

Dedication

To my family, for their understanding and support. -- Jeanne

To my co-workers – you're the best! -- Audrey

Introduction

MagneTalk® Match-up Adventure Kit includes five duplicate sets of game boards (*Camping, Picnic, Outer Space, Ocean, and Grocery Store*), duplicate magnets, and an Activity Book. The activity lessons will help your students strengthen their language skills. The *Kit* targets the following areas.

- Vocabulary (Receptive & Expressive)
- Following Directions (Receptive)
- Giving Directions (Expressive)
- Basic Concepts
- Rhyming
- Deductive Reasoning
- Listening
- Auditory Memory
- Storytelling
- Categorization

Games and Activities

You can use the *Kit* with one or more children.

One Child

1. Set up the Barrier. Slide a game board into the slot. Give child magnets for the board.
2. Choose an Activity Sheet from the Activity Book. Have the child follow the directions on the sheet.
3. You may track progress using the boxes.

Two Children

1. Set up the Barrier. Slide two matching game boards into the slots. Give children magnets for the boards.
2. Choose an Activity Sheet from the Activity Book. Have the children follow the directions on the sheet.
3. You may track progress using the boxes.

For extra practice, you can copy the scenes, pictures, and activities for the children to complete in class or at home.

Other Game Ideas

Compare If You Dare – Place the Barrier between two Players. Give each Player a match-up scene and magnets for that scene. Player One tells Player Two where he/she is placing a magnet. Player Two listens and places the magnet in the same place on the scene. After all the magnets have been placed, the Players compare their Scenes. Continue in turn, allowing the Players to swap roles.

Teacher Turns – Copy the scene and magnets that you would like to use from the Activity Book. Give each in the group a copy of the scene, the pictures of the magnets, and glue/tape. Choose one student to be the teacher and give directions. The other members of the group will follow the directions. When finished, have the group members compare their scenes.

Other Ideas – Use the Activity Sheet on page vi to create your own activities.

For more activities, see pages 31 - 33.

Table of Contents

Camping	1-6
Scene	1
Pictures and Vocabulary	2
Basic Concepts (<i>in-out, in front of-behind/in back of</i>).....	3
Rhyming	4
Deductive Reasoning	5
Auditory Memory and Storytelling.....	5
Category Word Web.....	6
Picnic	7-12
Scene	7
Pictures and Vocabulary	8
Basic Concepts (<i>near-far, on-off</i>).....	9
Rhyming	10
Deductive Reasoning	11
Auditory Memory and Storytelling.....	11
Category Word Web.....	12
Outer Space	13-18
Scene	13
Pictures and Vocabulary	14
Basic Concepts (<i>beside-between, red/yellow-blue/green</i>).....	15
Rhyming	16
Deductive Reasoning.....	17
Auditory Memory and Storytelling.....	17
Category Word Web.....	18
Ocean	19-24
Scene	19
Pictures and Vocabulary	20
Basic Concepts (<i>under-over, below-above</i>)	21
Rhyming	22
Deductive Reasoning.....	23
Auditory Memory and Storytelling.....	23
Category Word Web.....	24
Grocery Store	25-30
Scene	25
Pictures and Vocabulary	26
Basic Concepts (<i>empty-full, first-second-third</i>)	27
Rhyming	28
Deductive Reasoning.....	29
Auditory Memory and Storytelling.....	29
Category Word Web.....	30
Extension Activities	31-32
Category Word Web Master (Blank)	33
Awards	34

Parent/Helper Letter

Date

Dear Parent/Homework Helper:

Your child is currently working on his/her language skills in _____ class.

Attached are some activities for home practice.

- Please complete, sign, and return by _____.
- Please complete and keep at home.

Here are a few ways to help your child improve.

- Have him/her look directly at you when you are speaking.
- Speak slowly and in short sentences.
- Encourage your child to ask questions.
- Avoid speaking with lots of background noise. For example, turn the radio or television off when speaking to your child.
- Praise your child for working on his/her language skills.

Thank you for your assistance.

Sincerely,

Name

Homework Helper

Date

Activity Page

Directions: _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

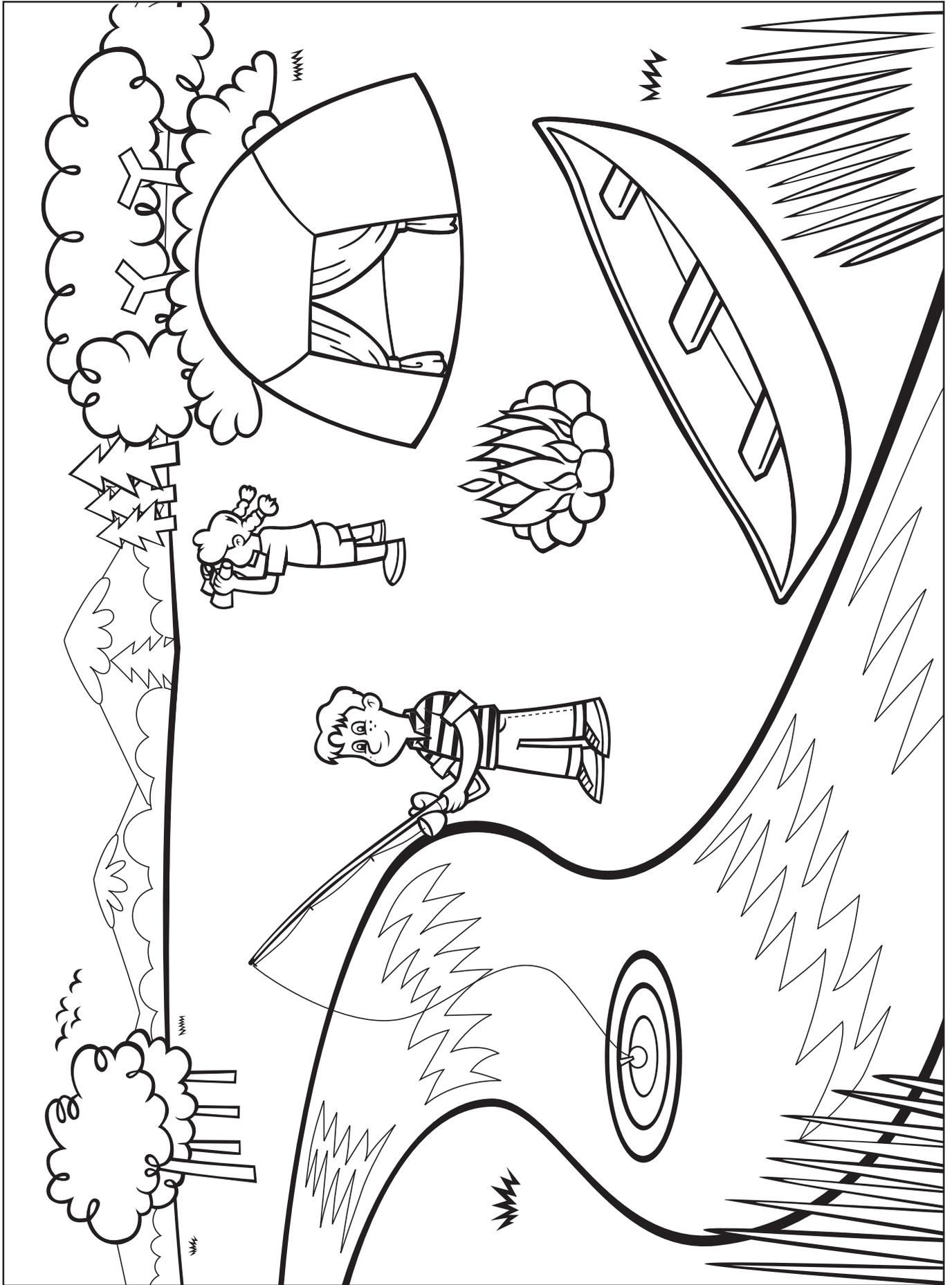
Basic Position Concepts

Above / Below In Front / Behind Beside / Between	Outside / Inside Apart / Together Over / Under Near / Far	Down / Up In / Out There / Here
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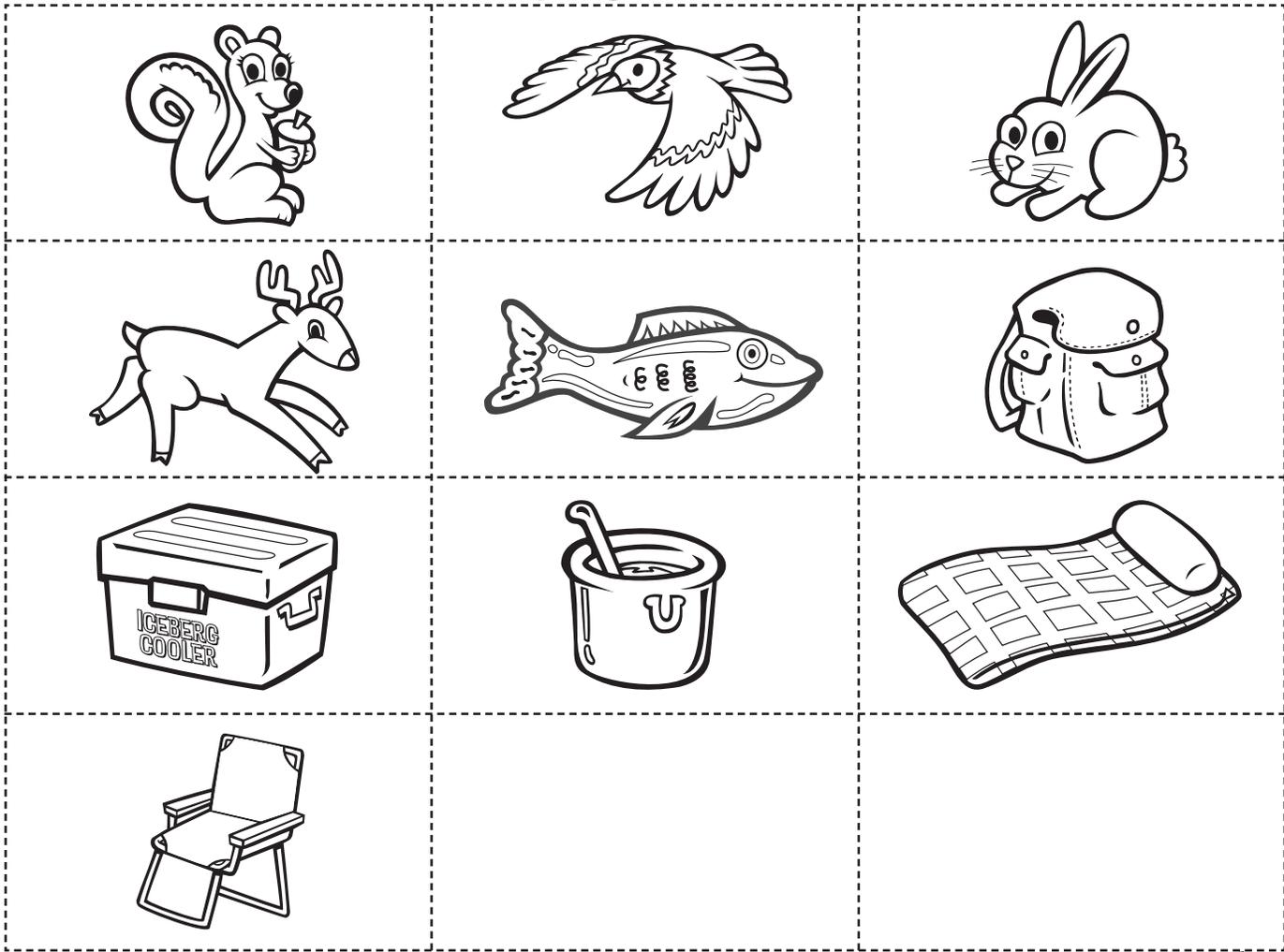
Other Concepts

Empty / Full Big / Small All / None	Smallest, Biggest, Longest, Tallest Green, Yellow, Red, Blue	Square / Round Hot / Cold Wet / Dry
--	---	--

Camping Scene



Camping – Pictures



Camping – Vocabulary



Directions: Have the student review the vocabulary words below by looking at the magnets and/or the pictures on the game board. You may also have the student cut out the pictures above to use with the black and white scene on page 1. Check the boxes beside each word to keep track of the student's ability to use language *receptively* (**R** – pointing to the items) and *expressively* (**E** – saying the name of each item).

Receptive Language: Teacher/Helper says, "Pick up/Point to the _____."

Expressive Language: Teacher/Helper points to item and says, "What is this?" Child responds, "That's a/an _____."

Magnets

- | | |
|--------------------------|-----------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> bird |
| <input type="checkbox"/> | <input type="checkbox"/> squirrel |
| <input type="checkbox"/> | <input type="checkbox"/> rabbit |
| <input type="checkbox"/> | <input type="checkbox"/> deer |
| <input type="checkbox"/> | <input type="checkbox"/> fish |

- | | |
|--------------------------|---------------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> cooler |
| <input type="checkbox"/> | <input type="checkbox"/> pot |
| <input type="checkbox"/> | <input type="checkbox"/> chair |
| <input type="checkbox"/> | <input type="checkbox"/> backpack |
| <input type="checkbox"/> | <input type="checkbox"/> sleeping bag |

Game Board

- | | |
|--------------------------|-----------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> girl |
| <input type="checkbox"/> | <input type="checkbox"/> boy |
| <input type="checkbox"/> | <input type="checkbox"/> river |
| <input type="checkbox"/> | <input type="checkbox"/> tree |
| <input type="checkbox"/> | <input type="checkbox"/> mountain |
- | | |
|--------------------------|--------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> fire |
| <input type="checkbox"/> | <input type="checkbox"/> tent |
| <input type="checkbox"/> | <input type="checkbox"/> canoe |

Name

Homework Partner

Date

Camping – Basic Concepts

Directions: Receptive: Student follows the directions given by the teacher/helper.

In

- Put the fish in the stream/creek.
- Put the pot in the fire.
- Put the squirrel in the tent.
- Put the fish in the boat.
- Put the backpack in the tent.

Out

- Take the fish out of the stream/creek.
- Take the pot out of the fire.
- Take the squirrel out of the tent.
- Take the fish out of the boat.
- Take the backpack out of the tent.

Expressive: Teacher/Helper places an object on the board to represent opposite or related concepts. (*Teacher places the fish in the stream and says, "This fish is in the stream." Then, the teacher takes the fish out of the stream, and says, "Now the fish is..." Child says, "out of the stream."*) Continue with other objects. (Alternate answers are acceptable if appropriate.)

Challenge Directions: If you like, use more difficult directions to challenge students. (*Put the deer in the stream and then take it out of the stream.*)

Directions: Follow the same **receptive** and **expressive** directions above.

In Front Of

- Put the deer in front of the girl.
- Put the squirrel in front of the tent.
- Put the backpack in front of the boy.
- Put the chair in front of the girl.
- Put the cooler in front of the tent.

Behind/In Back Of

- Put the bird behind the boy.
- Put the pot behind the girl.
- Put the rabbit behind the canoe.
- Put the fish behind the cork.
- Put the sleeping bag behind the tent.

Challenge Directions: If you like, use more difficult directions to challenge students. (*Put the cooler in front of the tent, and put the deer behind the girl.*)

Additional Concepts: Here are some additional concepts you can use with the scene and magnets. (*Put the deer next to the tree.*)

next to / beside

between

over / under

Name

Homework Partner

Date

Camping – Rhyming

Directions: This is a listening activity. It does not involve the magnets or game board. Teacher/Helper says, “I am going to say two words, and I want you to tell me if they rhyme/sound the same. _____ and _____. Do they sound the same?” (The child may need an example in order to understand how to respond. For example, “Fire and wire sound the same, but fire and boat do not sound the same.”) You may use the boxes to record and total the correct responses.

- | | |
|---|--|
| <input type="checkbox"/> 1. <i>fire</i> and <i>wire</i> (Yes) | <input type="checkbox"/> 6. <i>pot</i> and <i>hot</i> (Yes) |
| <input type="checkbox"/> 2. <i>boat</i> and <i>coat</i> (Yes) | <input type="checkbox"/> 7. <i>bird</i> and <i>bug</i> (No) |
| <input type="checkbox"/> 3. <i>boy</i> and <i>boat</i> (No) | <input type="checkbox"/> 8. <i>stream</i> and <i>dream</i> (Yes) |
| <input type="checkbox"/> 4. <i>wish</i> and <i>fish</i> (Yes) | <input type="checkbox"/> 9. <i>tent</i> and <i>went</i> (Yes) |
| <input type="checkbox"/> 5. <i>table</i> and <i>gable</i> (Yes) | <input type="checkbox"/> 10. <i>tree</i> and <i>free</i> (Yes) |

10

Directions: Teacher/Helper says, “I am going to say three words. Tell me the one that does NOT rhyme with the others.” (For example, “*trail, pail, tent*.”)

- | | |
|---|--|
| <input type="checkbox"/> 1. trail, pail, <u>tent</u> | <input type="checkbox"/> 6. deer, fear, <u>hike</u> |
| <input type="checkbox"/> 2. tree, <u>dirt</u> , see | <input type="checkbox"/> 7. <u>bird</u> , rabbit, habit |
| <input type="checkbox"/> 3. <u>grass</u> , tent, bent | <input type="checkbox"/> 8. hair, <u>squirrel</u> , bear |
| <input type="checkbox"/> 4. pot, hot, <u>fire</u> | <input type="checkbox"/> 9. <u>stream</u> , camp, lamp |
| <input type="checkbox"/> 5. creek, <u>bag</u> , peek | <input type="checkbox"/> 10. table, gable, <u>pot</u> |

10

Directions: Teacher/Helper says, “Tell me a word that rhymes with _____.” Nonsense words are acceptable.

- | | |
|---|---|
| <input type="checkbox"/> 1. pail (<i>mail, sail, nail, etc.</i>) | <input type="checkbox"/> 6. fish (<i>wish, dish, etc.</i>) |
| <input type="checkbox"/> 2. pot (<i>hot, not, dot, etc.</i>) | <input type="checkbox"/> 7. fire (<i>tire, buyer, wire, etc.</i>) |
| <input type="checkbox"/> 3. boat (<i>float, coat, goat, etc.</i>) | <input type="checkbox"/> 8. tent (<i>went, dent, bent, etc.</i>) |
| <input type="checkbox"/> 4. deer (<i>fear, near, gear, etc.</i>) | <input type="checkbox"/> 9. creek (<i>leak, peek, etc.</i>) |
| <input type="checkbox"/> 5. bear (<i>fair, care, hair, etc.</i>) | <input type="checkbox"/> 10. camp (<i>lamp, damp, etc.</i>) |

10

Total	30
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Name

Homework Partner

Date

Camping – Deductive Reasoning

Directions: Teacher/Helper reads the clues. The student follows the instructions by pointing to (*receptive*) or naming (*expressive*) the appropriate object. You may use the magnets with or without the game board.

Magnets

R E

- Point to/Name the animal that swims in the water and you can catch. (*fish*)
- Point to/Name the animal that has feathers and flies in the air. (*bird*)
- Point to/Name the animal that hops and loves to eat carrots. (*rabbit*)
- Point to/Name the animal that has antlers and stands on four legs. (*deer*)
- Point to/Name the animal that climbs trees and eats nuts. (*squirrel*)
- Point to/Name the object that you cook food in and put over the fire. (*pot*)

Game Board

R E

- Point to/Name the person with braided hair that is looking through the binoculars. (*girl*)
- Point to/Name the person holding a fishing pole and fishing in the stream. (*boy*)
- Point to/Name the flowing water where the boy is fishing. (*stream, creek, or river*)
- Point to/Name the object with a trunk and leaves. (*tree*)
- Point to/Name the object campers sleep in that has a door. (*tent*)
- Point to/Name where people like to hike that sometimes has snow on top of it. (*mountain*)

Story Time – Auditory Memory and Storytelling

Directions: Teacher/Helper reads a story and asks the questions. The student listens carefully and answers them. (As a follow-up activity, the teacher may have student(s) place magnets on the Game Board, while telling a story.)

Big Fish

Tom loved to go fishing. He was fishing early one morning. Suddenly, he felt a pull on his fishing rod. Tom caught the biggest fish he had ever seen.

1. Who was fishing? (*Tom*)
2. When was Tom fishing? (*early one morning*)
3. What kind of fish did Tom catch? (*the biggest fish he had ever seen*)

Animals in the Camp

The animals of the forest were hiding from the campers. A deer stood just under the trees watching the girl. A rabbit tried to sneak into the camp to get some food, but she made too much noise. The campers chased her away.

1. Who were the animals hiding from? (*the campers*)
2. Which animal stood under the tree looking at the girl? (*deer*)
3. Why did the campers chase the rabbit away? (*because she was trying to get the food*)

Watching the Animals

Early one Saturday morning, Pam went outside to look at the animals. She watched the bird flying high in the sky. She saw a squirrel near the tree. Pam was so glad to be outside.

1. Who is this story about? (*Pam*)
2. When did Pam watch the animals? (*early one Saturday morning*)
3. What animals did Pam see? (*bird, squirrel*)

Name

Homework Partner

Date

Camping – Category Word Web

Directions: Using the Word Bank, write the name of each camping object in the correct category.

Things that go in the water

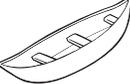
Animals that live in trees

Camping

Things to sleep in or sit on

Things that you put food in

Word Bank

fish 	cooler 	squirrel 
sleeping bag 	canoe 	pot 
chair 	bird 	tent 

Some words/pictures may be used more than once.

_____ Name

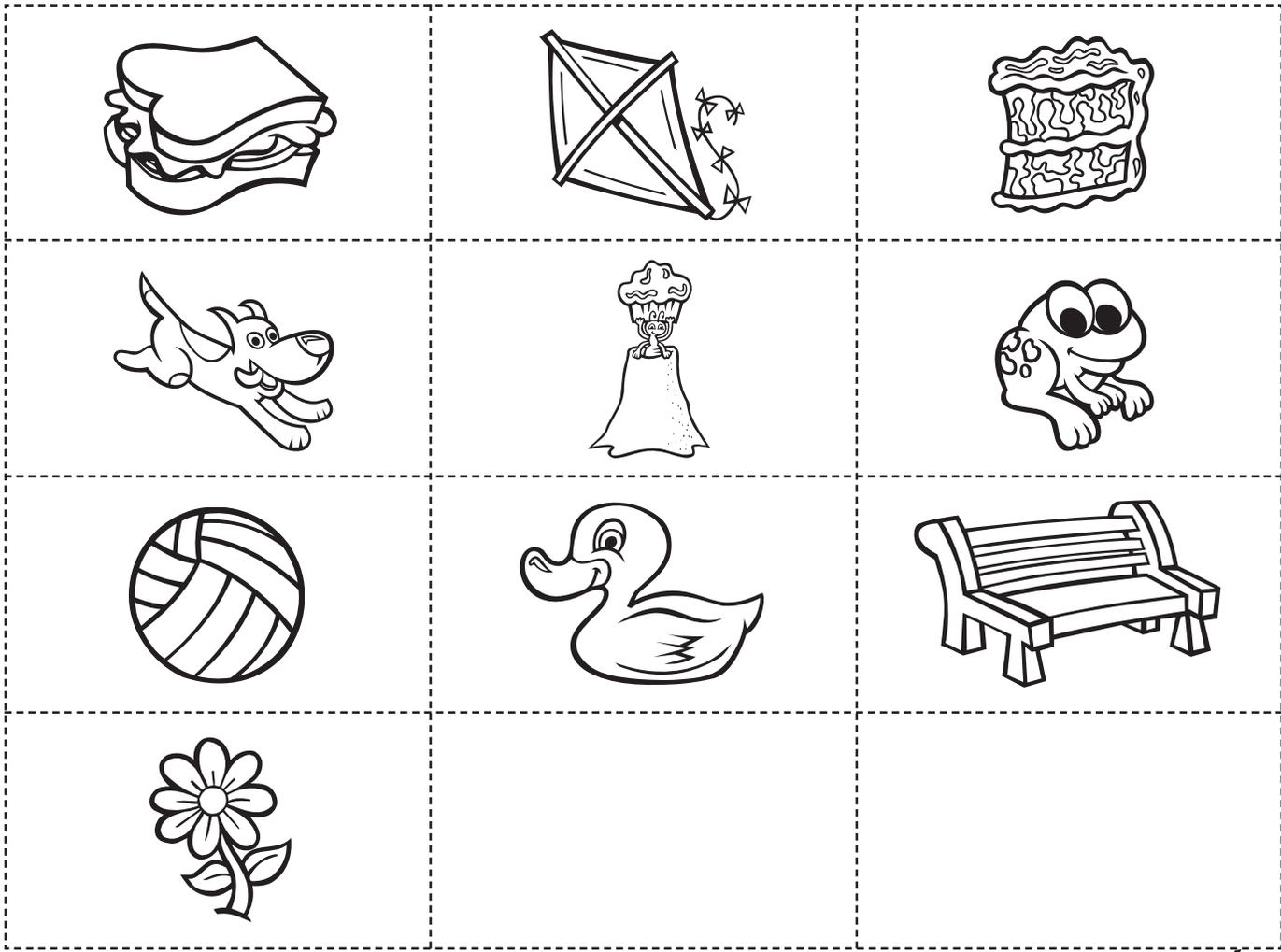
_____ Homework Partner

_____ Date

Picnic Scene



Picnic - Pictures



Picnic - Vocabulary



Directions: Have the student review the vocabulary words below by looking at the magnets and/or the pictures on the game board. You may also have the student cut out the pictures above to use with the black and white scene on page 7. Check the boxes beside each word to keep track of the student's ability to use language *receptively* (R – pointing to the items) and *expressively* (E – saying the name of each item).

Receptive Language: Teacher/Helper says, "Pick up/Point to the _____."

Expressive Language: Teacher/Helper points to item and says, "What is this?" Child responds, "That's a/an _____."

Magnets

- | | |
|--------------------------|-----------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> dog |
| <input type="checkbox"/> | <input type="checkbox"/> duck |
| <input type="checkbox"/> | <input type="checkbox"/> frog |
| <input type="checkbox"/> | <input type="checkbox"/> cake |
| <input type="checkbox"/> | <input type="checkbox"/> sandwich |

- | | |
|--------------------------|----------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> kite |
| <input type="checkbox"/> | <input type="checkbox"/> anthill |
| <input type="checkbox"/> | <input type="checkbox"/> bench |
| <input type="checkbox"/> | <input type="checkbox"/> flower |
| <input type="checkbox"/> | <input type="checkbox"/> ball |

Game Board

- | | |
|--------------------------|--|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> tree |
| <input type="checkbox"/> | <input type="checkbox"/> picnic basket |
| <input type="checkbox"/> | <input type="checkbox"/> plate |
| <input type="checkbox"/> | <input type="checkbox"/> cup |
| <input type="checkbox"/> | <input type="checkbox"/> pond |

- | | |
|--------------------------|-----------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> lily pad |
| <input type="checkbox"/> | <input type="checkbox"/> trail |
| <input type="checkbox"/> | <input type="checkbox"/> blanket |

Name

Homework Partner

Date

Picnic – Basic Concepts

Directions: Receptive: Student follows the directions given by the teacher/helper.

Near

- Put the kite near the birds.
- Put the cake near the plate.
- Put the frog near the cattails.
- Put the sandwich near the picnic basket.
- Put the flower near the girl.

Far

- Put the ball far away from the children.
- Put the park bench far away from the picnic blanket.
- Put the kite far away from the birds.
- Put the dog far away from the basket.
- Put the anthill far away from the plate.

Expressive: Teacher/Helper places an object on the board to represent opposite or related concepts. (*Teacher places the kite near the birds and says, "This kite is near the birds." Then, the teacher places the kite far away from the birds, and says, "Now the kite is..." Child says, "far away from the birds."*) Continue with other objects. (Alternate answers are acceptable.)

Challenge Directions: If you like, use more difficult directions to challenge students. (*Put the sandwich far away from the plate and put the kite near the cattails.*)

Directions: Follow the same **receptive** and **expressive** directions above as in the Near/Far activity.

On

- Put the anthill on the plate.
- Put the duck on the pond.
- Put the sandwich on the basket.
- Put the flower on the hiking trail.
- Put the cake on the picnic blanket.

Off

- Take the anthill off of the plate.
- Take the duck off of the pond.
- Take the sandwich off of the basket.
- Take the flower off of the hiking trail.
- Take the cake off of the picnic blanket.

Challenge Directions: If you like, use more difficult directions to challenge students. (*Put the anthill on the hiking trail, and put the sandwich on the cattails.*)

Additional Concepts: Here are some additional concepts you can use with the scene and magnets. (*Put the ball above the boy.*)

above / below

beside / next to

in / out

Name

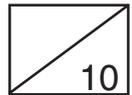
Homework Partner

Date

Picnic – Rhyming

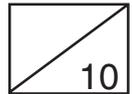
Directions: This is a listening activity. It does not involve the magnets or game board. Teacher/Helper says, “I am going to say two words and I want you to tell me if they rhyme/sound the same. _____ and _____. Do they sound the same?” (The child may need an example in order to understand how to respond. For example, “Flower and power sound the same, but flower and tree do not sound the same.”) You may use the boxes to record and total the correct responses.

- | | |
|--|---|
| <input type="checkbox"/> 1. <i>flower</i> and <i>power</i> (Yes) | <input type="checkbox"/> 6. <i>kite</i> and <i>white</i> (Yes) |
| <input type="checkbox"/> 2. <i>ants</i> and <i>pants</i> (Yes) | <input type="checkbox"/> 7. <i>ball</i> and <i>fall</i> (Yes) |
| <input type="checkbox"/> 3. <i>cake</i> and <i>duck</i> (No) | <input type="checkbox"/> 8. <i>frog</i> and <i>hog</i> (Yes) |
| <input type="checkbox"/> 4. <i>dog</i> and <i>log</i> (Yes) | <input type="checkbox"/> 9. <i>basket</i> and <i>tree</i> (No) |
| <input type="checkbox"/> 5. <i>bench</i> and <i>ball</i> (No) | <input type="checkbox"/> 10. <i>plate</i> and <i>date</i> (Yes) |



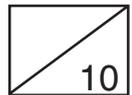
Directions: Teacher/Helper says, “I am going to say three words. Tell me the one that does not rhyme with the others.” (For example, “white, kite, ant.”)

- | | |
|---|---|
| <input type="checkbox"/> 1. white, kite, <u>ant</u> | <input type="checkbox"/> 6. trail, mail, <u>hike</u> |
| <input type="checkbox"/> 2. cake, <u>sky</u> , rake | <input type="checkbox"/> 7. <u>rock</u> , ball, wall |
| <input type="checkbox"/> 3. <u>play</u> , fog, log | <input type="checkbox"/> 8. kite, <u>duck</u> , light |
| <input type="checkbox"/> 4. me, tree, <u>ball</u> | <input type="checkbox"/> 9. <u>frog</u> , girl, pearl |
| <input type="checkbox"/> 5. boy, <u>plate</u> , toy | <input type="checkbox"/> 10. ant, plant, <u>kite</u> |



Directions: Teacher/Helper says, “Tell me a word that rhymes with _____.” Nonsense words are acceptable.

- | | |
|---|---|
| <input type="checkbox"/> 1. ant (<i>plant, can't, pant, etc.</i>) | <input type="checkbox"/> 6. flower (<i>power, hour, etc.</i>) |
| <input type="checkbox"/> 2. tree (<i>me, see, three, etc.</i>) | <input type="checkbox"/> 7. duck (<i>luck, yuck, truck, etc.</i>) |
| <input type="checkbox"/> 3. frog (<i>log, fog, dog, etc.</i>) | <input type="checkbox"/> 8. plate (<i>late, date, wait, etc.</i>) |
| <input type="checkbox"/> 4. cake (<i>lake, fake, wake, etc.</i>) | <input type="checkbox"/> 9. ball (<i>wall, fall, call, etc.</i>) |
| <input type="checkbox"/> 5. kite (<i>white, fight, light, etc.</i>) | <input type="checkbox"/> 10. boy (<i>toy, etc.</i>) |



Total



Name

Homework Partner

Date

Picnic – Deductive Reasoning

Directions: Teacher/Helper reads the clues. The student follows the instructions by pointing to (*receptive*) or naming (*expressive*) the appropriate object. You may use the magnets with or without the game board.

Magnets

R E

- Point to/Name the animal that swims in the water and says, “quack.” (*duck*)
- Point to/Name the animal that has a tail and barks. (*dog*)
- Point to/Name the object that flies in the sky and has a string. (*kite*)
- Point to/Name the object that grows outside and smells good. (*flower*)
- Point to/Name the object that people sit on and is made of wood. (*bench*)
- Point to/Name the object that you usually eat on your birthday and is sweet. (*cake*)
- Point to/Name the object that is made of dirt and ants live inside. (*anthill*)

Game Board

R E

- Point to/Name the object with a trunk and leaves. (*tree*)
- Point to/Name the path that people walk on that is made of dirt. (*trail*)
- Point to/Name the checkered object that has the picnic basket on top of it. (*blanket*)
- Point to/Name the water with lily pads on top of it. (*pond*)
- Point to/Name the object that holds the food for a picnic and has a lid. (*picnic basket*)
- Point to/Name the object that you put food on and is round. (*plate*)
- Point to/Name the object that is round and holds a drink. (*cup*)

Story Time – Auditory Memory and Storytelling

Directions: Teacher/Helper reads a story and asks the questions. The student listens carefully and answers them. (As a follow-up activity, the teacher may have student(s) place magnets on the Game Board, while telling a story.)

Picnic Day

Today is Saturday. Timmy and Sally are going on a picnic. The best picnic place is down near the pond. Timmy and Sally will eat sandwiches and cake. They will also play with their kite.

1. When are Timmy and Sally go on a picnic? (*Saturday*)
2. Where is the best picnic place? (*near the pond*)
3. What will Timmy and Sally eat at their picnic? (*sandwiches and cake*)

The Chase

Rover the dog loves to play in the grass. He loves to chase the frog around the pond. Sometimes he gets so excited he chases the frog right into the pond and gets all wet.

1. Who is this story about? (*Rover the dog and the frog.*)
2. What does Rover chase? (*frog*)
3. Where does Rover sometimes end up when he chases the frog? (*in the pond*)

Picnic Goodies

Mr. Ant was on his anthill looking at the food on the picnic blanket. He made a plan to try and get those goodies. He made his way to the cake, took a piece, and carried it back to Mrs. Ant. Yummy!

1. Where was Mr. Ant when he saw the food? (*on his anthill*)
2. What did Mr. Ant take? (*a piece of cake*)
3. Who did Mr. Ant share his cake with? (*Mrs. Ant*)

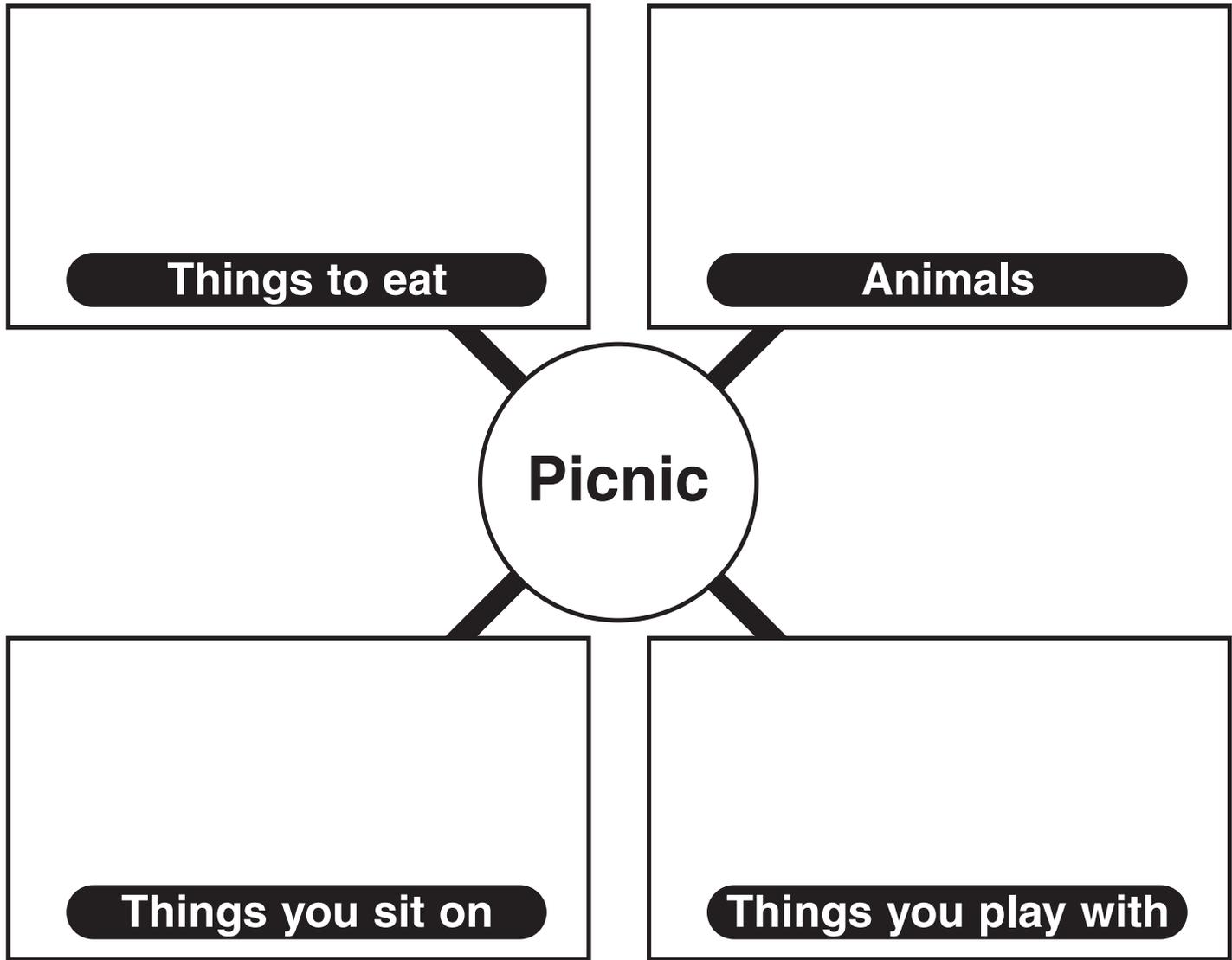
Name

Homework Partner

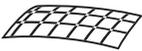
Date

Picnic – Category Word Web

Directions: Using the Word Bank, write the name of each picnic object in the correct category.



Word Bank

blanket 	cake 	bench 
duck 	ball 	dog 
sandwich 	frog 	kite 

Some words/pictures may be used more than once.

Name

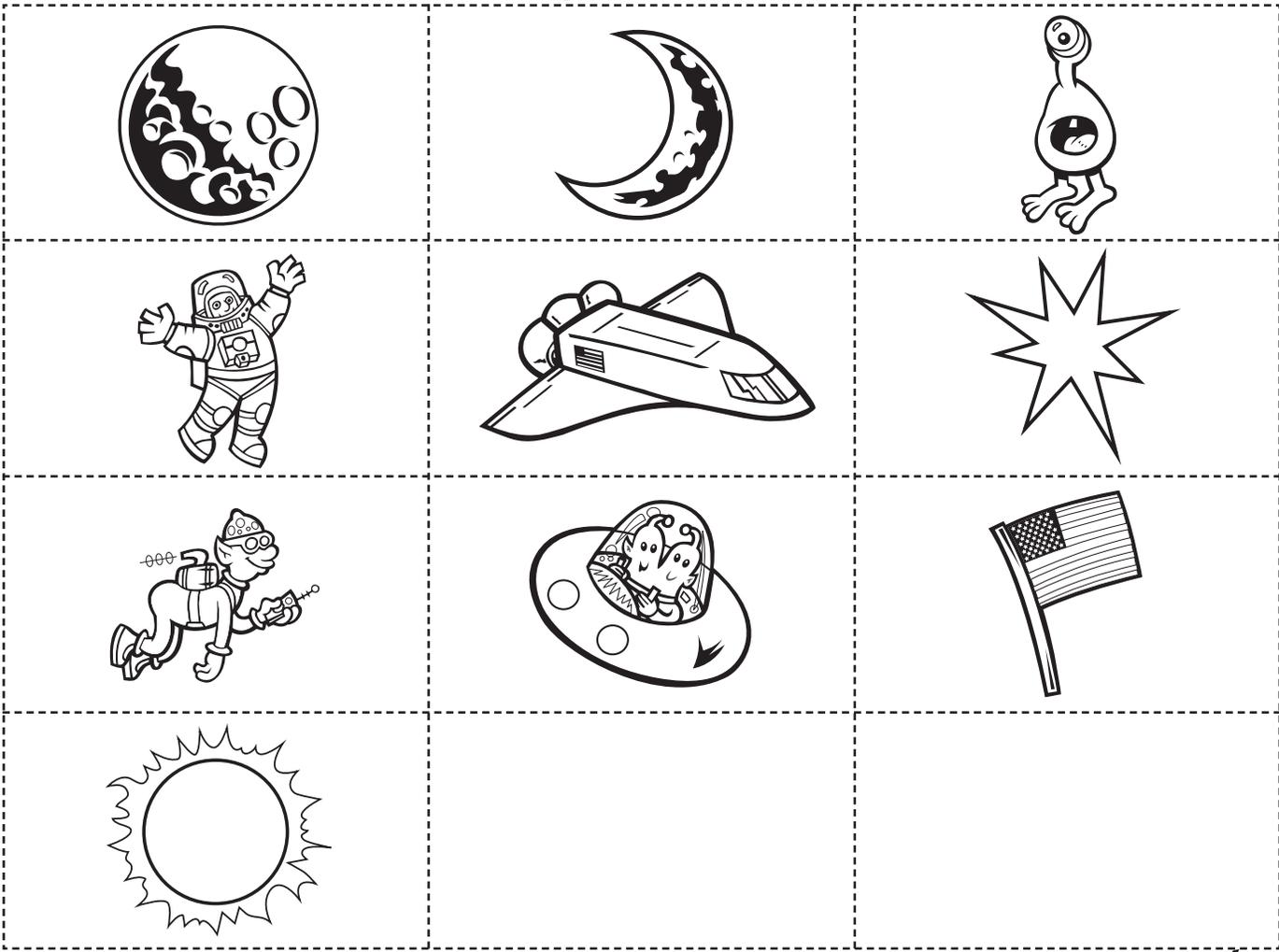
Homework Partner

Date

Outer Space Scene



Outer Space – Pictures



Outer Space – Vocabulary

Directions: Have the student review the vocabulary words below by looking at the magnets and/or the pictures on the game board. You may also have the student cut out the pictures above to use with the black and white scene on page 13. Check the boxes beside each word to keep track of the student's ability to use language *receptively* (**R** – pointing to the items) and *expressively* (**E** – saying the name of each item).

Receptive Language: Teacher/Helper says, "Pick up/Point to the _____."

Expressive Language: Teacher/Helper points to item and says, "What is this?" Child responds, "That's a/an _____."

Magnets

- | | | | |
|--------------------------|--|--------------------------|------------------------------------|
| R | E | R | E |
| <input type="checkbox"/> | <input type="checkbox"/> flying saucer | <input type="checkbox"/> | <input type="checkbox"/> sun |
| <input type="checkbox"/> | <input type="checkbox"/> flag | <input type="checkbox"/> | <input type="checkbox"/> alien(s) |
| <input type="checkbox"/> | <input type="checkbox"/> astronaut | <input type="checkbox"/> | <input type="checkbox"/> star |
| <input type="checkbox"/> | <input type="checkbox"/> (crescent) moon | <input type="checkbox"/> | <input type="checkbox"/> spaceship |
| <input type="checkbox"/> | <input type="checkbox"/> (full) moon | | |

Game Board

- | | |
|--------------------------|------------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> rocket |
| <input type="checkbox"/> | <input type="checkbox"/> rings |
| <input type="checkbox"/> | <input type="checkbox"/> comet |
| <input type="checkbox"/> | <input type="checkbox"/> crater |
| <input type="checkbox"/> | <input type="checkbox"/> planet(s) |

Name

Homework Partner

Date

Outer Space – Basic Concepts

Directions: Receptive: Student follows the directions given by the teacher/helper using the colored boards.

Beside

- Put the sun beside the large green planet.
- Put the crescent moon beside the large red planet.
- Put an alien beside the rocket.
- Put the star beside the comet.
- Put the flag beside the planet with rings.

Between

- Put the flying saucer between the rocket and the planet.
- Put the astronaut between a planet and a big star.
- Put the spaceship between the planet with rings and the comet.
- Put the full moon between the rocket and the blue planet with craters.
- Put an alien between the rocket and the large planet.

Expressive: Teacher/Helper places an object on the board to represent opposite or related concepts. (*Teacher places the sun beside the red planet, and says, "The sun is beside the red planet." Then, the teacher places the sun between the red and blue planets, and says, "Now the sun is..." Child says, "between the red and blue planets."*) Continue this activity with other objects. (Alternate answers are acceptable if appropriate.)

Challenge Directions: If you like, use more difficult directions to challenge students. (*Put the alien beside the rocket, and put the full moon between the planets.*)

Directions: Follow the same **receptive** and **expressive** directions using the colored boards.

Red/Yellow

- Put the star next to the big red planet.
- Put the spaceship far away from the big yellow star.
- Put the astronaut near the big yellow star.
- Put the flag next to the large red planet.
- Put an alien next to a yellow star.

Blue/Green

- Put the crescent moon under the blue planet with rings.
- Put the full moon over the big green planet.
- Put the spaceship under a small green planet.
- Put the sun over the large blue planet with craters.
- Put the flying saucer over the blue planet with rings.

Challenge Directions: If you like, use these more difficult directions to challenge students. (*Put the astronaut over the large red planet and the star under the green planet.*)

Additional Concepts: Here are some additional concepts you can use with the scene and magnets. (*Put the alien on the blue planet.*)

in / out

over / under

on / off

Name

Homework Partner

Date

Outer Space – Deductive Reasoning

Directions: Teacher/Helper reads the clues. The student follows the instructions by pointing to (receptive) or naming (expressive) the appropriate object. You may use the magnets with or without the game board.

Magnets

R E

- Point to/Name the object that is bright and warms the earth. (*sun*)
- Point to/Name the object that takes people into outer space. (*spaceship*)
- Point to/Name the object that has a pole, and is striped with stars on it. (*flag*)
- Point to/Name the object that can be full or crescent and gives light at night. (*moon*)
- Point to/Name the object that lives in outer space and has only one eye. (*alien*)
- Point to/Name the object that is bright and twinkles at night. (*star*)

Game Board

R E

- Point to/Name the object that is sent from earth into outer space. (*rocket*)
- Point to/Name the object that is bright and shoots through the sky. (*comet*)
- Point to/Name the part of one planet that goes around the planet. (*ring*)
- Point to/Name the object(s) that is/are round and orbits the sun. (*planet*)
- Point to/Name the part of a planet that is round and looks like a hole. (*crater*)

Story Time – Auditory Memory and Storytelling

Directions: Teacher/Helper reads a story and asks the questions. The student listens carefully and answers them. (As a follow-up activity, the teacher may have student(s) place magnets on the Game Board, while telling a story.)

Trip to Outer Space

Once upon a time, Adam Astronaut travelled to outer space in his spaceship. He was going to look at the planet with rings. He saw many interesting things.

1. Who went to outer space? (*Adam Astronaut*)
2. Why did the astronaut go to outer space? (*to look at the planet with rings*)
3. How did Adam travel to outer space? (*in his spaceship*)

Planet Watching

One night when the crescent moon was bright in the sky, Al the alien stood on the planet with craters looking into space. He loved to watch the planets at night. His favorite planet is the planet with rings because that is where his best friend Gil the alien lives.

1. When did Al stand on the planet with craters and look into space? (*one night*)
2. What moon was out at night? (*crescent*)
3. Why is Al's favorite planet the one with rings? (*his best friend Gil lives there*)

Space Adventure

Francis loved to look into the night sky. Her science teacher taught her about the planets, the stars, and the moon. Francis dreamed of traveling to space one day in a spaceship. She thought that would be awesome!

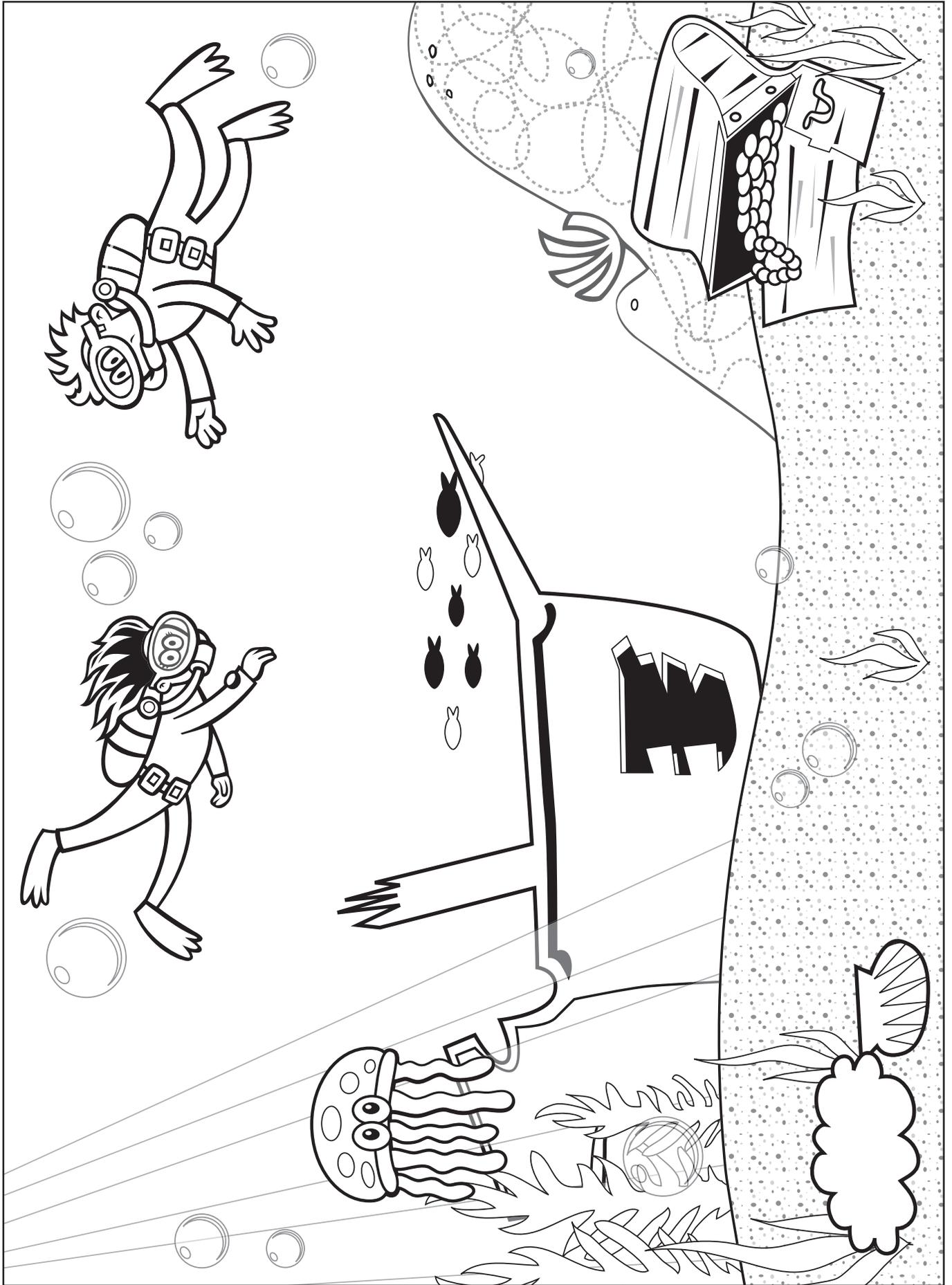
1. Who is this story about? (*Francis*)
2. Where did Francis learn about the planets? (*science class*)
3. What did Francis dream of doing one day? (*traveling to outer space*)

Name

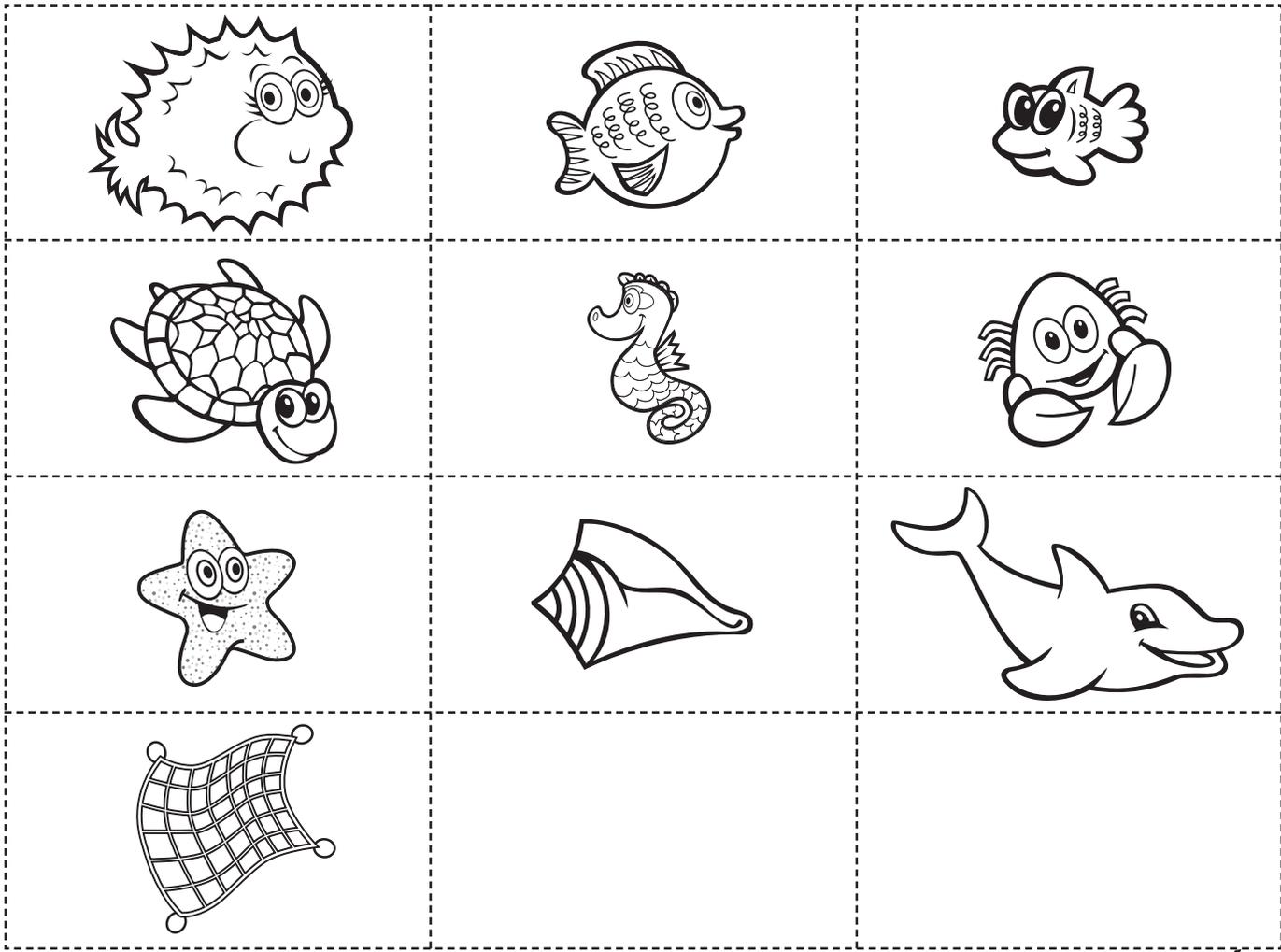
Homework Partner

Date

Ocean Scene



Ocean - Pictures



Ocean - Vocabulary

Directions: Have the student review the vocabulary words below by looking at the magnets and/or the pictures on the game board. You may also have the student cut out the pictures above to use with the black and white scene on page 19. Check the boxes beside each word to keep track of the student's ability to use language *receptively* (**R** – pointing to the items) and *expressively* (**E** – saying the name of each item).

Receptive Language: Teacher/Helper says, "Pick up/Point to the _____."

Expressive Language: Teacher/Helper points to item and says, "What is this?" Child responds, "That's a _____."

Magnets

- | | | | |
|--------------------------|--|--------------------------|-----------------------------------|
| R | E | R | E |
| <input type="checkbox"/> | <input type="checkbox"/> fish (small) | <input type="checkbox"/> | <input type="checkbox"/> seahorse |
| <input type="checkbox"/> | <input type="checkbox"/> fish (medium) | <input type="checkbox"/> | <input type="checkbox"/> net |
| <input type="checkbox"/> | <input type="checkbox"/> fish (large) | <input type="checkbox"/> | <input type="checkbox"/> seashell |
| <input type="checkbox"/> | <input type="checkbox"/> dolphin | <input type="checkbox"/> | <input type="checkbox"/> turtle |
| <input type="checkbox"/> | <input type="checkbox"/> crab | <input type="checkbox"/> | <input type="checkbox"/> starfish |

Game Board

- | | | | |
|--------------------------|---|--------------------------|-------------------------------------|
| R | E | R | E |
| <input type="checkbox"/> | <input type="checkbox"/> diver | <input type="checkbox"/> | <input type="checkbox"/> bubbles |
| <input type="checkbox"/> | <input type="checkbox"/> sunken ship | <input type="checkbox"/> | <input type="checkbox"/> seaweed |
| <input type="checkbox"/> | <input type="checkbox"/> jellyfish | <input type="checkbox"/> | <input type="checkbox"/> gold coins |
| <input type="checkbox"/> | <input type="checkbox"/> treasure chest | | |

Name

Homework Partner

Date

Ocean – Basic Concepts

Directions: Receptive: Student follows the directions given by the teacher/helper.

Under

- Put a fish under the diver.
- Put the crab under a bubble.
- Put the turtle under the treasure chest.
- Put a fish under the girl diver.
- Put the starfish under the ship.

Over

- Put the dolphin over the boy diver.
- Put the seahorse over the seaweed.
- Put the net over the jellyfish.
- Put a fish over the ship.
- Put the seashell over a bubble.

Expressive: Teacher/Helper places an object on the board to represent opposite or related concepts. (*Teacher places a fish under a diver and says, "The fish is under the diver." Then, the teacher places the fish over the diver, and says, "Now the fish is..." Child says, "over the diver."*) Continue this activity with other objects. (Alternate answers are acceptable if appropriate.)

Challenge Directions: If you like, use more difficult directions to challenge students. (*Put the starfish under the seaweed and put the net over the treasure chest.*)

Directions: Follow the same **receptive** and **expressive** directions above.

Below

- Put the seahorse below the ship.
- Put a fish below the jellyfish.
- Put a fish below the boy diver.
- Put the crab below the seaweed.
- Put the starfish below the treasure chest.

Above

- Put the net above the ship.
- Put a fish above the seashell.
- Put the turtle above the girl diver.
- Put a fish above the boy diver.
- Put the net above the school of fish.

Challenge Directions: If you like, use more difficult directions to challenge students. (*Put the turtle above the jellyfish and put the crab below the sunken ship.*)

Additional Concepts: Here are some additional concepts you can use with the scene and magnets. (*Put the seashell in the treasure chest.*)

in / out

beside / between

on / off

Name

Homework Partner

Date

Ocean – Rhyming

Directions: This is a listening activity. It does not involve the magnets or game board. Teacher/Helper says, “I am going to say two words and I want you to tell me if they rhyme/sound the same. _____ and _____. Do they sound the same?” (The child may need an example in order to understand how to respond. For example, “Ship and dip sound the same, but ship and water do not sound the same.”) You may use the boxes to record and total the correct responses.

- | | |
|--|--|
| <input type="checkbox"/> 1. <i>seahorse</i> and <i>cow</i> (No)
<input type="checkbox"/> 2. <i>net</i> and <i>bet</i> (Yes)
<input type="checkbox"/> 3. <i>chest</i> and <i>best</i> (Yes)
<input type="checkbox"/> 4. <i>water</i> and <i>shell</i> (No)
<input type="checkbox"/> 5. <i>weed</i> and <i>speed</i> (Yes) | <input type="checkbox"/> 6. <i>fish</i> and <i>turtle</i> (No)
<input type="checkbox"/> 7. <i>dolphin</i> and <i>turtle</i> (No)
<input type="checkbox"/> 8. <i>shell</i> and <i>bell</i> (Yes)
<input type="checkbox"/> 9. <i>crab</i> and <i>lab</i> (Yes)
<input type="checkbox"/> 10. <i>diver</i> and <i>seaweed</i> (No) |
|--|--|

/
10

Directions: Teacher/Helper says, “I am going to say three words. Tell me the one that does not rhyme with the others.” (For example, “*fin*, *win*, *sea*.”)

- | | |
|---|--|
| <input type="checkbox"/> 1. <i>fin</i> , <i>win</i> , <u><i>sea</i></u>
<input type="checkbox"/> 2. <i>crab</i> , <u><i>sand</i></u> , <i>lab</i>
<input type="checkbox"/> 3. <u><i>brown</i></u> , <i>old</i> , <i>gold</i>
<input type="checkbox"/> 4. <i>swim</i> , <i>gym</i> , <u><i>wave</i></u>
<input type="checkbox"/> 5. <i>tank</i> , <u><i>blue</i></u> , <i>sank</i> | <input type="checkbox"/> 6. <i>sand</i> , <i>land</i> , <u><i>top</i></u>
<input type="checkbox"/> 7. <u><i>fish</i></u> , <i>chest</i> , <i>best</i>
<input type="checkbox"/> 8. <i>shell</i> , <u><i>crab</i></u> , <i>bell</i>
<input type="checkbox"/> 9. <u><i>water</i></u> , <i>beach</i> , <i>peach</i>
<input type="checkbox"/> 10. <i>ship</i> , <i>dip</i> , <u><i>wood</i></u> |
|---|--|

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10

Directions: Teacher/Helper says, “Tell me a word that rhymes with _____.” Nonsense words are acceptable.

- | | |
|---|---|
| <input type="checkbox"/> 1. <i>sea</i> (<i>bee</i> , <i>tea</i> , <i>we</i> , etc.)
<input type="checkbox"/> 2. <i>fish</i> (<i>dish</i> , <i>wish</i> , etc.)
<input type="checkbox"/> 3. <i>sank</i> (<i>drank</i> , <i>tank</i> , <i>bank</i> , etc.)
<input type="checkbox"/> 4. <i>shell</i> (<i>bell</i> , <i>well</i> , <i>tell</i> , etc.)
<input type="checkbox"/> 5. <i>wave</i> (<i>cave</i> , <i>save</i> , <i>brave</i> , etc.) | <input type="checkbox"/> 6. <i>bubble</i> (<i>trouble</i> , <i>double</i> , etc.)
<input type="checkbox"/> 7. <i>sand</i> (<i>band</i> , <i>land</i> , <i>hand</i> , etc.)
<input type="checkbox"/> 8. <i>gold</i> (<i>mold</i> , <i>told</i> , <i>hold</i> , etc.)
<input type="checkbox"/> 9. <i>crab</i> (<i>lab</i> , <i>tab</i> , <i>cab</i> , etc.)
<input type="checkbox"/> 10. <i>red</i> (<i>head</i> , <i>led</i> , <i>wed</i> , etc.) |
|---|---|

/
10

Total

/
30

Name _____

Homework Partner _____

Date _____

Ocean – Deductive Reasoning

Directions: Teacher/Helper reads the clues. The student follows the instructions by pointing to (receptive) or naming (expressive) the appropriate object. You may use the magnets with or without the game board.

Magnets

R E

- Point to/Name the sea creature with a hard shell and two claws. (*crab*)
- Point to/Name the sea creature that lives inside a shell. (*turtle*)
- Point to/Name the object that animals live inside of and you pick up on the beach. (*seashell*)
- Point to/Name the object shaped like a star that lives at the bottom of the ocean. (*starfish*)
- Point to/Name the object you can use to catch a fish. (*net*)
- Point to/Name the object that has no legs, but has a curled tail. (*seahorse*)

Game Board

R E

- Point to/Name the object that is open with gold inside of it. (*treasure chest*)
- Point to/Name the object sitting at the bottom of the ocean that usually floats on top. (*sunken ship*)
- Point to/Name the object that is round and made by blowing air in the water. (*bubble*)
- Point to/Name the plant that lives in the ocean. (*seaweed*)
- Point to/Name something that swims under the water and uses a tank for breathing under water. (*diver*)
- Point to/Name the object that is round and is coming out of the treasure chest. (*gold coins*)

Story Time – Auditory Memory and Storytelling

Directions: Teacher/Helper reads a story and asks the questions. The student listens carefully and answers them. (As a follow-up activity, the teacher may have student(s) place magnets on the Game Board, while telling a story.)

Charlie's Bad Day

Charlie Crab had a very bad day. He went to visit his friend, Sally Starfish, and lost his way. He found himself in a part of the ocean that he had never seen. He was scared.

1. Who is this story about? (*Charlie Crab*)
2. What kind of day did Charlie the crab have? (*a very bad day*)
3. Where was Charlie the crab going when he got lost? (*to visit his friend Sally Starfish*)

Happy Hank

Once upon a time, there was a seahorse named Hank. Hank was the happiest seahorse in the ocean because he had so many ocean friends, like Fiona Fish. He would smile and say, "Hello!" to every ocean animal that passed him.

1. Who is this story about? (*a seahorse named Hank*)
2. Why was Hank so happy? (*he made so many friends*)
3. What did Hank do when ocean animals passed him? (*smile and say, "Hello!"*)

School Days

One Monday morning, Tabby Turtle was sleeping in the sand. She felt a bump against her shell. The bump was Doris Dolphin pushing Tabby with her nose saying, "Hurry up Tabby Turtle. Today is the first day of school."

1. What was Tabby Turtle doing on Monday morning? (*sleeping*)
2. Who woke up Tabby Turtle? (*Doris Dolphin*)
3. Why was Doris Dolphin trying to wake up Tabby? (*it was the first day of school*)

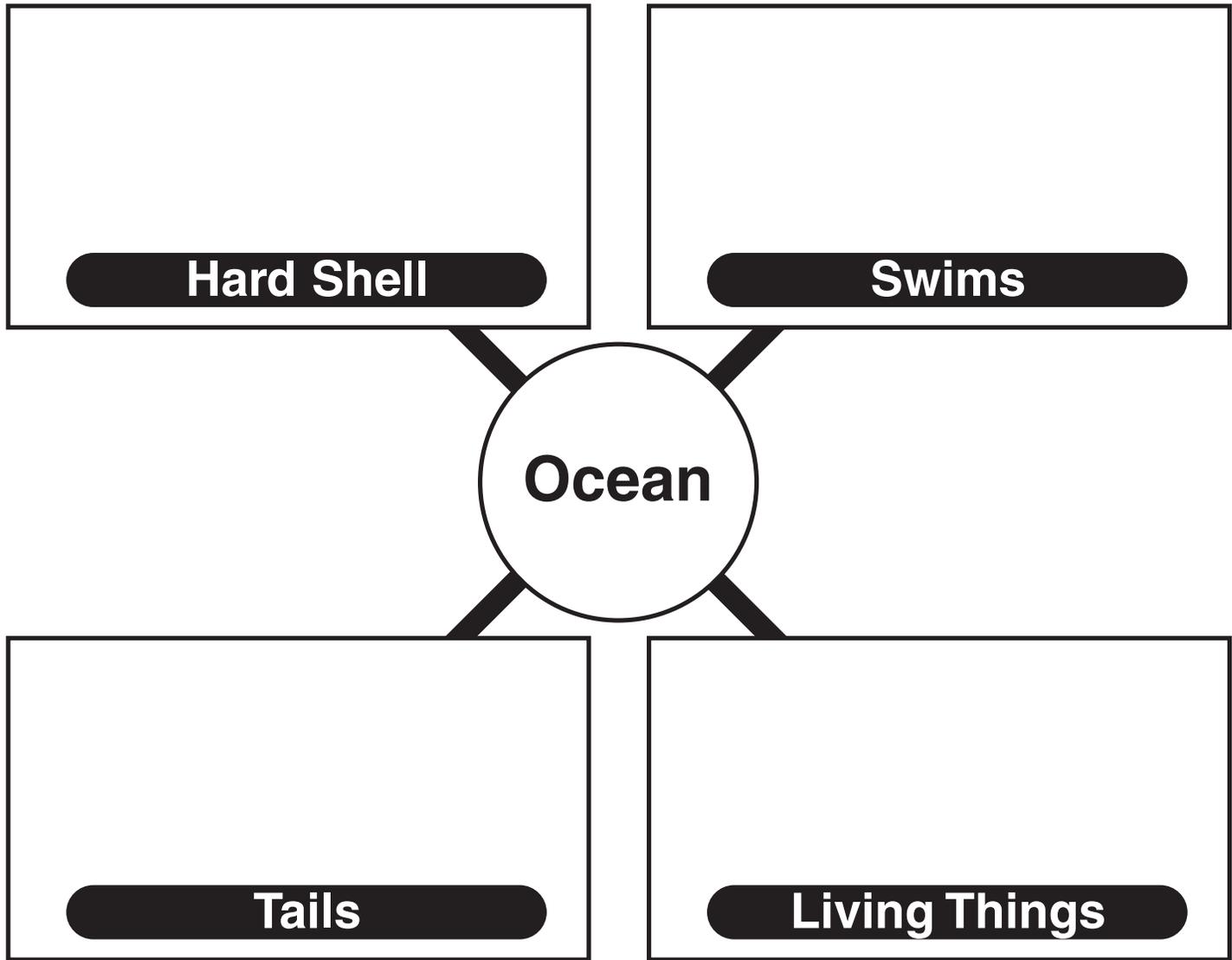
Name

Homework Partner

Date

Ocean – Category Word Web

Directions: Using the Word Bank, write the name of each ocean object in the correct category.



Word Bank

dolphin 	seashell 	starfish 
seahorse 	fish 	crab 
jellyfish 	turtle 	diver 

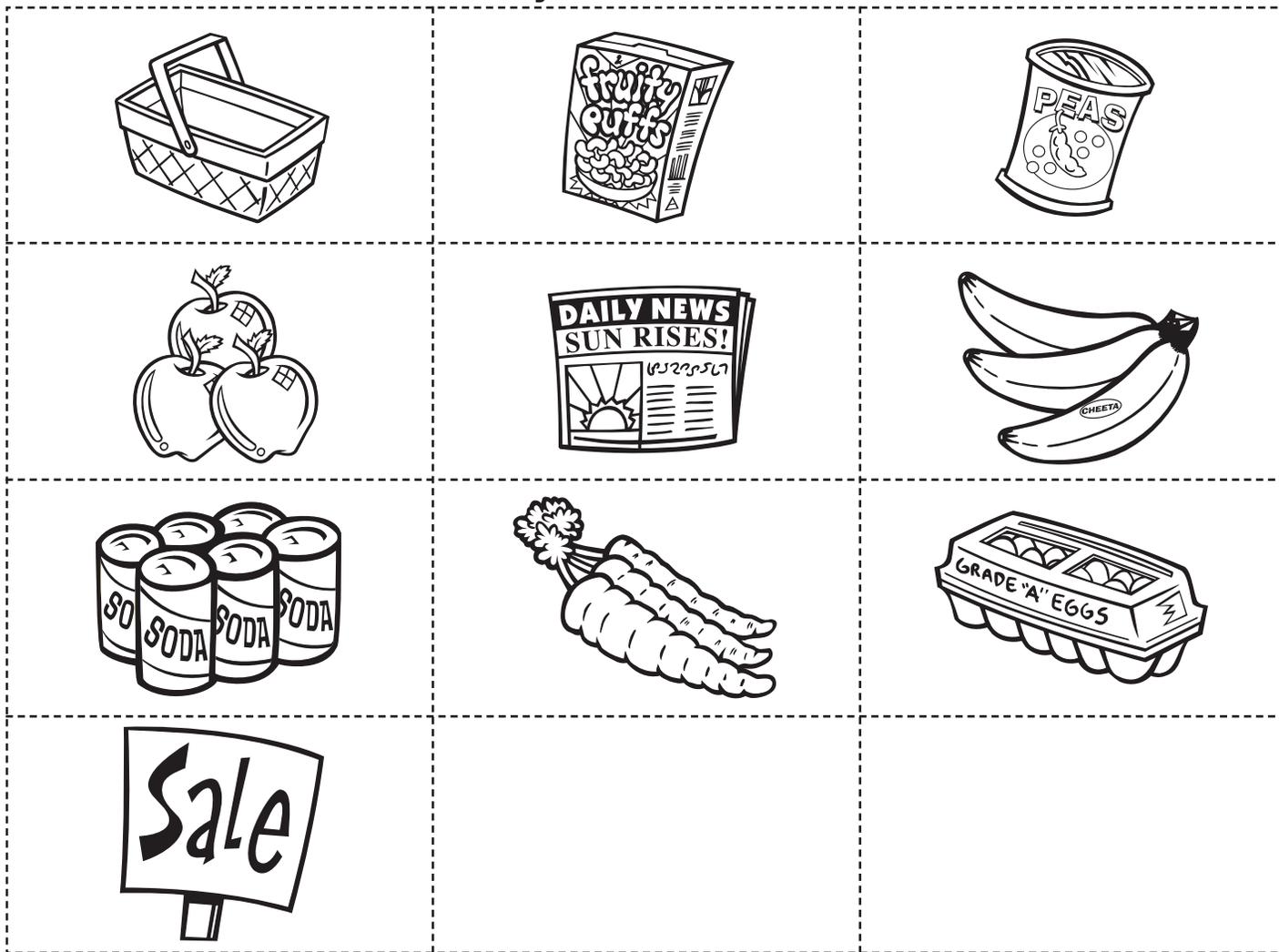
Some words/pictures may be used more than once.

Name

Homework Partner

Date

Grocery Store – Pictures



Grocery Store – Vocabulary



Directions: Have the student review the vocabulary words below by looking at the magnets and/or the pictures on the game board. You may also have the student cut out the pictures above to use with the black and white scene on page 25. Check the boxes beside each word to keep track of the student's ability to use language *receptively* (R – pointing to the items) and *expressively* (E – saying the name of each item).

Receptive Language: Teacher/Helper says, "Pick up/Point to the _____."

Expressive Language: Teacher/Helper points to item and says, "What is this?" Child responds, "That's a _____." or "Those are _____."

Magnets

- | | |
|--------------------------|------------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> carrots |
| <input type="checkbox"/> | <input type="checkbox"/> apples |
| <input type="checkbox"/> | <input type="checkbox"/> soda cans |
| <input type="checkbox"/> | <input type="checkbox"/> bananas |
| <input type="checkbox"/> | <input type="checkbox"/> can |

- | | |
|--------------------------|------------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> sign |
| <input type="checkbox"/> | <input type="checkbox"/> newspaper |
| <input type="checkbox"/> | <input type="checkbox"/> box |
| <input type="checkbox"/> | <input type="checkbox"/> basket |
| <input type="checkbox"/> | <input type="checkbox"/> eggs |

Game Board

- | | |
|--------------------------|-----------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> baby |
| <input type="checkbox"/> | <input type="checkbox"/> register |
| <input type="checkbox"/> | <input type="checkbox"/> wallet |
| <input type="checkbox"/> | <input type="checkbox"/> money |
| <input type="checkbox"/> | <input type="checkbox"/> corn |

- | | |
|--------------------------|----------------------------------|
| R | E |
| <input type="checkbox"/> | <input type="checkbox"/> cart |
| <input type="checkbox"/> | <input type="checkbox"/> cashier |

_____ Name

_____ Homework Partner

_____ Date

Grocery Store – Basic Concepts

Directions: Receptive: Student follows the directions given by the teacher/helper.

Empty

- Put the empty basket in the man’s hand.
- Put the bananas on the empty shelf on aisle 2.
- Put the carrots in the empty bag by the cashier.
- Put the peas in the empty cart.
- Put the newspaper in the empty daily newsstand.

Full

- Put the carton full of eggs on aisle 2.
- Put the cereal on a full shelf on aisle 3.
- Put the “sale” sign on a full shelf on aisle 3.
- Put the carrots next to the full bag.
- Put the bananas on top of the full bag.

Expressive: Teacher/Helper places an object on the board to represent opposite or related concepts. (Teacher places the eggs in the empty bag and says, “The eggs are in the empty bag.” Then, the teacher places the eggs in the full bag, and says, “Now the eggs are...” Child says, “in the full bag.”) Continue this activity with other objects. (Alternate answers are accepted as long as they are appropriate.)

Challenge Directions: If you like, use more difficult directions to challenge students. (Put the bananas in the empty bag, and put the apples in the full bag.)

Directions: Follow the same **receptive** and **expressive** directions above.

First

- Put the newspaper in the stand on the first aisle.
- Put the basket on the first aisle.
- Put the sale sign in front of the first aisle.
- Put the apples on the first aisle.
- Put the cereal on a shelf on the first aisle.

Second

- Put the eggs on the second aisle.
- Put the empty basket on the second aisle.
- Put the cereal on the second aisle.
- Put the carrots on the second aisle.
- Put the apples on the second aisle.

Third

- Put the bananas on the third aisle.
- Put the eggs in front of the baby on the third aisle.
- Put the empty basket on the third aisle.
- Put the apples on the third aisle.
- Put the sale sign on the third aisle.

Challenge Directions: If you like, use these more difficult directions to challenge students. (Put the empty basket on the first aisle, and put the eggs on the third aisle.)

Additional Concepts: Here are some additional concepts you can use with the scene and magnets. (Put the apples in the bag.)

above / below

in / out

top / middle / bottom

Name

Homework Partner

Date

Grocery Store – Rhyming

Directions: This is a listening activity. It does not involve the magnets or game board. Teacher/Helper says, “I am going to say two words and I want you to tell me if they rhyme/sound the same. _____ and _____. Do they sound the same?” (The child may need an example in order to understand how to respond. For example, “Peas and fleas sound the same, but peas and bag do not sound the same.”) You may use the boxes to record and total the correct responses.

- | | |
|--|---|
| <input type="checkbox"/> 1. <i>peas</i> and <i>fleas</i> (Yes)
<input type="checkbox"/> 2. <i>sail</i> and <i>pail</i> (Yes)
<input type="checkbox"/> 3. <i>bag</i> and <i>aisle</i> (No)
<input type="checkbox"/> 4. <i>news</i> and <i>blues</i> (Yes)
<input type="checkbox"/> 5. <i>puffs</i> and <i>eggs</i> (No) | <input type="checkbox"/> 6. <i>meat</i> and <i>seat</i> (Yes)
<input type="checkbox"/> 7. <i>dairy</i> and <i>fairy</i> (Yes)
<input type="checkbox"/> 8. <i>shelf</i> and <i>elf</i> (Yes)
<input type="checkbox"/> 9. <i>full</i> and <i>pull</i> (Yes)
<input type="checkbox"/> 10. <i>apple</i> and <i>first</i> (No) |
|--|---|

/
10

Directions: Teacher/Helper says, “I am going to say three words. Tell me the one that does not rhyme with the others.” (For example, “*breeze*, *peas*, *shelf*.”)

- | | |
|--|--|
| <input type="checkbox"/> 1. breeze, peas, <u><i>shelf</i></u>
<input type="checkbox"/> 2. eggs, <u><i>apple</i></u> , legs
<input type="checkbox"/> 3. <u><i>cereal</i></u> , meat, eat
<input type="checkbox"/> 4. sale, jail, <u><i>bag</i></u>
<input type="checkbox"/> 5. pay, <u><i>pie</i></u> , day | <input type="checkbox"/> 6. aisle, while, <u><i>cashier</i></u>
<input type="checkbox"/> 7. <u><i>counter</i></u> , cash, smash
<input type="checkbox"/> 8. food, <u><i>cart</i></u> , rude
<input type="checkbox"/> 9. <u><i>shop</i></u> , shelf, elf
<input type="checkbox"/> 10. dart, cart, <u><i>man</i></u> |
|--|--|

/
10

Directions: Teacher/Helper says, “Tell me a word that rhymes with _____.” Nonsense words are acceptable.

- | | |
|---|--|
| <input type="checkbox"/> 1. shop (<i>hop</i> , <i>top</i> , <i>pop</i> , etc.)
<input type="checkbox"/> 2. sale (<i>whale</i> , <i>nail</i> , etc.)
<input type="checkbox"/> 3. pay (<i>day</i> , <i>may</i> , <i>way</i> , etc.)
<input type="checkbox"/> 4. can (<i>Dan</i> , <i>fan</i> , <i>man</i> , etc.)
<input type="checkbox"/> 5. pie (<i>lie</i> , <i>my</i> , <i>buy</i> , etc.) | <input type="checkbox"/> 6. cart (<i>art</i> , <i>dart</i> , <i>heart</i> , etc.)
<input type="checkbox"/> 7. buy (<i>guy</i> , <i>high</i> , <i>fly</i> , etc.)
<input type="checkbox"/> 8. cash (<i>dash</i> , <i>rash</i> , etc.)
<input type="checkbox"/> 9. meat (<i>feet</i> , <i>neat</i> , <i>beat</i> , etc.)
<input type="checkbox"/> 10. aisle (<i>while</i> , <i>dial</i> , <i>file</i> , etc.) |
|---|--|

/
10

Total	/
	30

Name _____

Homework Partner _____

Date _____

Grocery Store – Deductive Reasoning

Directions: Teacher/Helper reads the clues. The student follows the instructions by pointing to (receptive) or naming (expressive) the appropriate object. You may use the magnets with or without the game board.

Magnets

R E

- Point to/Name the vegetable that grows in the ground. (*carrot*)
- Point to/Name the fruit that monkeys eat. (*banana*)
- Point to/Name the drink that comes in six cans. (*soda*)
- Point to/Name the object that is printed everyday and tells what is happening in the world. (*newspaper*)
- Point to/Name the object with a handle that is used to hold groceries. (*basket*)
- Point to/Name the object that comes in a carton and breaks easily. (*eggs*)

Game Board

R E

- Point to/Name the object that holds money and is in the man's hand. (*wallet*)
- Point to/Name the object that totals how much you spend and has money inside of it. (*register*)
- Point to/Name the object that is used to pay for things. (*money*)
- Point to/Name who is small and wears diapers. (*baby*)
- Point to/Name the vegetable with a husk that you can eat on the cob. (*corn*)
- Point to/Name the object with wheels that you push around the store to collect groceries. (*cart*)

Story Time – Auditory Memory and Storytelling

Directions: Teacher/Helper reads a story and asks the questions. The student listens carefully and answers them. (As a follow-up activity, the teacher may have student(s) place magnets on the Game Board, while telling a story.)

Grocery Store Visit

Every Wednesday, Nat goes to the grocery store. He carries his basket so that he has a place to put his groceries. He gets apples, eggs, and cereal. Nat goes to the store Wednesday because that is his day off from work.

1. When does Nat go to the grocery store? (*every Wednesday*)
2. What does Nat get at the grocery store? (*apples, eggs, and cereal*)
3. Why does Nat go to the grocery store on Wednesday? (*It is his day off work.*)

Checkout Time

Kristy works at the grocery store. She works the register. It is her job to collect money for the groceries. Today, Mr. Johnson is checking out. He bought a box of cereal.

1. Who works at the grocery store? (*Kristy*)
2. When was Mr. Johnson at the store? (*today*)
3. What did Mr. Johnson buy? (*a box of cereal*)

Mr. Thompson's Grocery Store

Mr. Thompson owns the local grocery store. He always helps his customers put their apples, cereal, and canned goods in a bag. He gives them a big smile. He asks each customer, "How are you doing?" and thanks people for coming into the store, so they will come back again.

1. Who owns the grocery store? (*Mr. Thompson*)
2. What does Mr. Thompson put in the bag? (*apples, cereal, and canned goods*)
3. Why does Mr. Thompson thank people for coming into the store? (*so they will come back again*)

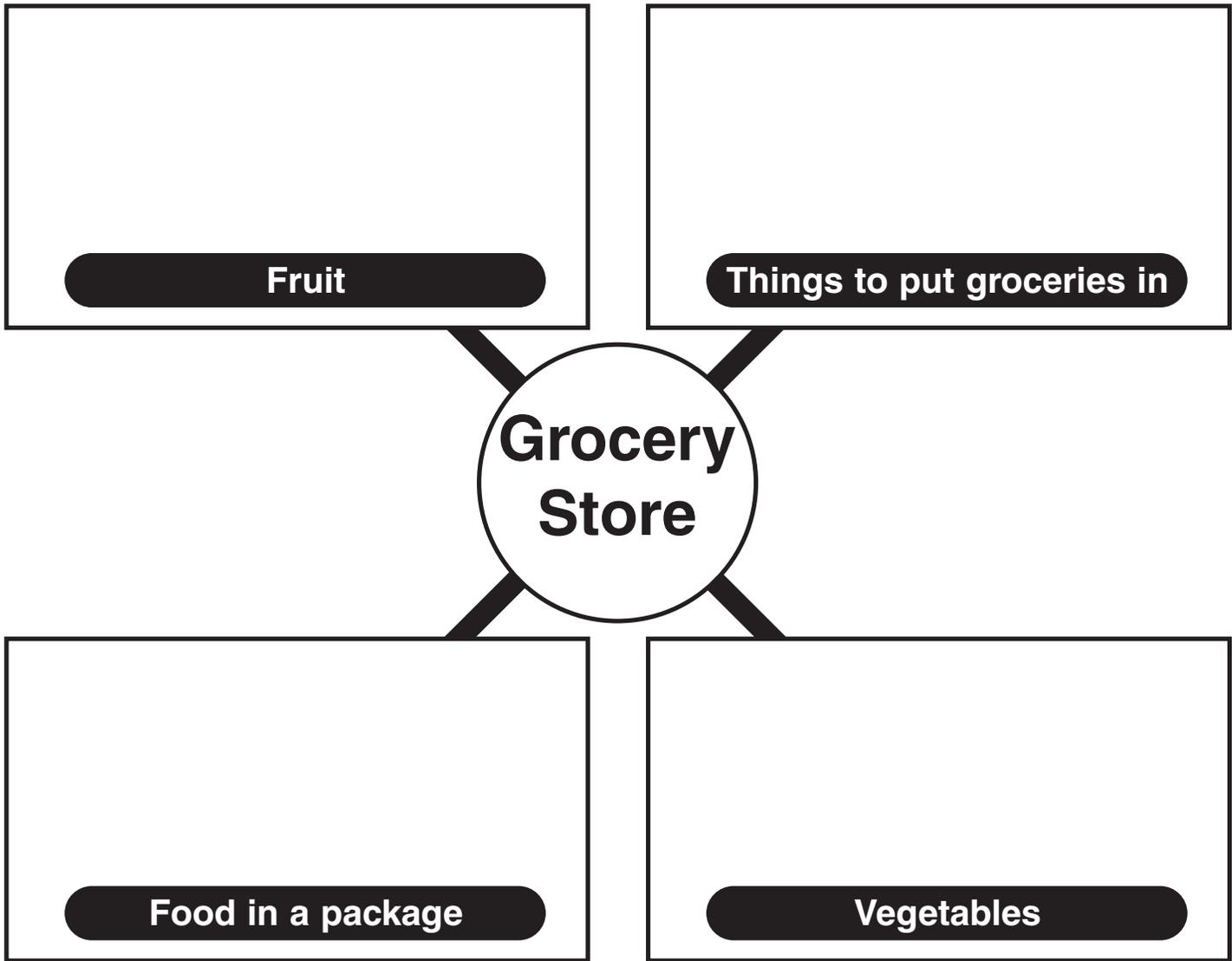
Name

Homework Partner

Date

Grocery Store – Category Word Web

Directions: Using the Word Bank, write the name of each grocery store object in the correct category.



Word Bank

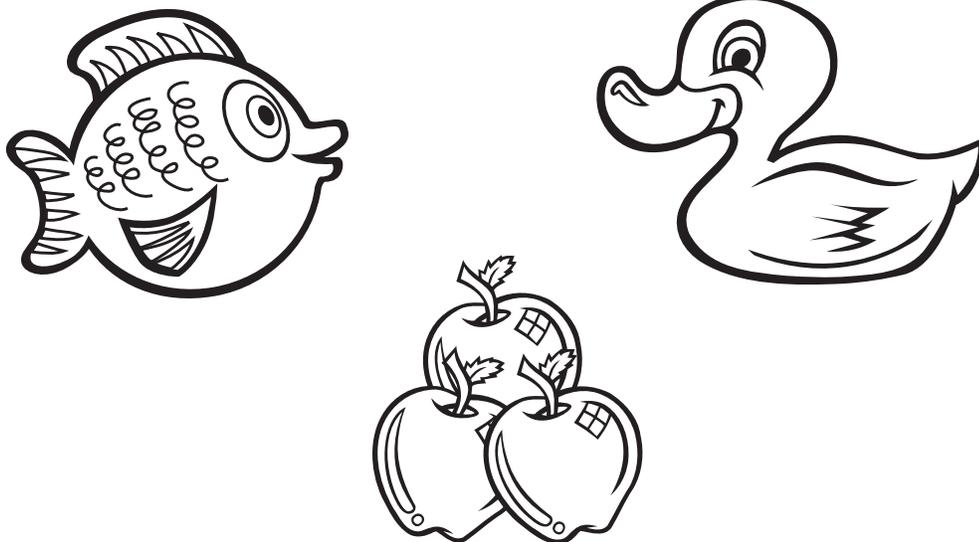
apples 	carrots 	eggs 
box of cereal 	bananas 	cart 
can of peas 	shopping bag 	corn 

Some words/pictures may be used more than once.

Name
Homework Partner
Date

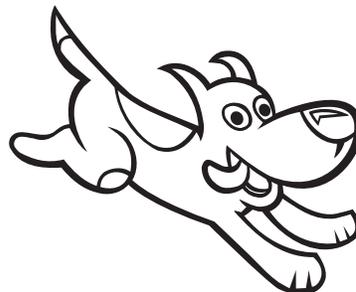
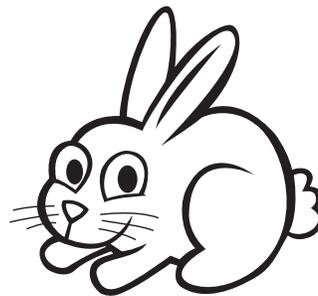
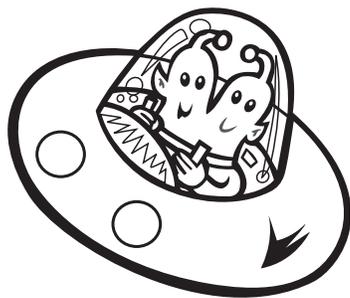
MagneTalk® Match-up Extension Activities

- Have the child name each picture and color them.
- Have the child choose a picture and describe a specific object so that someone could guess which picture he/she is talking about.
- Say a sentence and have the child listen for a key word; i.e., “We use money to pay for things.” When the child hears the word money, he/she draws a circle around that picture.
- Cut out the pictures (magnets). Have the child classify the pictures.
- Make up a story about a scene and use the magnets. Have the child answer “WH” questions about the story.
- Have the child draw his/her own scene and tell about the things in his/her picture.
- Reproduce two of each picture. Use the pictures to play concentration.
- Sentence Completion: The teacher will give the directions. “Listen carefully. I will say a part of a sentence. When I stop, you say a word to finish the sentence.” When the child’s response is correct, give him or her a point. An example sentence might be, “A _____ is yellow and eaten by a monkey.” Child responds with, “Banana.”
- Have the child tell his or her own imaginary story. The child can use the scene and magnets to illustrate the events in his/her story.
- Copy pictures, cut out, and place the pictures of the magnets face up on a table. The teacher chooses one picture and begins telling a story. The teacher stops and the child continues the story by choosing a picture and incorporating it into the existing story. Continue taking turns choosing pictures and adding to the story.

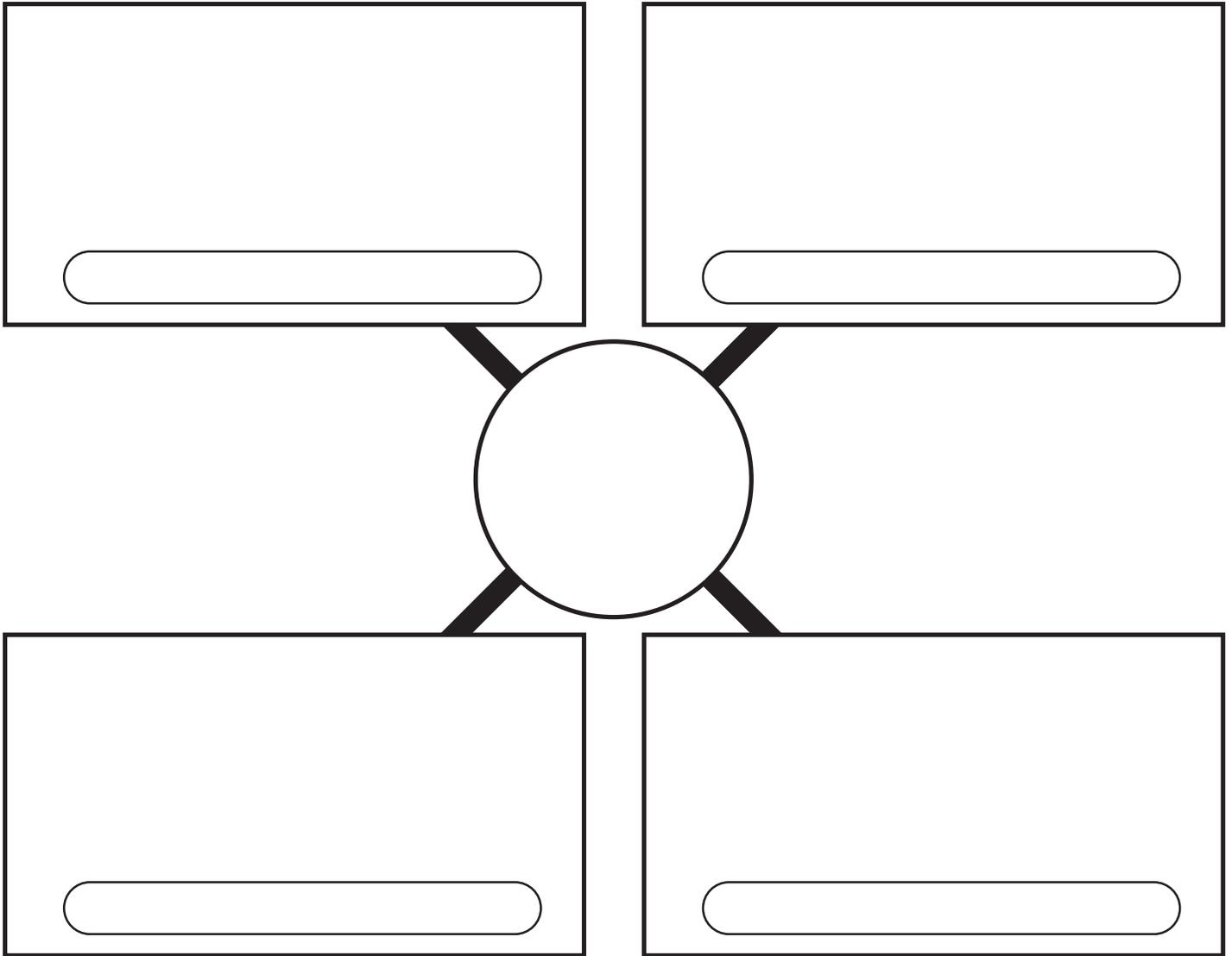


MagneTalk® Match-up Basic Concept Activities

- Play “I Spy” by searching for objects in the classroom that are *near / far, on/off, under/over, empty/full, etc.*
- Have students look through magazines and newspapers for people and/or things that are *in front of/behind, etc.* Glue them onto construction paper to make a collage.
- Have students practice filling different size glasses/pitchers with water. Tell them to *empty* one and then make the other *full*.
- Place pictures of things that belong *outside* and things that belong *inside* in a hat. Ask the students to draw a card and tell if the item belongs *inside* or *outside*.
- Assign one student as leader. Ask the other students to stand in a line. “Leader” says, “_____ is *in front of* _____.” Now move *behind* (child at the end of line).” Continue until first person is in the original position.
- Give each child a piece of paper and ask him/her to draw a cloud. Then, ask the child to draw objects *under* or *over* the cloud.
- Have students follow directions for *near* and *far* using toys such as a house, cards, and people. For example, “Put the car far away from the house.”
- Pass out candy and have the students place the candy *above* or *below* their plate. Let them eat the candy when they place all of them in the correct location.
- Have students line up on the playground to go down the slide, swing, or cross the monkey bars. Talk about *first, second, and third*.



_____ – Category Word Web



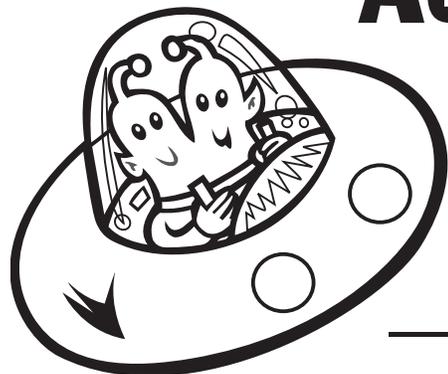
Word Bank

_____	_____	_____
_____	_____	_____
_____	_____	_____

Some words/pictures may be used more than once.

Name Homework Partner Date

**Congratulations,
Adventure Seeker,**



your

skills

are Out of Sight!

**Yeah!
You're a
Language
Match-up
Master!**

