to soak an item of clothing before washing it?
9. Why should you fold clothes after you wash and dry them?
10. Why do you need to be careful when handling an iron?



Nutrition – Breads & Grains

Receptive Vocabulary

Name each picture the client points to.

1. Point to the crackers (rice, pasta, tortillas, oatmeal, bread).
2. Show me which you would eat for breakfast.
3. Which would you eat for lunch?
4. Which would you eat for dinner?
5. Which is part of a sandwich?
6. Which is part of a burrito?
7. Which is another name for all types of noodles?
8. Which is salty?
9. Which are in the grain food group?
10. Which do you like to eat?

Receptive Activities

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

1. Give the client a copy of the picture grid. Have him match the picture cards to the pictures on the grid.
Where is/are the _____?
2. Prepare a meal that includes foods from the breads and grains food group, such as French toast or quesadillas. Have the client follow directions that include the vocabulary words.
3. Make a poster featuring various food items made from grains. Cut and paste pictures from grocery ads and magazines.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was/were the _____?*
5. Look at a cookbook or a restaurant menu that has several pictures of foods that include ingredients from the breads and grains food group. *Find _____.*
6. Use ads from a grocery store. *Find _____.*
7. Visit a grocery 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 *Let's buy some _____.* Have the client repeat your sentences.
3. Print *I eat _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

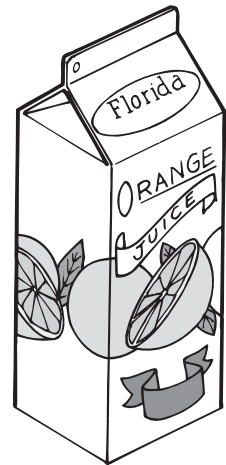
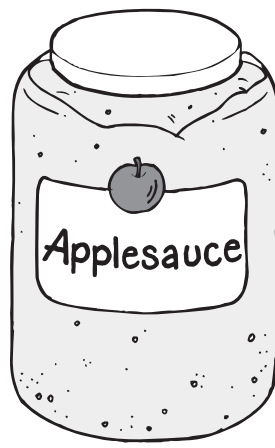
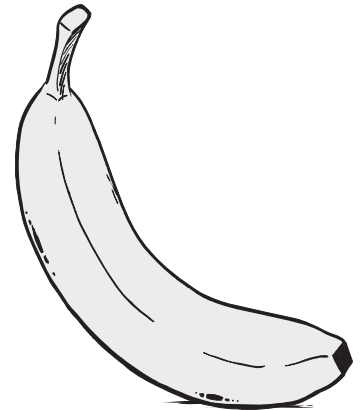
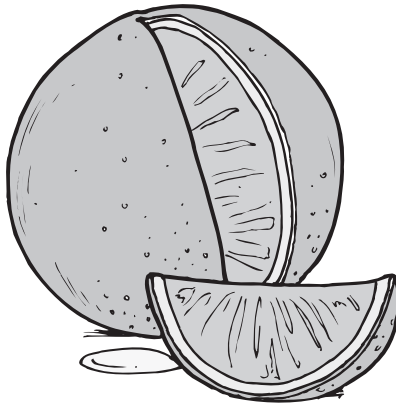
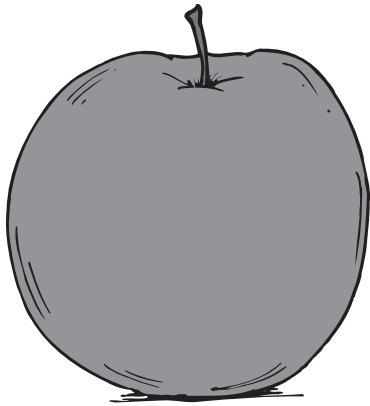
1. Name each picture.
2. What do all of these items have in common?
3. Name three sandwiches you could make with bread.
4. Name three foods you could make with tortillas.
5. Name three kinds of pasta.
6. Name three kinds of crackers.
7. Which of these could you eat for breakfast? lunch? dinner? snack?
8. What foods from the grain food group have you eaten today?
9. Describe how to cook rice.
10. (Cover the pictures.) Name six foods in the breads and grains food group.

Expressive Activity

Have the client brainstorm different kinds of breads, cereal, rice, and pasta that he likes to eat. Make a chart and list which could be eaten at breakfast, lunch, dinner, or snack time.

Critical Thinking and Problem Solving

1. Plan a breakfast that includes food from the breads and grains food group.
2. Plan a snack that includes food from the breads and grains food group.
3. Plan a lunch that includes food from the breads and grains food group.
4. Plan a dinner that includes food from the breads and grains food group.
5. What would you do if your box of crackers got crushed?
6. Why aren't donuts and cookies in the breads and grains food group?
7. How do you know if bread is fresh?
8. How do you know when pasta is done cooking?
9. How do you know when rice is done cooking?
10. How can you make sure you're eating enough healthy foods from the breads and grains food group each day?



Nutrition – Fruits

Receptive Vocabulary

Name each picture the client points to.

1. Point to the banana (apple, applesauce, fruit cocktail, orange juice, orange).
2. Show me which you have for breakfast.
3. Which could you have for a snack?
4. Which could you have for lunch?
5. Which could you have for dinner?
6. Which need to be peeled?
7. Which can you eat with a spoon?
8. Which are fresh?
9. Which are in the fruit group?
10. Which do you like to eat?

Receptive Activities

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

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Prepare a fruit salad. Have the client gather the ingredients and hand them to you as you need them.
3. Make a poster of different types of fruit. Cut and paste pictures from grocery ads and magazines.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
5. Look at a restaurant menu that has several pictures in it. *See what fruits you can order.*
6. Use ads from a grocery store. *Find (a/an) _____.*
7. Visit 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 will buy (a/an) _____.* Have the client repeat your sentences.
3. Print *I want (a/an) _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

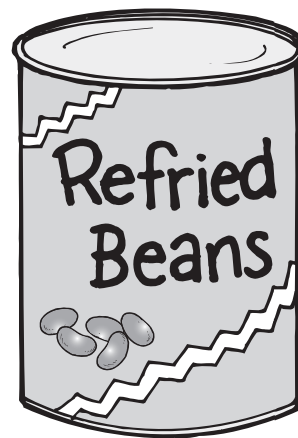
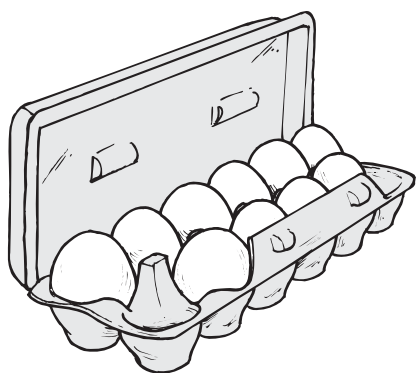
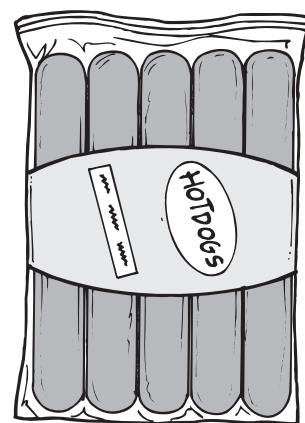
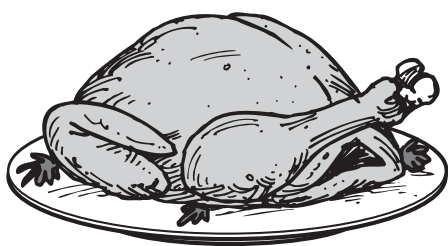
1. Name each picture.
2. Name three more fruits. Name three more kinds of juice.
3. What do all of these foods have in common?
4. What fruits would you put into a fruit salad?
5. Which of these are fresh fruits? canned?
6. Which could you have for breakfast? lunch? dinner? snack?
7. Where do you keep each item?
8. Describe each item.
9. How are an apple and a banana the same? different?
10. (Cover the pictures.) Name six foods in the fruit food group.

Expressive Activity

Have the client sample different fruits and then talk about which ones she likes and dislikes.

Critical Thinking and Problem Solving

1. Plan a breakfast that includes fruit.
2. Plan a snack that includes fruit.
3. Plan a lunch that includes fruit.
4. Plan a dinner that includes fruit.
5. What would you do if you spilled your orange juice?
6. What size container would you put fruit cocktail in to bring in your lunch bag?
7. What size container would you put applesauce in to serve your family?
8. How do you choose bananas at the store?
9. How do you choose apples at the store?
10. How can you make sure you're eating enough healthy foods from the fruit food group each day?



Nutrition – Meat & Protein

Receptive Vocabulary

Name each picture the client points to.

1. Point to the hamburgers (eggs, chicken, peanut butter, hot dogs, refried beans).
2. Show me which you could eat for breakfast.
3. Which could you eat for lunch?
4. Which could you eat for dinner?
5. Which could be in a sandwich?
6. Which can be in a burrito?
7. Which go in buns?
8. Which are in the meat and protein food group?
9. Which are served hot? cold?
10. Which do you like to eat?

Receptive Activities

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

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is/are the _____?*
2. Prepare a meal that includes foods from the meat and protein food group, such as hot dogs, eggs, or a bean burrito. Have the client follow directions that include the vocabulary words.
3. Make a poster featuring meat, beans, and protein. Cut and paste pictures from grocery ads and magazines.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was/were the _____?*
5. Look at a cookbook or a restaurant menu that has several pictures of foods from the meat and protein food group. *Find _____.*
6. Use ads from a grocery store. *Find _____.*
7. Visit a grocery 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 *Let's buy some _____.* Have the client repeat your sentences.
3. Print *I eat _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

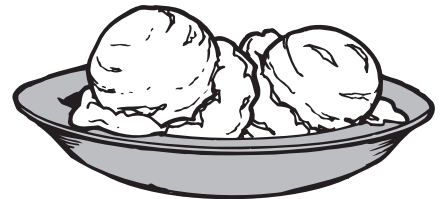
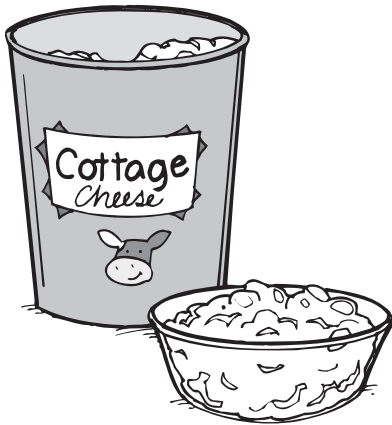
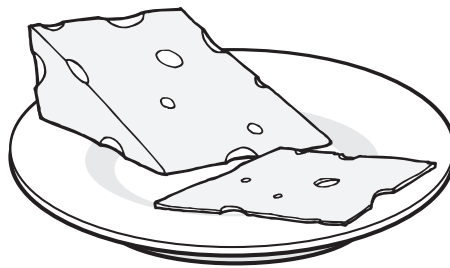
1. Name each picture.
2. Name three meals with chicken.
3. Name three ways to cook eggs.
4. What do all of these foods have in common?
5. Which come from animals? plants?
6. Where do you keep each food?
7. Which could you eat for breakfast? lunch? dinner? snack?
8. Describe each food item.
9. Describe how to make a peanut butter and jelly sandwich.
10. (Cover the pictures.) Name six foods in the meat and protein food group.

Expressive Activity

Have the client sample different kinds of sliced meat and then talk about which ones he likes and dislikes.

Critical Thinking and Problem Solving

1. Plan a breakfast that includes a meat or protein.
2. Plan a snack that includes a meat or protein.
3. Plan a lunch that includes a meat or protein.
4. Plan a dinner that includes a meat or protein.
5. What would you do if you were out of peanut butter and wanted to make a sandwich?
6. When grocery shopping, why should you open the egg carton and check the eggs before buying them?
7. Why is it a good idea to keep meat, chicken, and eggs in the refrigerator?
8. How do you know if meat is fresh?
9. How do you know when a hamburger is done cooking?
10. How can you make sure you're eating enough healthy foods from the meat and protein food group each day?



Nutrition – Milk, Yogurt, & Cheese

Receptive Vocabulary

Name each picture the client points to.

1. Point to the cheese (cottage cheese, ice cream, milk, pudding, yogurt).
2. Show me which you would eat at breakfast.
3. Which could you have for a snack?
4. Which could you have for lunch?
5. Which could you have for dinner?
6. Which could you eat for dessert?
7. Which is made with milk?
8. Which do you drink? eat?
9. Which must be kept cold?
10. Which do you like to eat?

Receptive Activities

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

1. Give the client a copy of the picture grid. Have her match the picture cards to the pictures on the grid. *Where is the _____?*
2. Prepare a meal that includes foods from the milk, yogurt, and cheese food group, such as hot chocolate, quesadillas, or a grilled cheese sandwich. Have the client follow directions that include the vocabulary words.
3. Make a poster featuring dairy products. Cut and paste pictures from grocery ads and magazines.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was the _____?*
5. Look at a cookbook or a restaurant menu that has several pictures of foods that include ingredients from the milk, yogurt, and cheese food group. *Find _____.*
6. Use ads from a grocery store. *Find _____.*
7. Visit a grocery 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 *Let's buy some _____.* Have the client repeat your sentences.
3. Print *I eat _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

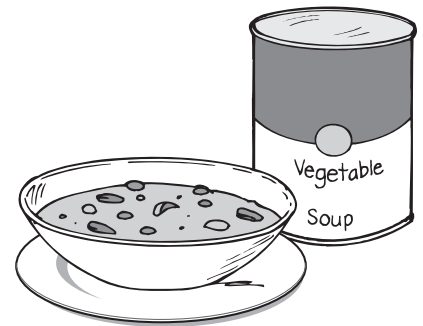
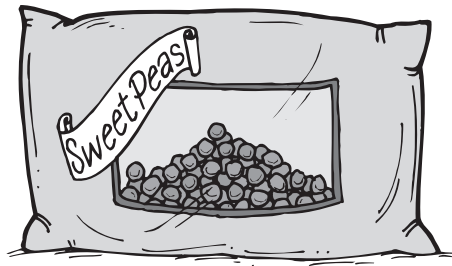
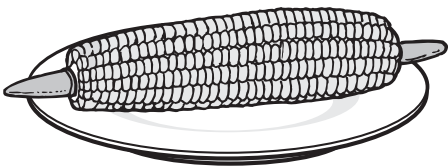
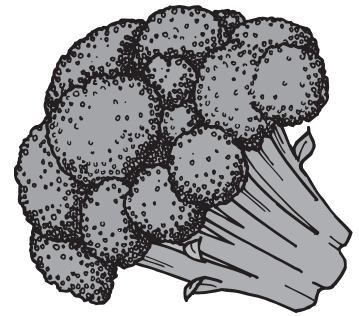
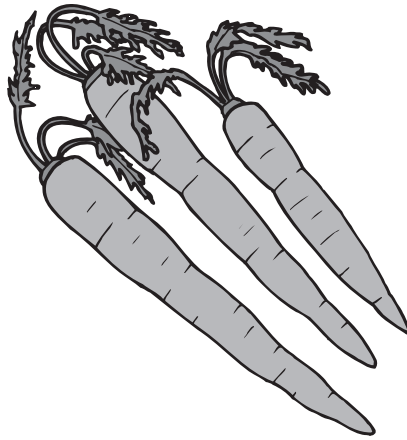
1. Name each picture.
2. Name three foods that have cheese in them.
3. Name three yogurt flavors. Name three ice-cream flavors.
4. What do all of these foods have in common?
5. Which do you keep in the refrigerator? freezer?
6. Which could you eat for breakfast? lunch? dinner? snack?
7. What foods from the milk, yogurt, and cheese group have you eaten today?
8. Where could you buy each item?
9. Describe each dairy product.
10. (Cover the pictures.) Name six foods in the milk, yogurt, and cheese food group.

Expressive Activity

Have the client brainstorm different foods from the milk, yogurt, and cheese food group that she likes to eat. Make a chart that lists which could be eaten at breakfast, lunch, dinner, or snack time.

Critical Thinking and Problem Solving

1. Plan a breakfast that includes food from the milk, yogurt, and cheese food group.
2. Plan a snack that includes food from the milk, yogurt, and cheese food group.
3. Plan a lunch that includes food from the milk, yogurt, and cheese food group.
4. Plan a dinner that includes food from the milk, yogurt, and cheese food group.
5. What would you do if your milk smelled sour?
6. What would you do if your cheese had mold on it?
7. What would you do if your ice cream melted?
8. Why is it a good idea to keep milk, yogurt, and cheese in the refrigerator?
9. Why is it a good idea to look at the dates stamped on your milk and yogurt?
10. How can you make sure you're eating enough healthy foods from the milk, yogurt, and cheese food group each day?



Nutrition – Vegetables

Receptive Vocabulary

Name each picture the client points to.

1. Point to the lettuce (carrots, broccoli, peas, vegetable soup, corn on the cob).
2. Show me what you could eat for lunch.
3. Which could you eat for dinner?
4. Which are fresh?
5. Which is frozen?
6. Which is canned?
7. Which are green?
8. Which are served hot?
9. Which are in the vegetable food group?
10. Which do you like to eat?

Receptive Activities

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

1. Give the client the picture grid. Have him match the picture cards to the pictures on the grid. *Where is/are the _____?*
2. Prepare a vegetable salad or vegetable soup. Have the client gather the ingredients that you ask for.
3. Make a poster featuring vegetables. Cut and paste pictures from grocery ads and magazines.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have him tell you where it was on the picture grid. *Where was/were the _____?*
5. Look at a restaurant menu that has several pictures in it. *See what vegetables you can order.*
6. Use ads from a grocery store. *Find _____.*
7. Visit a grocery 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 want some _____.* Have the client repeat your sentences.
3. Print *I eat _____* on a card. Have the client complete the sentence using the vocabulary words.

Expressive Vocabulary

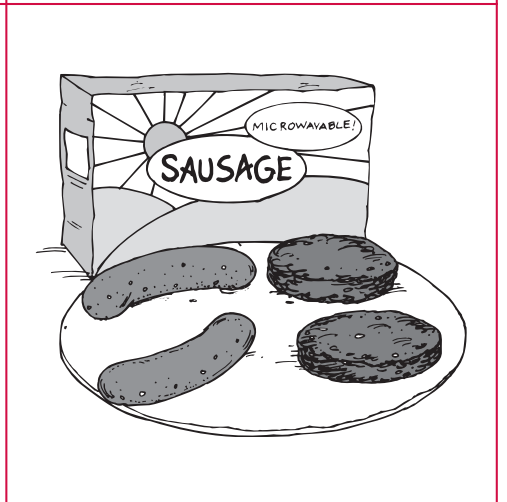
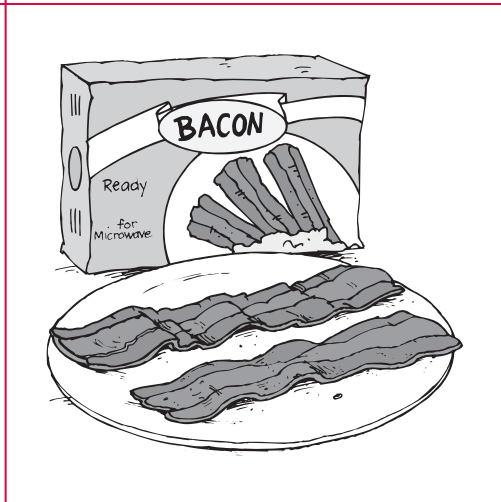
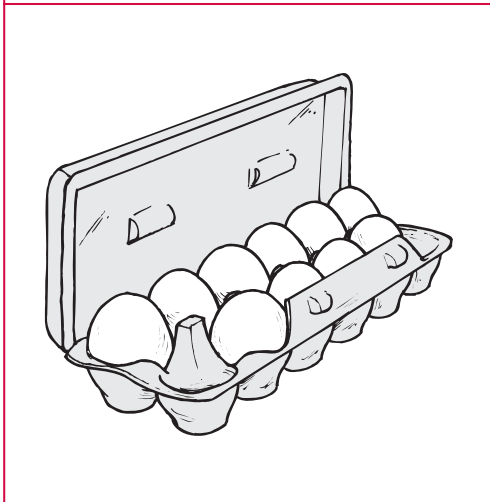
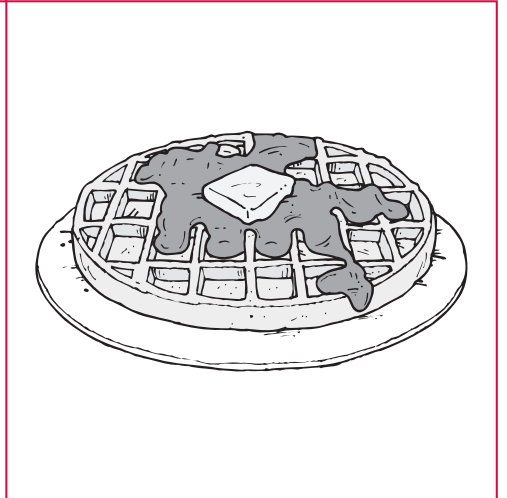
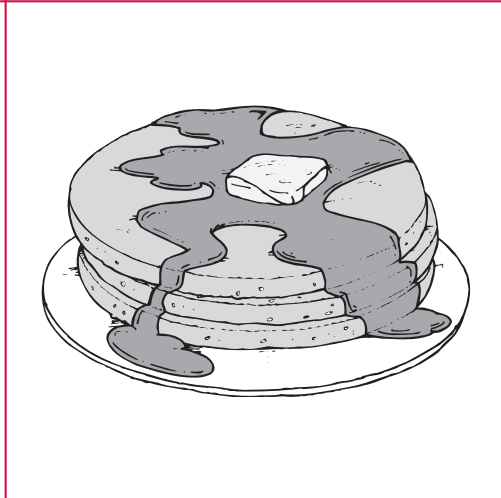
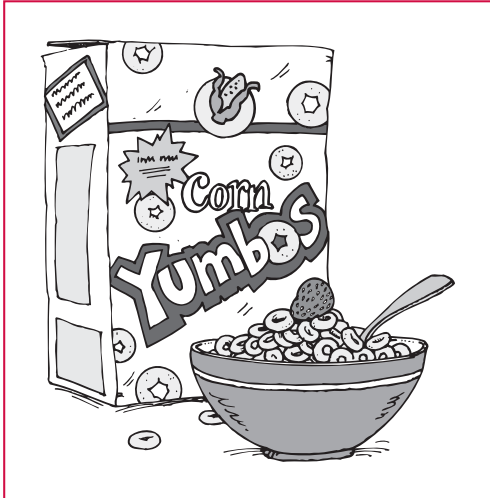
1. Name each picture.
2. What do all of these foods have in common?
3. What is the difference between frozen and fresh vegetables?
4. What is the difference between canned and fresh vegetables?
5. Which vegetables could you eat for lunch? dinner? snack?
6. Where do you keep each item?
7. Where in a grocery store would you find each item?
8. Describe each item.
9. Describe how to make a salad.
10. (Cover the pictures.) Name six foods in the vegetable food group.

Expressive Activity

Have the client sample different vegetables, perhaps raw with dip, and then talk about which ones he likes and dislikes. You could also cook frozen peas and canned peas, and have the client discuss which ones he likes better.

Critical Thinking and Problem Solving

1. Plan a snack that includes a vegetable.
2. Plan a lunch that includes a vegetable.
3. Plan a dinner that includes a vegetable.
4. What would you do if you ran out of salad dressing and wanted to eat a salad?
5. What would you do if you couldn't find the canned vegetables at the store?
6. What would you do if the server at a restaurant forgot to bring your salad?
7. Why is it a good idea to keep fresh vegetables in the refrigerator?
8. How do you know if your vegetable soup is hot?
9. How do you know if your lettuce is fresh?
10. How can you make sure you're eating enough healthy foods from the vegetable food group each day?



What's for Breakfast?

Receptive Vocabulary

Name each picture the client points to.

1. Point to the pancakes (cereal, sausage, bacon, waffle, eggs).
2. Show me which go with syrup.
3. What goes with milk?
4. Which are meats?
5. Which do you eat with a fork?
6. Which do you eat with a spoon?
7. Which do you eat for breakfast?
8. Which could you order at a restaurant?
9. Which are sweet?
10. Which do you like to eat?

Receptive Activities

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

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

Word/Sentence Imitation and Sentence Completion

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

Expressive Vocabulary

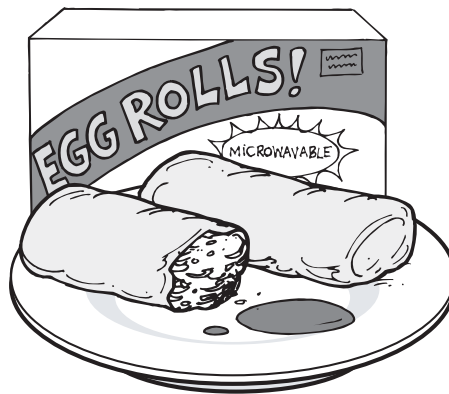
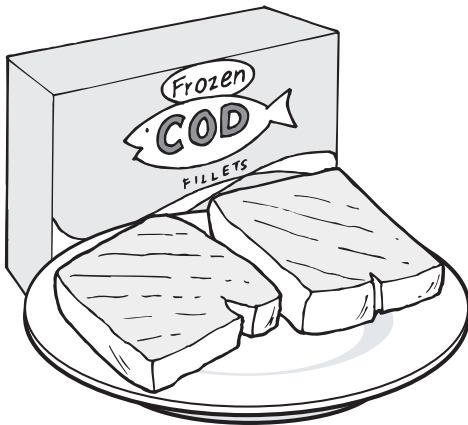
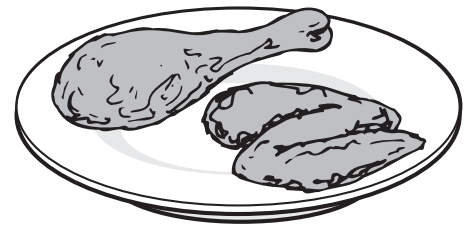
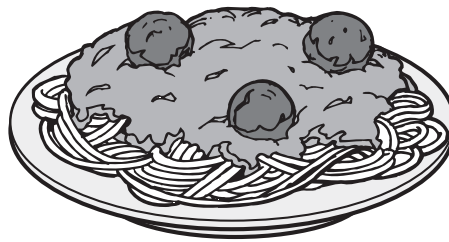
1. Name each picture.
2. What do all of these items have in common?
3. Which are served hot? cold?
4. Which are in the meat group?
5. Which are in the bread group?
6. What restaurants serve breakfast?
7. Name three kinds of cereal. Which kind do you like best?
8. Name three ways eggs are cooked. Which way do you like best?
9. Describe each breakfast food.
10. (Cover the pictures.) Name six breakfast foods.

Expressive Activity

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

Critical Thinking and Problem Solving

1. What would you do if you ordered pancakes at a restaurant, but the server brought you waffles?
2. What would you do if the server forgot to bring you syrup?
3. When putting away groceries, where would you put eggs, bacon, and sausage?
4. When putting away groceries, where would you put frozen waffles?
5. When putting away groceries, where would you put pancake mix and cereal?
6. Why should some foods go in the refrigerator?
7. How do you know when pancakes are done cooking?
8. How do you know when sausage is done cooking?
9. How do you know if your breakfast is healthy?
10. Create a healthy breakfast menu that contains four food groups.



What's for Dinner?

Receptive Vocabulary

Name each picture the client points to.

1. Point to the spaghetti (fish, egg rolls, macaroni and cheese, chicken, enchiladas).
2. Show me which are made with noodles.
3. Which are meat or are made with meat?
4. Which would you eat with a fork?
5. Which could you pick up to eat?
6. Which could be spicy?
7. Which do you eat at home?
8. Which could you eat at school?
9. Which could you eat at a restaurant?
10. Which do you like to eat?

Receptive Activities

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

1. Give the client the picture grid. Have her match the picture cards to the pictures on the grid. *Where is/are the _____?*
2. Prepare one of these dinners. Ask the client to gather the items that you ask for.
3. Place the picture cards faceup on the table. Have the client follow your directions. *Touch the _____.*
Take the _____. *Hand me the _____.* *Point to the _____.*
Turn over the _____.
4. Cover three to six pictures on the picture grid. Show the client a picture card and have her tell you where it was on the picture grid. *Where was/were the _____?*
5. Look at a cookbook or a restaurant menu that has several pictures of dinner foods in it. *Find (an) _____.*
6. Use ads from a grocery store. *Find the ingredients to make (an) _____.*
7. Visit a grocery store. Use the pictures as a shopping list. *Let's look for (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 (an) _____.* Have the client repeat your sentences.
3. Print *I eat (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 restaurants have you eaten dinner at?
4. Which can you order at a restaurant?
5. Which do you like to eat?
6. Which do you know how to make?
7. How do you make macaroni and cheese?
8. How are spaghetti and macaroni and cheese different?
9. Describe each dinner food.
10. (Cover the pictures.) Name six dinner foods.

Expressive Activity

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

Critical Thinking and Problem Solving

1. What if you ordered spaghetti but the server brought you macaroni and cheese?
2. What would you do if the chicken you ordered at a restaurant was cold?
3. When putting away groceries, where would you put macaroni noodles and a jar of spaghetti sauce?
4. When putting away groceries, where you put chicken breasts and fresh fish?
5. When putting away groceries, where would you put vegetables and tortillas?
6. If you were having people over for dinner, which foods would you serve? Why?
7. How do you know when macaroni noodles are done cooking?
8. How do you know when chicken is done cooking?
9. What healthy side dishes could go with these dinner entrees?
10. Create a healthy dinner menu that contains four food groups.

