

Teaching tips:

Hometrain Resources:

You will need:

- **All language and category cards from Section 1**
- **All Language cards from Section 2**
- **'I Can' Star Chart**

Also:

- **'I Can' Social Scenes 1.2**
- **'Who' Activity Sheet 1.1**
- **Lower Case Letters 1.1**
- **Associations 1.1**

Materials:

You will need a pair of your child's socks and a jumper or T-shirt. A range of colouring materials, a laminator and laminating sheets. A range of language cards from Sections 1 and 2, reinforcers and other activities to use in between the learning objectives. Gold stars, stickers or stampers for rewards on activity sheets.

Learning Objectives:

This lesson plan is one hour, divided into four sections:

1. Social Skills – 'I Can' Get Dressed
2. Language Skills – answering 'Who...?' questions
3. Reading skills – Letters of the alphabet
4. Cognitive Skills – Introducing Associations

Keep using praise as a reinforcer as often as you can. This will encourage more attempts of interaction.

Running out of reinforcers? You can contact us for new ideas.

Remember to use the first learning objective as your warm-up, and use the labelling technique with a selection of language cards in between the objectives. This can be done at before or after using other table top activities as reinforcers, or as part of your teaching plan.

1. Social Skills – 'I Can' Get Dressed

This is the second skill to promote your child's social independence.

Introduce the activity sheet, looking at and using the highlighted words, talk about what is happening in the pictures.

- Discuss what clothes the children are putting on
- Show your child two items of clothes
- Teach or ask them to show you how they put on their socks
- Teach or ask them to show you how they put on a T-shirt or jumper

If your child has limited mobility, or is just learning – be sure to give lots of praise for any attempts to help with the task.

If your child needs extra motivation, you can make your own star charts to continue after this section.

If your child is able to attend to their own clothes, encourage them to dress themselves as often as possible (you may have to allow more time in the mornings!)

Add stars to the Reward Chart any day that your child helps to dress themselves.

2. Language Skills – Answering ‘Who...?’ Questions

The ability to ask and answer ‘Wh’ questions is one that many children have difficulty with. As with the communication book ‘All About me’ from previous sections, begin with asking ‘Who’ questions.

Using the activity sheet:

- Select a question, asking your child to point to (or circle) the person
- Repeat the questions again if necessary, and use prompts if needed
- Check your child’s understanding of the question by asking questions about people in your immediate family, friends or people in the community – for example ‘Who is at school?’

These questions depend greatly on your each child’s ability, use the pictures to teach your child that a when someone asks a ‘Who’ questions, the answer relates to a person or people.

3. Reading Skills – Letters of the alphabet

Prepare the letters by cutting out and laminating them so they can be used individually.

- Present your child with each letter, one at a time, and say the letter and the sound that letter makes
- Encourage your child to say the letter and the sound
- Repeat as necessary

Store the letters in a container – the following weeks will add to the alphabet.

4. Cognitive Skills – Introducing Associations

Cut out and laminate the first group of paired associations.

- Separate the associations pairs into two piles
- Place three cards face up on the table
- Label the pictures
- Present the first of the three cards that go together
- Label each one
- Ask your child to put the cards together

If this is a new concept for your child, begin by pairing the pictures together before introducing the game.

If your child can play the game, then begin with three cards, and work up to paring all six together.

End the lesson with an activity, game or songs from previous weeks.

Encourage your child to use the word ‘and’ to join the associated words together.

Diary

Week 34

What went well:

Date: __/__/____

What didn't go well:

Reasons why?

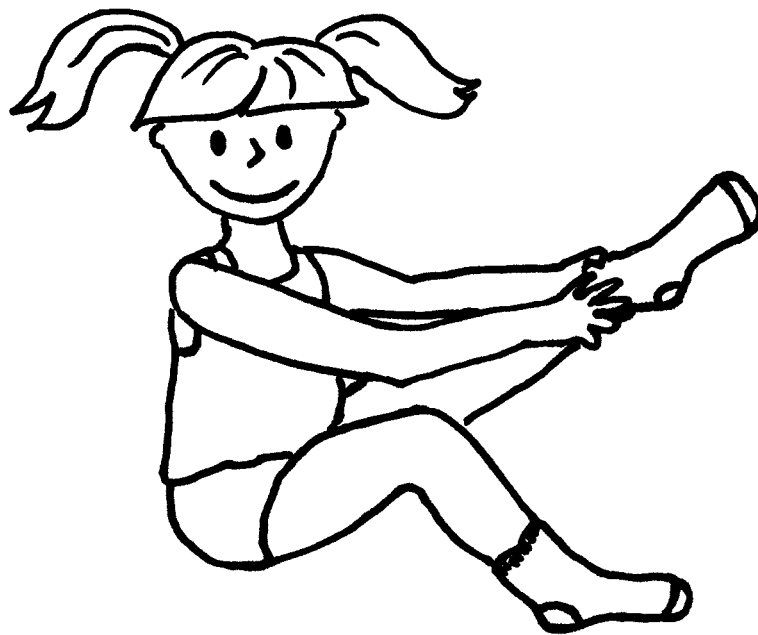
Any ideas for next week?

Section 3 'Learning Together'
Resources:

Week 34

Activity Sheet
Title: 'I Can' – Social Scenes 1.2

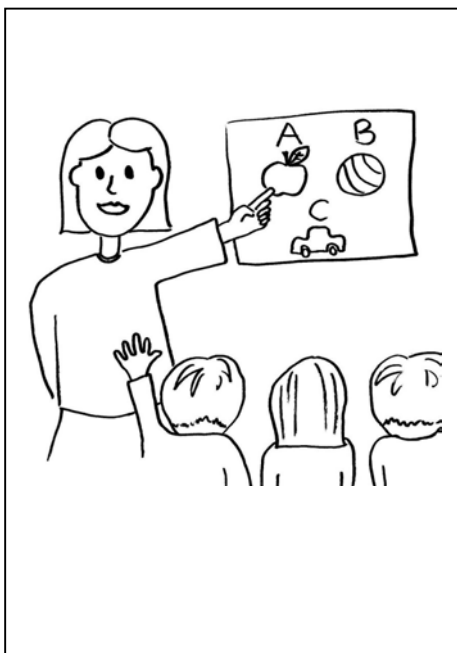
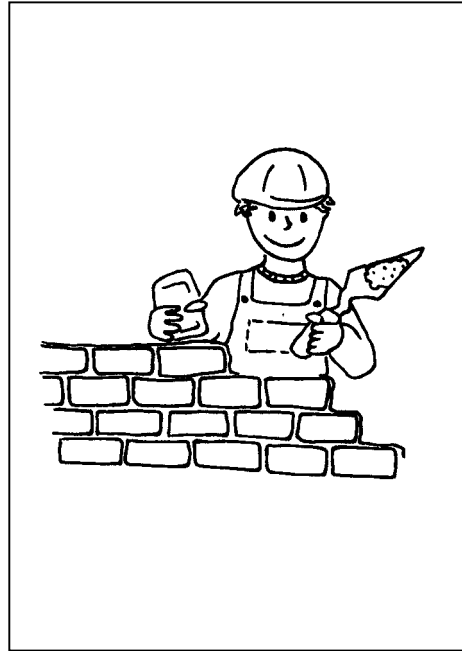
'I can get dressed'.



Section 3 'Learning Together'
Resources:

Week 34

Activity Sheet
Title: 'Who?' Questions – 1.1



Section 3 'Learning Together'
Resources:

Week 34

Activity Sheet
Title: Lower Case Letters 1.1

a

b

c

d

e

f

g

h

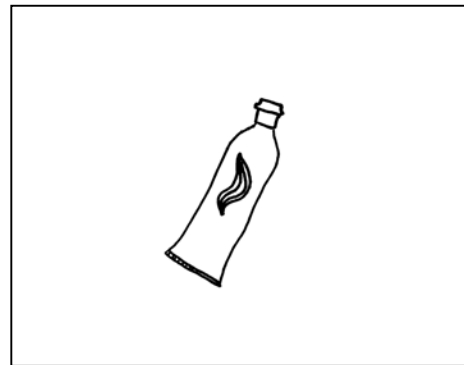
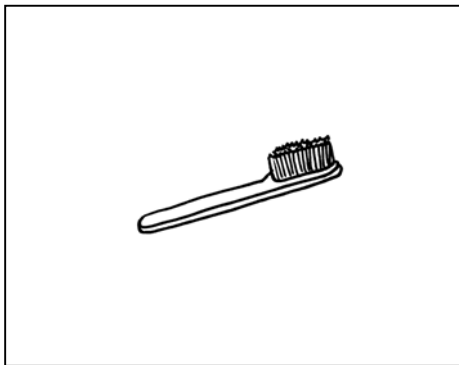
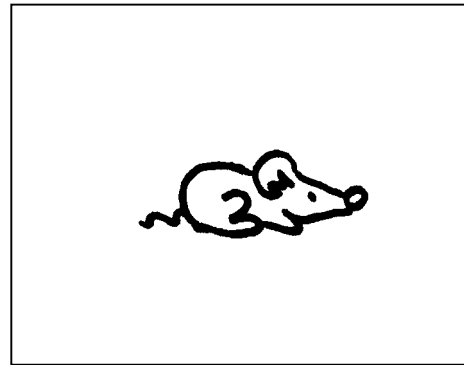
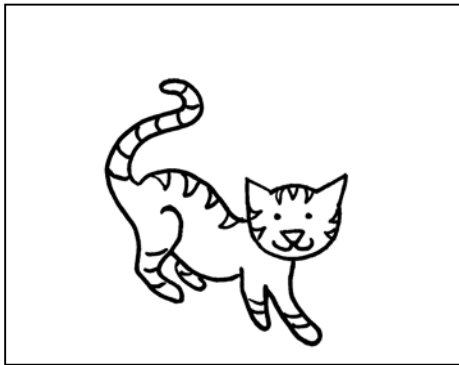
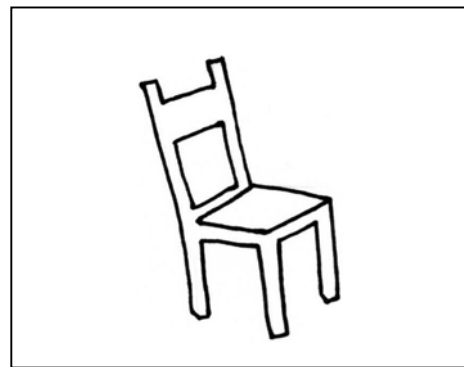
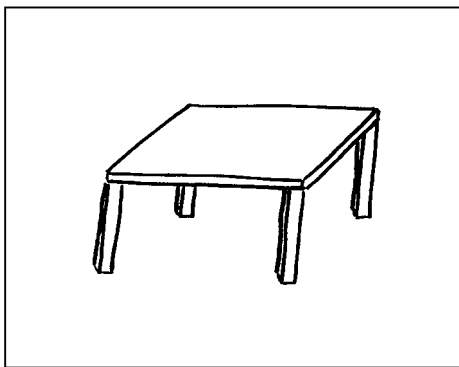
i

Section 3 'Learning Together'

Week 34

Resources:

Activity Sheet – Page 1 of 2
Title: Associations – 1.1



Section 3 'Learning Together'

Week 34

Resources:

Activity Sheet – Page 2 of 2

Title: Associations – 1.1

