



## Language

## Language & Speech Home Activities

### Building Language through Cooking

**Grade Level:**

Early/Upper Elementary

**Curriculum:**

General Education  
Alternate Curriculum

**Targeted Skills:**

Language-Expressive, Receptive

**Materials:**

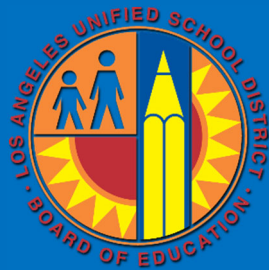
1. Ingredients for recipe of choice
2. Attached document

**Directions:**

1. Use the below word/concept document to help you comment and label the ingredients you are cooking with. Repeat the words as you use them and expand on your child's utterances when possible. For example, if your child says "open", you can say, "Open the can of beans."
2. Describe the items you are using to provide your child with a rich vocabulary. Instead of just labeling a carrot, talk about the carrot. For example, "This carrot is long, soft, orange, and cold."
3. Provide small and clear step-by-step directions for your child. For example, "Take out the bowl and pour in the beans." Pick something that you both feel comfortable making so that it is a mutually enjoyable experience!
4. Give your child choice questions ("Should we use tomatoes or carrots?") or open-ended questions ("What else should we use in our soup?")
5. Use sequence words (first, second, last) as you talk to your child.

**Modifications/Adaptations:**

- If cooking seems like a difficult task for your child, make it a simpler task, such as putting together their lunch. For example, have them put apples, chips, and a sandwich on their plate, while describing what they will be eating.



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<b>Labels</b>  Knife, fork, spoon, bowl, plate, cup, stove, oven, refrigerator, sink, food items, cutting board, measuring cup	<b>Spatial Words</b>  Up, down, next to, inside, over, in
<b>Action Words</b>  Mix, stir, pour, put in, cut this, wash, dry, want, need, taste, open, close	<b>Sequencing Words</b>  First, second, next, after, last, all done
<b>Describing words</b>  Little, long, big, enormous, short, medium, circle, square, colors, numbers, sharp, hot,, cold, rough, soft, delicious, smelly, sticky, juicy, wet, dry	<b>Questions you can ask</b>  What should we make for lunch? What colors do we see? What shape is this? How many do we need? What does this feel like?



## Language

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### Roll A Story

**Grade Level:**

Early/Upper Elementary, Middle School, High School

**Curriculum:**

General Education  
Alternate Curriculum

**Targeted Skills:**

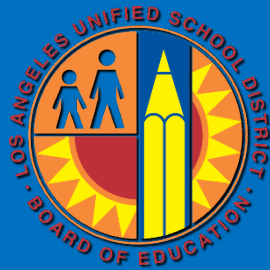
Language-Expressive, Receptive,  
Pragmatic

**Materials:**

1. Storyboard
2. Dice

**Directions:**

Student rolls a die to discover which character, problem, and setting their story will be about. Student must make up a short story, including character, setting and relevant events. Challenge the student to include descriptive details, using appropriate adjectives.



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## Roll A Story

# ROLL a STORY

	Character	Problem	Setting
	A happy alien	Loses their little brother	On the moon
	A giant dog	Gets stuck in a fire	In a forest
	An angry ghost	Turns into a bird	At a school
	A clever detective	Eats a poisonous apple	In a castle
	A brave fireman	Finds a flying bus	At the beach
	A kind farmer	Is chased by bees	At the store