GAME IDEAS
Most of these games are traditional ones, with occasional modifications; most adults and children will be familiar with them. Games can be a fun way to practice social interaction, social graces, language, communication, and a wide variety of play and thinking/reasoning skills. Added bonus: children (and adults) enjoy them!

<table>
<thead>
<tr>
<th>Low Activity Level Games</th>
<th>Brief Description</th>
<th>Possible Target Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Go Fish</strong></td>
<td>Popular card game; can vary by using different decks, i.e., matching faces, feelings, names, etc.</td>
<td>Requesting, Eye Contact, Turn-Taking, Using Student Names</td>
</tr>
<tr>
<td><strong>Puzzles</strong></td>
<td>Assemble a large puzzle by working together.</td>
<td>Teamwork, Requesting/Offering Help, Watching Peers, Cooperation.</td>
</tr>
<tr>
<td><strong>Operator</strong></td>
<td>Facilitator whispers message to the first child in circle, which is passed around the circle; final message will be distorted and funny.</td>
<td>Listening Skills, Proximity to Peers, Humor.</td>
</tr>
<tr>
<td><strong>Hot or Cold</strong></td>
<td>Children search for an object by moving around and asking “Hot (close) or Cold (farther away)”?</td>
<td>Attending Skills, Following Directions, Reasoning Skills, Cooperation.</td>
</tr>
<tr>
<td><strong>I Spy</strong></td>
<td>Leader describes something in plain sight; children try to guess by asking questions to expand on basic information.</td>
<td>Listening Skills, Attending to Visual Cues, Cooperation, Reasoning, Language Skills.</td>
</tr>
<tr>
<td><strong>20 Questions</strong></td>
<td>Children try to guess what object or person leader is thinking of in 20 yes/no questions or less, if successful, he/she thinks of next object.</td>
<td>Listening Skills, Reasoning, Language Skills, Cooperative Questioning, Memory Skills.</td>
</tr>
<tr>
<td><strong>Going to the Market</strong></td>
<td>Children take turns saying “I’m going to the mall (market, store, etc.) to buy some ______.” Each child has to repeat what has already been said and add a new item.</td>
<td>Turn-Taking, Listening Skills, Memory Skills, Encouragement, Humor.</td>
</tr>
<tr>
<td><strong>Who Am I?</strong></td>
<td>One child covers ears; group decides who (famous person or character) the child represents; child tries to guess who from clues provided by peers.</td>
<td>Listening Skills, Language Skills, Reasoning Skills, Encouragement, Teamwork, Cooperation, Humor.</td>
</tr>
</tbody>
</table>

From: Wagner, Sheila

Inclusive Programming for Elementary Students with Autism.

<table>
<thead>
<tr>
<th>Game</th>
<th>Brief Description</th>
<th>Possible Target Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blob</td>
<td>Children mill around; as the facilitator calls out a number, the children form group(s) of that many; culmination should be a group with all children.</td>
<td>Proximity to Peers, Listening Skills, Cooperation, Teamwork.</td>
</tr>
<tr>
<td>Freeze Tag</td>
<td>Several children are “it”; they try to tag others who are then “frozen”. To be unfrozen, a peer must crawl between the frozen child’s legs without being tagged. Goal – To keep everyone unfrozen.</td>
<td>Turn-Taking, Cooperation, Physical Activity, Teamwork, Empathy.</td>
</tr>
<tr>
<td>Charades</td>
<td>Children take turns acting out animals or story/cartoon characters, with or without language (as agreed upon); other children work together to guess who or what is being portrayed.</td>
<td>Watching Others, Imagination Skills, Reasoning, Teamwork, Cooperation, Creativity, Turn-Taking.</td>
</tr>
<tr>
<td>Do What I Do</td>
<td>Children pair off &amp; face each other, almost touching. One starts by moving his/her body slowly while the other child tries to copy movement(s) exactly; then the other child gets to move.</td>
<td>Target Watching, Turn-Taking, Imitation, Proximity to Peers, Cooperation, Creative Movement.</td>
</tr>
<tr>
<td>Do What I Say</td>
<td>Facilitator narrates a story as children act out roles, each playing a character in the story; children take turns narrating. With each new narrator, the story may take a new, often humorous, direction.</td>
<td>Listening Skills, Imaginative Play, Language Skills, Creativity, Cooperation, Humor, Teamwork.</td>
</tr>
<tr>
<td>Mother May I?</td>
<td>Facilitator acts as “mother” who instructs individuals to “take _____ (giant, baby, kangaroo, duck, etc.) steps” toward a goal. Child must remember to say, “Mother, May I?” before moving or will have to return to the start line. First one to goal becomes next “mother”.</td>
<td>Listening Skills, Creative Movement, Imaginative Play, Humor, Motor Skills.</td>
</tr>
<tr>
<td>Simon Says</td>
<td>Popular children’s game which involves one child as “Simon” who instructs others to perform variety of movements, which they do only if “Simon Says”.</td>
<td>Listening Skills, Creative Movement, Imagination, Humor, Motor Skills</td>
</tr>
<tr>
<td>Communication Relays</td>
<td>With a larger group of children (maybe 10 or more), teams run relay to target children at the end, who tell the runner instructions to deliver to the next runner (such as “Run backwards,” “Duck Walk,” Do 2 Jumping Jacks, then run” or “Make Barking Sounds”) who in turn carries out the instructions and obtains instructions for the next runner, until everyone has had a turn.</td>
<td>Teamwork, Language &amp; Communication Skills, Auditory Memory, Gross Motor Skills, Imaginative Play, Cooperation, Turn-Taking, Humor.</td>
</tr>
</tbody>
</table>

Any familiar/common children’s games can be adapted or played, with target skills goals in mind. This gives the target child(ren) more opportunities to play with and interest with typical peers, lowers the competitive nature of many games, and provides a “safe” practice environment, in which everyone can have fun!

Autism Spectrum Disorders

According to the United States Department of Education, Autism Spectrum Disorders (ASD) is the fastest growing developmental disorder in the category of Pervasive Developmental Disorders (PDD). PDD included Autism and four other developmental disorders:

* Asperger's Syndrome
* Rett's Syndrome
* Childhood Disintegrative Disorder
* Pervasive Developmental Disorder Not Otherwise Specified

According to the National Institutes of Health (2004), nearly 1 in 166 children is born with Autism. Autism affects the neurodevelopment system, which results in distinct learning and behavioral characteristics. There is an underlying biological or genetic cause that affects the brain's development during early childhood. These physical changes to the brain cause atypical cognitive, social, and behavioral development. Autism Spectrum Disorder affects the individual's ability to integrate sensory information and regulate their emotions.

Characteristics

Many individuals exhibit common characteristics of ASD:

* Lack of eye contact
* Inability to simultaneously focus on subjects or objects with others
* Lack of reciprocal conversation
* Unique sensory or motor processing

Individuals with ASD may also exhibit the following unique characteristics:

* Difficulty with auditory processing (learning, retaining, retrieving)
* Generalization of skills
* Sequencing or performing steps of a particular task
* Difficulty with transitioning activities
* Inability to understand time concepts or management
* Uneven acquisition of academic, social, or emotional development.
Educational Implications

Intervention strategies have been implemented into the educational setting for students with ASD, but no specific intervention or approach has proven successful with all students. The development of every student with ASD proves to be unique. To maximize the effectiveness of strategies, proper evaluations need to be conducted to find the best fit for every student. The following strategies have been successfully and frequently used with students who have ASD:

1. Use strong interest areas as motivators. Many students with ASD have “fixations” or very refined interests in specific objects or concepts. An example would be a child who constantly “measures” the height of two individuals to find out who is taller or shorter, or who becomes obsessed with the formation of tornadoes and their various shapes and sizes. Providing the individual’s “interest” as a motivator may assist in the management of the classroom day.

2. Provide clearly written expectations for class. For many students with ASD, a picture schedule can assist with the functions of a day in school. For older students, a color-coded binder with specific scheduling details will help ease transitions. Assignments can be broken down according to a visual rubric, or due dates can be predetermined and recorded in a planner.

3. Highlighted directions, numbering of tasks or steps, and a physical model of a completed task will allow for an easier completion of a larger task.

4. Structure the physical space in a room. Numbered cabinets or labeled drawers can help a student with ASD remain organized with the location of materials in a classroom. The use of a picture for younger students may help them gain independence when retrieving materials.

5. Create a time for transition and understand the importance of it. Students with ASD require processing time when transitions, both known and unknown, occur. Visual reminders rather than oral are often most successful.

6. Designate peer buddies or tutors. Often, a student with ASD is able to focus with the assistance of one person. Rotating a peer-buddy system will allow for individual support while supporting the social structure of classroom peers.

7. Stick with a routine. Because students with ASD often show organizational deficits, it is essential that the general make-up of the school day be structured.

Communication

Many students who exhibit ASD have difficulty using and understanding language. Often the basis of this deficit stems from early difficulties with attention and symbol development. The student with ASD may show from few to many of the following communication deficits:

* Decreased social interaction
* Challenging behavior
* Initiating or concluding conversations with others
* Reciprocal conversations with others
Developing Play Through Joint Action Routines

Sandy Show, SLP
Grant Wood AEA
June, 1997
Phase III Funding
Developing Play Through Joint Action Routines
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Materials
Set Up
Flexible Play Routine

Title:

Materials:

<table>
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<th>Example of Language Models To Be Used</th>
<th>Variations To the Event</th>
<th>Language Models Used with the Variations</th>
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</table>
Flexible Play Routine List

Early Routines
Farm and Farm Animals
Mr. Potato Head
Puppets
Lego
Feeding the Baby
Washing the Baby
Painting the House
Washing the Dishes
Cleaning House

Multi-Step Play Routines
Baking Cookies
At the Carnival
Baby Doctor
Tool Time
Doll House
Growing a Garden
What am I? What am I Doing?
Going Fishing

Complex Play Routines
Fast Food Restaurant
Riding the Bus
Having a Picnic
Firefighters
Birthday Party
Grocery Store
Camping
Post Office

Article on Joint Action Routines
Developing Play Through Joint Action Routines

Play skills develop slowly for children with many different types of disabilities. These play routines were developed specifically with children with autism and communication disorders in mind, but can be used with any children who are developing play behaviors. In addition, the 50 play routines in this program were developed to be used in either a behavioral teaching program (Discrete Trial Training) or an incidental teaching program. Visual supports are provided for children with receptive delays and to support children's understanding of schedules, routines, and play scripts. The visual supports and the scripts will also help the adults be consistent in the directions and language they use with the children.

There are many different systems that can be used to describe the development of play skills in children. I have relied heavily on the work of Piaget in my understanding of children's play. He describes play behaviors as developing across two domains, cognitive and social. Along the cognitive domain, children first develop functional play, the ability to use objects in the manner they were designed to be used. Examples of functional play include shape sorters, spinning tops, pounding boards, etc. The next level of cognitive play development is constructive play. This includes building with blocks and assembly activities. The third level of cognitive play development is dramatic play or pretend play where the child takes on the role of another. The highest level of cognitive play development is games with rules where the child and others share the same rules for the game. When looking at the social levels of play, the child is observed to be playing alone (solitary play), playing beside other children in the same activity (parallel play), or playing with other children in a collaborative way (group play).
The play routines included in this program were designed to develop both the cognitive and social aspects of play. If a child is not yet using toys in appropriate functional ways, this is where you need to begin. If, however, the child is able to use a number of toys in a functional manner independently, then you can begin using the activities in this program to build social interaction and to increase the cognitive and language demands placed on the child. The activities were written for a direct instruction program involving the child and an adult teacher, parent, or associate for a play partner. However, the routines can be adapted to work with pairs or groups of children.

The play routines have been broken into two main categories. The first level of play routines are called **Closed Play Routines**. These are simple play routines that do not vary much each time they are played. There is a sequence of activities included in the routine that remains constant. The earliest forms of the Closed Play Routines involve early turn-taking activities that can be used with very young children and children who are nonverbal. The routines increase in difficulty to finally include some games with rules. For many of the children with autism and/or communication disorders, the games with rules are easier than the dramatic play routines included in the second section of the program. A set of pictures accompany each of these routines to be used as visual supports for the children who are helped by them. They also serve to remind the adults providing the training of the language used in giving the directions to maintain consistency. At the end of each of the Closed Play Routines is a section called "Communication Temptations". These are intentional violations of the sequence of the routine to encourage the child to use some means of communication to make you aware of the change. These should be used after a child is familiar with and capable of completing the routine using the standard sequence.

The second category of play routines are called **Flexible Play Routines**. These are joint action routines developed to build dramatic or pretend play. Included at the end of the program is an article from Clinical Connection titled "A Case Study in
Facilitating Semantic and Pragmatic Abilities Through Joint Action Routines" by Carol Scheffner Hammer. This article described the use of joint action routines with a young child with specific language impairment. The format for the joint action routines presented in this article provided the basis for the development of the Flexible Play Routines in this program. These play routines include a sequence of activities and the script to accompany these activities to be used in the initial training of the play routine. On the second half of the sheet are variations or additions to the routine and the scripts to accompany these. The variations listed in this program are not the only possibilities for use with the children you work with. Instead, you can use the examples as a model and develop variations that are fun or functional for the children you are seeing. A story book accompanies each of these play routines to provide visual support for understanding the play sequence. I have used these booklets with some young children with autism to read through prior to working on the play routine (preview) and then to reread after we are finished with the play routine (review). The booklets have become a cherished part of the play for these children who are at the earliest stages of supported pretend play.

Once a child has become comfortable and competent with a particular play routine, the routine can be used to develop a variety of language and social skills. The child may now include a sibling or other children in the play. The play routine can be used to facilitate the child's use of language to request objects or actions, to describe a sequence of activities, or to build vocabulary. Play is truly the work of children.
# Closed Play Routine List

## Early Routines
- Let’s Blow Bubbles
- Bean Bag Toss
- Find the Yummy
- Puzzles
- Play with Balloons
- Read a Book
- Scooter Board
- Rolling the Ball
- Ring Around the Rosie

## Turn-Taking Routines
- Fishing Game
- Train Set
- What’s Missing?
- What Do You See?
- See and Say
- Domino Raceway
- Follow the Leader
- Making Music

## Higher Level Language Games
- Hiding Cows and Pigs
- Let’s Make a Book
- Build This

## Board Games or Commercial Games
- Mickey’s Pies
- Don’t Spill the Beans
- Cootie Game
- Color Clown Bingo
- Mr. Potato Head Game
Closed Play Routine
Let's Blow Bubbles!

Set-up: Set the bubbles out on a shelf or bin.
This routine should be done one or two times a session.

Script: 1. Get the bubbles.
2. Bring them here.
3. We'll open the jar.
4. Let's blow the bubbles. Pop! Pop! Pop!
5. Close the jar.
6. All done. Put the bubbles away.

Support: This activity may be done outside. Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying "Let's ______ (put it away.)" or whatever the direction is. During the training of the routine, open the jar almost all the way so the child can complete step 3. You will blow the bubbles, though the child can too if they are able. Try to get them to pop the bubbles with you. Let them put the top on the jar, but you close it tight.

Charting: This activity has 6 different steps and you are repeating steps 4 and 5. Just record the support for these six steps. Decide on 4 and 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. You can use this routine to record the child's requests for you to open the jar, blow bubbles, do it again, or more.

Possible Temptations:

1. Bubble jar is empty.
2. Lid is too tight for the child to open.
3. Pause with your lips to the bubble wand, but don't blow.
4. Pause when blowing to see if the child fills in the "Pop! Pop! Pop!" or looks at you to fill it in.
Let's Blow Bubbles!

1. Get the bubbles.
2. Bring them here.
3. We'll open the jar.
4. Let's blow the bubbles. Pop! Pop! Pop!
5. Close the jar.
6. All done. Put the bubbles away.
Closed Play Routine
Let's Play Bean Bag Toss

Set-up: Set the bean bags and basket out on a shelf or bin. This routine should be done one or two times a session.

Script:
1. Get the bean bags.
2. Bring them here.
3. Throw in the basket.
4. My turn. I throw one in the basket.
(Repeat steps 3 and 4 until the bean bags are gone)
5. Let's play again.
6. All done. Put the bean bags away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let’s ________ (put it away.)” or whatever the direction is. The child may need physical support to get better at throwing. This is not what your are marking, however. You are only marking if the child was trying to throw independently, with visual support, or physical support. If the attempt is there, the child is successful. Continue until the child tires of the game or until the bean bags are all in the basket.

Charting: This activity has 6 different steps and you are repeating steps 3 and 4. Just record the support for these six steps. Decide on 3 and 4 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. This routine can be used to record the child’s ability to take his/her turn and to indicate that it is your turn by pausing, gesture, or verbalization.

Possible Temptations:

1. Give the child something other than a bean bag to throw.
2. Pretend to throw your bean bag, but don’t release it.
3. Pause after telling the child you will throw, but don’t throw the bean bag.
Let's Play the Bean Bag Toss

1. Get the bean bags.
2. Bring them here.
3. Throw in the basket.
4. My turn. I throw one in the basket.
5. Let's play again.
6. All done. Put the game away.
Closed Play Routine
Let's Play Find the Yummy!

Set-up:  Set the blocks out on a shelf or bin. This game should be played one or two times a session.

Script:  1. Get the blocks.
         2. Bring them here.
         3. I’m hiding a yummy.
         4. I’ll move the blocks.
         5. Find the yummy.
            Is it here? No!
            Is it here? Yes! Yum!
         6. All done. Put the blocks away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let’s ______ (put it away.)” or whatever the direction is. You will need to put a treat into a block and close it. Let the child open the block (a good fine motor task) if possible. Answer, “No” until the block with the treat is opened. Then say, “Yes!” and as the child eats the treat, say, “Yum!” Make sure to be pretty animated for both the “no” and “yes”. Repeat steps 3-5 until the child is no longer interested.

Charting: This activity has 6 different steps and you are repeating steps 3 through 5. Just record the support for these six steps. Decide on 3 through 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently.

Possible Temptations:

1. Blocks all have nothing inside.
2. Something else besides food is hidden (i.e., small toy)
3. Pause when you find the treat to see if the child fills in the verbalization or turn.
Let's Play
Find the Yummy!

1. Get the blocks.
2. Bring them here.
3. I'm hiding a yummy

4. I'll move the blocks.
5. Find the yummy.
   Is it here? No!
   Is it here? Yes! Yum!
6. All done. Put the blocks away.
Closed Play Routine
Let's Do Puzzles

Set-up: Set a puzzle out on a shelf or on top of one of the bins.
Choose a puzzle that the child can do.
Make sure to vary the puzzles over time.
This game should be played one or two times a session.

Script: 1. Get the puzzle.
2. Bring it here.
3. Take out the pieces.
4. Put it together.
5. What piece do you want?
6. All done. Put the puzzle away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures.
Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying "Let's ________ (put it away.)" or whatever the direction is. If the child needs assistance, use step five to help them understand the need to move pieces around. Physical assistance for step 4 involves getting the child to understand what to try to do in putting a puzzle together, not in helping the child if a piece is difficult to put in.

Charting: This activity has 6 different steps. You record the child's level of independence at each step. For Step 4 decide whether the child was primarily independent or prompted in attempting to put in puzzle pieces. You may want to establish the routine first before having the child ask for pieces in Step 5. You can record the request for puzzle pieces in this routine.

Possible Temptations:

1. No pieces in the puzzle when the child goes to get it.
2. Substitute a piece that won't fit into the puzzle.
3. Hide a puzzle piece in your hand.
Let's Do Puzzles

1. Get the puzzle.
2. Bring it here.
3. Take out the pieces.
4. Put it together.
5. What piece do you want?
6. All done. Put the puzzle away.
Closed Play Routine
Let's Play with Balloons!

Set-up: Set a balloon out on a shelf or bin.
This routine should be played one or two times a session.

Script: 1. Get the balloon.
2. Bring it here.
3. I'll blow it up.
4. Let it go. Whee!
5. Feel the air.
   (continue steps 3 through 5 until child tires of game)
6. All done. Put the balloon away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying "Let's ________ (put it away.)" or whatever the direction is. You will need to blow up the balloon for the child then give it to him/her. Don't let the child put his/her mouth on the balloon. You can vary the routine a little by blowing air on the child's face or making a noise with the balloon by letting some air out as you hold it tight. Continue blowing and letting air out of the balloon (steps 3-5) until the child is not as interested.

Charting: This activity has 6 different steps and you are repeating steps 3 and 4/5. Just record the support for these six steps. Decide on 3 and 4/5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. Or you can use this activity to encourage requests for "more" and record this.

Possible Temptations:

1. Hand the child a new balloon of the same color, but not blown up.
2. Let go of the balloon so that it flies away.
3. Blow the balloon up and pause. Don't hand it to the child.
Let's Play With Balloons!

1. Get the balloon.
2. Bring it here.
3. I'll blow it up.
4. Let it go. Whee!
5. Feel the air.
6. All done. Put the balloon away.
Closed Play Routine
Let's Read a Book!

Set-up: Set the book out on a shelf or bin. This activity works well
        with any lift-the-flap book
        This routine should be done one or two times a session.

        2. Bring it here.
        4. Where's ________.
            Is it here? No.
            Is it here? Yes! Peek-a-boo!
            (or other dialogue appropriate to the book chosen)
        5. Turn the page.
        6. All done. Put the book away.

Support: Use the pictures with the child to talk them through the
         activity step by step if it is helpful. Gradually fade out the pictures.
         Give the child an opportunity to do the actions within the routine
         without help, but if the child does not follow the routine, physically
         help them through it, saying “Let’s ________ (put it away.)” or
         whatever the direction is. You want the child to point or lift the flap or
         in some way be engaged with the book. Continue through the book
         until you are done.

Charting: This activity has 6 different steps and you are repeating
          steps 4 and 5. Just record the support for these six steps. Decide on 4
          and 5 whether the child predominantly needed physical support,
          visual support, or was able to work at that step independently.

Possible Temptations:

1. Book has rubber bands around it so it won’t open.
2. Move to the next page without looking under the flap.
3. Pause when lifting the flap to see if the child fills in
   “Peek-a-boo” or a squeal or something.
Let's Read a Book!

1. Get the book.
2. Bring it here.
5. Turn the page.
6. All done. Put the book away.
Closed Play Routine
Let's Play With the Scooter Board

Set-up:  Scooter board and hoop in the work area. This game should be played one or two times a session.

Script:  1. Get the scooter board.  
2. Bring it here.  
3. Get the hoop.  
4. Hold the hoop. You can ride.  
5. Do you want more? Let's do it again. (Continue with 4 and 5 in a turn-taking manner until the child tires of the activity.)  
6. All done. Put the scooter board away.

Support:  Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let’s ________ (put it away.)” or whatever the direction is. You may need to help the child learn how to hang onto the hoop as you pull, but that is not physical assistance for following the directions of the routine. Help the child learn to indicate they want more by asking for more, giving you a picture, or by reaching out for the hoop.

Charting:  This activity has 6 different steps and you are repeating steps 4 and 5. Just record the support for these six steps. Decide on 4 and 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. Or you can use this activity to record the child’s request for the activity to continue, either with gesture, sign, or vocalization/verbalization.

Possible Temptations:

1. Push with the hoop instead of pulling.  
2. You sit on the scooter board and give the child the hoop.  
3. Hold onto the hoop, but don’t pull.
Let's Play With the Scooter Board

1. Get the scooter board.
2. Bring it here.
3. Get the hoop.
4. Hold the hoop. You can ride.
5. Do you want more? Let's do it again.
6. All done. Put the scooter board away.
Closed Play Routine
Rolling the Ball

Set-up: Have a ball or a few balls. The balls can vary in size for fun. Sit on the floor facing the child.

Script: 1. Get the balls and bring them here.
2. Sit down.
3. My turn. Here comes the ball!
4. Your turn. Roll me the ball.
5. Do you want more?
(Continue with 3 through 5 in a turn-taking manner until the child tires of the activity.)
6. All done. Put the balls away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let’s ______ (put it away.)” or whatever the direction is. This routine may be used to record the child’s ability to engage in turn-taking or to make requests for “more”.

Charting: This activity has 6 different steps and you are repeating steps 3 through 5. Just record the support for these six steps. Decide on 3 through 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. This activity may be used to record requests. In that case, you can chart and record requests.

Possible Temptations:

1. Roll something other than a ball.
2. When it is your turn, pause but don’t roll the ball.
3. Roll a ball of a different size or texture.
Let's Roll the Balls

1. Get the balls and bring them here.
2. Sit down.
3. My turn. Here comes the ball!
4. Your turn. Roll me the ball.
5. Do you want more?
6. All done. Put the balls away.
Closed Play Routine
Ring Around the Rosie

Set-up: This can be done with just you and the child or with other children and adults as well. Work on a carpeted area or outside.

2. Hold hands.
3. Sing. (Start in with the song)
4. All fall down! (Fall to the ground)
5. Let's do it again! (Stand up)
(Continue with 2 through 5 until the child tires of the activity.)
6. All done. That was fun!

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying "Let's _______ (put it away.)" or whatever the direction is.

Charting: This activity has 6 different steps and you are repeating steps 2 through 5. Just record the support for these six steps. Decide on 2 through 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently.

Possible Temptations:

1. Begin to sing a different song.
2. Stay standing at the end of the song.
3. Pause before starting and wait expectantly.
Let’s Play
Ring Around the Rosie

1. Let's play Ring
   Around the Rosie.
   Come here.

2. Hold hands.

3. Sing.

4. All fall down.

5. Let's do it again.

6. All done. That
   was fun!
Closed Play Routine
Let's Play the Fishing Game

Set-up: Set the bucket with fish and poles out on a counter or bin. Get a pan of water and set it on the floor or somewhere in the area. This routine should be done one or two times a session.

Script: 1. Get the fish and poles.
2. Bring them here.
3. Put the fish in water.
5. My turn. I catch a fish.
   (Repeat steps 4 and 5 as you take turns)
6. All done. Put the fish and poles away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let’s ________ (put it away.)” or whatever the direction is. To make the turn-taking more legitimate, you can play the game with only one pole so the sharing is necessary. When catching the fish, put them back in the bucket. This way the game can continue until all of the fish are caught. If the child wants to play again, go ahead and have him/her put the fish back in the water. Continue until all of the fish are caught.

Charting: This activity has 6 different steps and you are repeating steps 4 and 5. Just record the support for these six steps. Decide on 4 and 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. This routine can be used to record the child’s ability to take his/her turn and to indicate that it is your turn by gesture, waiting, or verbalization.

Possible Temptations:

1. No water in the tub.
2. No fish in the tub. Just give the child the fishing rod.
3. Take extra turns, not giving the child a turn.
Let's Play the Fishing Game

1. Get the fish and poles.
2. Bring them here.
3. Put the fish in water.
5. My turn. I catch a fish.
6. All done. Put the fish and poles away.
Closed Play Routine
Let's Play With the Train

Set-up: Box with the train set on a shelf or bin.
This game should be played one or two times a session.

Script: 1. Get the train and bring it here.
2. Build the track.
3. Your turn. Make the train. Put it on.
4. Push the train to me.
5. My turn. I push it to you. Here it goes!
   (Now push the trains around the track for a while. You
   can put on a small treat when the train comes to
   you to interest the child in the turn-taking game.)
6. All done. Put the train away.

Support: Use the pictures with the child to talk them through the
activity step by step if it is helpful. Gradually fade out the pictures.
Give the child an opportunity to do the actions within the routine
without help, but if the child does not follow the routine, physically
help them through it, saying "Let's _______ (put it away.)" or
whatever the direction is. You may need to help the child build the
track, but that is not counted as physical assistance if the child gets a
piece and tries to make the track. It is more fun with the hill in place.
You can also build a tunnel to go through if you want.

Charting: This activity has 6 different steps. Just record the
support for these six steps. You will continue for a while at steps 3
through 5 as you both move your trains around the track, but record
this only once. Or you can record the turn-taking aspects of the game.
Record each time the child pushes the train to you, and each time the
child waits expectantly or verbally acknowledges your turn.

Possible Temptations:

1. Remove a section of the train track.
2. Give the child an animal instead of a train.
3. Push the train to the child without the treat.
Let's Play with the Train

1. Get the train and bring it here.
2. Build the track.
3. Your turn. Make the train. Put it on.
4. Push the train to me.
5. My turn. I push it to you. Here it goes!
6. All done. Put the train away.
Closed Play Routine
What’s Missing?

Set-up: A set of 5 to 10 objects that the child knows. You can use objects that
belong in the same category, objects that start with a particular
speech sound, or a random set of objects.
Barrier to put between you and the child.

Script: 1. Get the Game and bring it here.
2. Put up the wall.
3. I’m taking one away.
4. Look. What’s missing? (Continue until child
guesses)
5. Your turn. Take one away.
(Continue with 3 through 5 in a turn-taking manner until the
child tires of the activity.)
6. All done. Put the Game away.

Support: Use the pictures with the child to talk them through the activity
step by step if it is helpful. Gradually fade out the pictures. Give the child an
opportunity to do the actions within the routine without help, but if the child does not
follow the routine, physically help them through it, saying “Let’s _______ (put it
away.)” or whatever the direction is. If the child is not able to guess the item that
was hidden, you can give clues to help out.

Charting: This activity has 6 different steps and you are repeating steps 3
through 5. Just record the support for these six steps. Decide on 3 through 5 whether
the child predominantly needed physical support, visual support, or was able to work
at that step independently. This activity may be used to record vocabulary and/or
speech sound production. In that case, you can chart and record those features.

Possible Temptations:
1. Take nothing away.
2. When it is your turn to guess, tell the child to give you a clue.
3. Take two items away.
Let's Play
What's Missing

1. Get the game and bring it here.
2. Put up the wall.
3. I'm taking one away.
4. Look. What's missing?
5. Your turn. Take one away.
6. All done. Put the game away.
Closed Play Routine
What Do You See?

Set-up: This activity can be started using a book with interesting pictures of objects to point to and name. Later the activity may be used when taking a walk around the building or outside.

2. Look. I see a _______. (Point to the object you name.)
3. Your turn.
4. Child responds with “I see ____.” (The child should name something different from what you named. If the child does not say anything, prompt “I see...” You can help the child by physically taking his/her hand and to support pointing to a picture.)
5. Turn the page. Let’s go again. (”I see ______.”)
   (continue with steps 4 and 5 until the activity has run its course)
6. All done. Put the book away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let’s _______ (put it away.)” or whatever the direction is. Support the child pointing to the picture if necessary. You can also provide a model for the child to imitate if necessary.

Charting: This activity has 6 different steps and you are repeating steps 4 and 5. Just record the support for these six steps. Decide on 4 and 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. This activity may be used to build vocabulary or language form.
If you are working on specific vocabulary or language forms, you may chart this.

Possible Temptations:

1. Point, but don’t say anything for your turn.
2. Point to an object, but call it by the wrong name.
3. Use a book with no pictures.
Let's Play
What Do You See?

1. Get the book and bring it here.

2. Look. I see a ___.

3. Your turn.

4. I see ___.

5. Turn the page. Let's go again.

6. All done. Put the book away.
Closed Play Routine
See and Say

Set-up: Any of the various See and Say toys that speak or make noises when the string is pulled or the handle is pulled down.

Script: 1. Get the See and Say and bring it here.
2. What do you want to hear? (Child names picture)
3. I'll point to ____.
4. Pull the handle.
5. Point to ____. My turn to pull.
   (Continue with 3 through 5 in a turn-taking manner until the child tires of the activity.)
6. All done. Put the See and Say away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let's _______ (put it away.)” or whatever the direction is. If the child is unable to name a picture to point to, give him/her two choices to pick from. You may accept a pointing response instead of a naming response for nonverbal children.

Charting: This activity has 6 different steps and you are repeating steps 3 through 5. Just record the support for these six steps. Decide on 3 through 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. This activity may be used to record vocabulary. In that case, you can chart and record vocabulary.

Possible Temptations:

1. Point the arrow to the wrong picture.
2. When it is your turn, pause but don't pull the handle.
3. Name a picture to point to that is not on the See and Say toy.
Let's Play With the See and Say

1. Get the See and Say and bring it here.
2. What do you want to hear?
3. I'll point to __________.
4. Pull the handle.
5. Point to _______. My turn to pull.
6. All done. Put the See and Say away.
Closed Play Routine
Domino Raceway

Set-up: Any set of dominoes. Larger size dominoes are better for young children.
Work on a table or firm floor surface.

Script: 1. Get the dominoes and bring them here.
3. Your turn. Put one there.
4. Ready. Push here. (Child knocks down set of dominoes.)
5. Let's do it again.
   (Continue with 2 through 5 in a turn-taking manner until the child tires of the activity.)
6. All done. Put the dominoes away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let’s _______ (put it away.)” or whatever the direction is.

Charting: This activity has 6 different steps and you are repeating steps 2 through 5. Just record the support for these six steps. Decide on 2 through 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. This activity may be used to record turn-taking and the ability of the child to indicate that it is your turn through pause, gesture, or vocalization.

Possible Temptations:

1. Put something in the row that is not a domino.
2. When it is your turn, pause but don’t put a domino out.
3. Set some dominoes up so they won’t be knocked down at the end.
Let's Play
Domino Raceway

1. Get the dominoes and bring them here.
2. My turn. I put one here
3. Your turn. Put one there.
5. Let's do it again.
6. All done. Put the dominoes away.
Closed Play Routine
Follow the Leader

Set-up:  Set up an obstacle course to use in this activity. Or you can just walk down the hall or around the room having the child imitate a variety of actions (jumping, crawling, etc.)

2. Stand behind me.
3. Do this...(go through the obstacle course having the child follow you through.)
4. Let's do it again.
5. You go first.
6. All done. Put everything away.

Support:  Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying "Let's ________ (put it away.)" or whatever the direction is.

Charting:  This activity has 6 different steps and you are repeating steps 2 through 5. Just record the support for these six steps. Decide on 2 through 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. Or you can use this as an imitation activity to record the child's ability to sequence a variety of movements in imitation.

Possible Temptations:

1. Have the child imitate an activity that is difficult.
2. Stop in the middle of the obstacle course.
3. Make some sounds or sing a song along with the movement.
Let's Play
Follow the Leader

1. Let's play Follow the Leader. Come here.
2. Stand behind me.
3. Do this.
4. Let's do it again.
5. You go first.
6. All done. Put everything away.
Closed Play Routine
Making Music

Set-up: A variety of musical instruments (sticks, maracas, bells, etc.)
Recorded musical accompaniment (optional)

Script: 1. Get the instruments and bring them here.
2. Pick an instrument.
3. I'll get ______.
4. Play your instrument. (Turn on the music and play
   along. Then stop the music.)
5. Switch! Get a new instrument. (Turn the music on
   and play along. Then stop the music.)
   (Continue with 4 and 5 until the
   child tires of the activity.)
6. All done. Put the instruments away.

Support: Use the pictures with the child to talk them through the
activity step by step if it is helpful. Gradually fade out the pictures. Give
the child an opportunity to do the actions within the routine without
help, but if the child does not follow the routine, physically help them
through it, saying "Let's ______ (put it away.)" or whatever the
direction is.

Charting: This activity has 6 different steps and you are repeating
steps 4 and 5. Just record the support for these six steps. Decide on 4
through 5 whether the child predominantly needed physical support,
visual support; or was able to work at that step independently.

Possible Temptations:

1. Pause rather than starting the music again.
2. Give the child something other than an instrument.
3. Have the child request the instrument s/he wants.
Washing the Dishes

1. We need to wash the dishes. Put some soap in the water.
# Flexible Play Routine

## Washing the Dishes

### Materials:
- Dishpans
- Dish Soap
- Sponges
- Dish cloth
- Dish Towel
- Drying Rack
- Toy Dishes
- Water

<table>
<thead>
<tr>
<th>Event</th>
<th>Examples of Language Models Used</th>
<th>Variations to the Event</th>
<th>Language Models Used with the Variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting ready.</td>
<td>We need to wash the dishes.</td>
<td>The water is not in the tub.</td>
<td>We need to wash the dishes. We need water. Where can we get the water and the soap?</td>
</tr>
<tr>
<td></td>
<td>Put some soap in the water.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put some dishes in the water.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washing the dishes.</td>
<td>Get a plate. Get the sponge and clean the plate.</td>
<td>Use real dishes from snack time.</td>
<td>See the plate. It has some peanut butter on it. Scrub the peanut butter off of the plate. Wow! That looks clean!</td>
</tr>
<tr>
<td></td>
<td>It’s nice and clean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rinsing the dishes.</td>
<td>Get the soap off the plate.</td>
<td>Be specific describing the items to be washed.</td>
<td>Let’s wash all of the cups first. Now wash the red plate. Wash the blue spoon.</td>
</tr>
<tr>
<td></td>
<td>Put the plate in the water to rinse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put the plate in the rack to drip off.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drying the dishes.</td>
<td>Get the towel. Dry off the dishes. Put them away.</td>
<td>Have the child tell where the dishes go while putting them away.</td>
<td>Where do the cups go? Where do the plates go? Where do the spoons go?</td>
</tr>
</tbody>
</table>

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6. We are finished. Let's clean up.

7. Wash the brushes. Put the paint away.
4. Pour some paint into the tray. Roll the paint on the walls.

5. Brush paint on the door and the windows.
2. Here are your brushes.

3. We need to mix the paint. Take this stick and stir the paint.
1. We are going to paint the house.
## Flexible Play Routine

### Painting the House

**Materials:**
- Large paint brushes
- Paint bucket
- Stirring Sticks
- Paint roller and tray
- Paint hat
- Apron

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</thead>
<tbody>
<tr>
<td>Present the materials.</td>
<td>We are going to paint the house (or classroom). Here is your paint. Here are your brushes.</td>
<td>Deciding what to paint.</td>
<td>What are we going to paint today? What colors will we use?</td>
</tr>
<tr>
<td>Mix the paint.</td>
<td>We need to mix the paint. Take this stick and stir the paint.</td>
<td>Finding an alternative to the paint stick.</td>
<td>We need to mix the paint. Oh no! The paint stick is gone. What can we use to stir the paint?</td>
</tr>
<tr>
<td>Paint the room.</td>
<td>Pour some paint into the tray. Roll paint on the walls. Brush paint on the door and the windows.</td>
<td>Painting other things in the room.</td>
<td>Let’s paint the chair. What do we need?</td>
</tr>
<tr>
<td>Clean up.</td>
<td>We are finished. Let’s clean up. Wash the brushes. Put the paint away.</td>
<td>Put things in specific places.</td>
<td>Put the brushes in the drawer. Put the bucket in the sink. Put the roller and tray in the cabinet.</td>
</tr>
</tbody>
</table>
6. Baby is all done. Get the towel. Dry the baby.

7. Put the baby to bed.
4. Put baby in the tub.

5. Get the washcloth. Wash the baby. Baby likes that.
2. Here is the baby's bath.

3. Take off baby's clothes.
Washing the Baby

1. Here is the baby. Baby needs a bath.
# Flexible Play Routine

## Washing the Baby

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</thead>
<tbody>
<tr>
<td>Present the baby and play set items</td>
<td>Here is the baby. Baby needs a bath. Here is the baby's bath.</td>
<td>Bath water is not ready. Fill the tub.</td>
<td>Baby needs a bath. We need water. Put water in the tub. Not too hot!</td>
</tr>
<tr>
<td>Get baby undressed.</td>
<td>Take off baby's clothes. Put baby in the tub.</td>
<td>Name clothing items as they are removed.</td>
<td>Take off baby's shoes. Take off socks. Take off shirt. Take off diaper.</td>
</tr>
<tr>
<td>Dry off the baby.</td>
<td>Baby is all done. Get the towel. Dry the baby. Put the baby to bed.</td>
<td>Put everything away.</td>
<td>Pour the water in the sink. Hang up the towel to dry. Put the soap away.</td>
</tr>
</tbody>
</table>

**Materials:** * Washable doll * dishpan * towel * Washcloth * * Soap * Doll clothes * Blanket *
4. The baby is sleepy. Hold the baby. Rock the baby.

5. Good night baby. Put the baby in bed. Night night baby.
2. Get the baby's bottle. Give the baby the bottle. The baby is drinking.

3. The baby is finished. Pick up the baby. Pat the baby. Good baby.
Feeding the Baby

1. Here is the baby. The baby is hungry. We need to feed the baby.
Flexible Play Routine

Feeding the Baby

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</tr>
</thead>
<tbody>
<tr>
<td>Present the baby.</td>
<td>Let's feed the baby.</td>
<td>The baby is in the bed or other location.</td>
<td>Where's the baby? Find the baby. Here's the baby!</td>
</tr>
<tr>
<td>Get the baby's food.</td>
<td>We need baby's bottle. Get baby's bottle. Get a cloth. Get the blanket.</td>
<td>Get other items for the baby.</td>
<td>Get a spoon. Get the baby food.</td>
</tr>
<tr>
<td>Pretend to feed the baby.</td>
<td>The baby is hungry. Give the baby a bottle. Burp the baby. Pat the baby.</td>
<td>Add feeding with the spoon and jar. Wrap the baby in the blanket.</td>
<td>Give the baby some baby food. Wipe the baby's mouth with the spoon.</td>
</tr>
<tr>
<td>Put the baby and baby items away.</td>
<td>Baby is all done. Night, night baby. Put her in bed.</td>
<td>Be more specific about where the baby and items are put.</td>
<td>Put the baby in bed. Cover the baby with the blanket. Put the spoon in the drawer. Put the jar in the cabinet.</td>
</tr>
</tbody>
</table>

Materials: * Baby * Bottle * Blanket * Cloth * Spoon * Baby Food Jar
6. Daddy is coming home. Here he is. Hi Daddy!

7. We are all done playing. Put the legos in the basket.

5. Mommy is coming home. Here she is. Hi Mommy!
2. I put them together. I can make a car. You make a car too.

1. Let's play with legos. I need a block. I need wheels. I need a door.
## Flexible Play Routine

### Legos

**Materials:**  * Basket  * Lego blocks of varied sizes and colors  * Lego blocks with wheels  * Lego doors and windows  * Lego people  * Lego dog

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</tr>
</thead>
<tbody>
<tr>
<td>Present the basket with Lego blocks, doors, windows, and people.</td>
<td>Let's play with the Legos. Here are the Legos.</td>
<td>Hide the Legos in different locations before the routine is begun</td>
<td>Where are the Legos? The Legos are gone. Here they are!</td>
</tr>
<tr>
<td>Build a car with the Legos.</td>
<td>I want a block. I want wheels. I want a door. I want another block.</td>
<td>Use adjectives to describe the Legos. Add a driver. Build different structures.</td>
<td>I want a big block. I want a red block. I want the mom. I want to make a house.</td>
</tr>
<tr>
<td>Play with the car that has been built.</td>
<td>The mom is driving. The dad is driving.</td>
<td>Vary the actions the Lego people perform. Add other Lego figures, such as animals.</td>
<td>The man crashed. The dog crashed. They crashed. The dog fell down.</td>
</tr>
<tr>
<td>Put the Legos away.</td>
<td>The blocks go in the basket. We're all done with Legos.</td>
<td>Take the Lego cars and other items built apart and label the items as they are put away.</td>
<td>The dog goes in. The wheels go in. The red block goes in the basket.</td>
</tr>
</tbody>
</table>
6. The puppet wants a hug.
   Give him a hug. That's nice.

7. The puppet says "Bye-bye".
   Bye-bye puppet.
4. The puppet is hungry. Give him a block. Put it in his mouth. Yum!

5. The puppet wants some more. Give him another block. Thank you!
2. I can have a puppet too. I put it on my hand.

3. Puppets like to eat blocks. Let's get some blocks for the puppets.
# Flexible Play Routine

## Puppets

**Materials:** * Puppets * Blocks * Blanket or Towel

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Present the puppets.</td>
<td>Take a puppet. Here is a puppet for me. Let's put them on our hands.</td>
<td>The puppet is put away on a shelf.</td>
<td>Where are the puppets? Find the puppets. Here are the puppets.</td>
</tr>
<tr>
<td>Get some blocks.</td>
<td>We need some blocks. Get a block. The puppet is hungry.</td>
<td>Puppets talking.</td>
<td>Hi ______. I'm hungry. I want some food. Give me some food.</td>
</tr>
<tr>
<td>Pretend to feed the puppet.</td>
<td>Feed the puppet. Yum! That's good. He wants some more.</td>
<td>Cover puppet with the towel or blanket. Play peek-a-boo!</td>
<td>Where's the puppet. Take blanket off. &quot;Peek-a-boo!&quot;</td>
</tr>
<tr>
<td>Put the puppets and blocks away.</td>
<td>The puppets are all done. Bye-Bye puppets. Put them back.</td>
<td>Tell puppets good-bye as you put them away.</td>
<td>&quot;Bye-bye ____ I have to go.&quot; Put the puppet back. Say, &quot;Bye-bye&quot;.</td>
</tr>
</tbody>
</table>
6. Mr. Potato Head is all done. 
    Bye Mr. Potato Head.

7. Put the pieces away.
4. Hi! My name is Mr. Potato Head. What's your name?

5. How old are you?
2. I put on his nose.

3. You put on his eyes. He needs a mouth. You put on his mouth.
1. Let's make Mr. Potato Head. Here are the pieces.
# Flexible Play Routine

## Mr. Potato Head

**Materials:**
- Bucket
- Mr. Potato Head doll
- Facial features
- Toy Vehicle
- Occupation Costumes

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<tr>
<td>Present the Mr. Potato Head bucket</td>
<td>Let's make Mr. Potato Head. Here are the pieces.</td>
<td>The bucket is put away on the shelf where it is stored.</td>
<td>Where is Mr. Potato Head? Find Mr. Potato Head. Here he is!</td>
</tr>
<tr>
<td>Put the doll together</td>
<td>I put on his nose. You put on his eyes. He needs a mouth. You put on his mouth.</td>
<td>Make a new version of Mr. or Mrs. Potato Head</td>
<td>Let's make a new Potato Head. Get a different mouth. Put on a new nose. Let's make a girl.</td>
</tr>
<tr>
<td>Pretend to talk with Mr. Potato Head</td>
<td>Hi! My name is Mr. Potato Head. What's your name? Hi, _____. How old are you?</td>
<td>Mr. Potato Head drives to a store or restaurant</td>
<td>Mr. Potato Head is driving to the store. Bye Mr. Potato Head. Bring me a pizza.</td>
</tr>
<tr>
<td>Put Mr. Potato Head away</td>
<td>Mr. Potato Head is all done. Bye Mr. Potato Head. Put the pieces away.</td>
<td>Name or find the different pieces to be put away.</td>
<td>Take off the nose. Put it away. Get a red piece. Put the bucket away.</td>
</tr>
</tbody>
</table>
6. The dog goes in the wagon. He likes to ride in the wagon.

7. The animals go back in the barn. Bye-bye cow, horse, and pig.
4. Get the horse out. Put it in the farm yard. The horse says, "Neigh!"

5. Get the farmer. Put the farmer in the tractor. Bye-bye farmer.
2. Get the cow out. Put it in the farm yard. The cow says "Moo!"

3. Get the pig out. Put it in the farm yard. The pig says "Oink!"
Play with the Farm

1. Let's play with the farm. Here are some animals.
## Flexible Play Routine

### Farm and Farm Animals

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| Present the farm set.         | Let's play with the farm.        | Put the animals in the silo rather than the barn.                                       | Where are the animals?  
The animals are gone!  
Here they are!                                                      |
| Set up the animals.            | I want a cow. Put it here.        | Use prepositions to tell the child where to set up the animals.                         | I put the cow on top of the barn.  
Put the pig on top of the barn.  
Put the horse in the barn.  
Put the chicken on the fence. |
| Have the animals make noises.  | The cow says, "Moo." What does the pig say? | Vary the actions that the animals perform.  
Add the tractor and the farmer.                                       | The cow is hungry.  
He is eating corn.  
The horse is pulling the wagon.  
The farmer is driving the tractor.                                   |
| Put the farm set away.          | The animals go in the barn.  
We're all done with the farm. | Label the animals and other objects as they are put away.                               | I put the dog in.  
You put the cow away.  
Give me the horse.  
What animal do you want?                                               |
# Flexible Play Routine List

## Early Routines

- Farm and Farm Animals
- Mr. Potato Head
- Puppets
- Legos
- Feeding the Baby
- Washing the Baby
- Painting the House
- Washing the Dishes
- Cleaning House

## Multi-Step Play Routines

- Baking Cookies
- At the Carnival
- Baby Doctor
- Tool Time
- Doll House
- Growing a Garden
- What am I? What am I Doing?
- Going Fishing

## Complex Play Routines

- Fast Food Restaurant
- Riding the Bus
- Having a Picnic
- Firefighters
- Birthday Party
- Grocery Store
- Camping
- Post Office
Let's Play the Mr. Potato Head Game

1. Get the game and bring it here.
2. Your turn. Spin.
3. Get a ___ and put it on.
5. I get his ___.
6. All done. Put the game away.
Closed Play Routine  
Mr. Potato Head Game

Set-up:  Two sets of potato head characters and body pieces.  
Spinner (see copy included in this packet)

Script:  1.  Get the Game and bring it here.  
2.  Your turn.  Spin.  
3.  Get ____ and put it on.  
5.  I get his _____.  
(Continue with 2 through 5 in a turn-taking manner until the potato head characters are completed.)  
6.  All done.  Put the Game away.

Support:  Use the pictures with the child to talk them through the activity step by step if it is helpful.  Gradually fade out the pictures.  Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let’s ______ (put it away.)” or whatever the direction is.

Charting:  This activity has 6 different steps and you are repeating steps 2 through 5.  Just record the support for these six steps.  Decide on w through 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently.  This activity may be used to record body part vocabulary or turn-taking.

Possible Temptations:

1.  Give the child the wrong body part.  
2.  When the spinner points to a part that is already on the potato head.  
3.  Have the finished potato head talk with the child.
Let's Play
Color Clown Bingo

1. Get the game.
2. Bring it here.
3. Get out the pieces.
5. My turn. I roll. I get a clown and match.
6. All done. Put the game away.
Closed Play Routine
Let's Play Color Clown Bingo

Set-up: This routine can be done with any child Bingo game.
Set the game out on a shelf or bin.
This routine should be done one or two times a session.

Script: 1. Get the game.
2. Bring it here.
3. Get out the pieces.
5. My turn. I roll. I get a clown and match.
   [Repeat steps 4 and 5 until the cards are filled]
6. All done. Put the game away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let’s _______ (put it away,)” or whatever the direction is. This game helps the child identify the colors by matching to the cube and again to the board. For this game there is a side of the cube without color. When that color comes up I tell the child that s/he can pick any color. You can play this as a competitive game or just work to fill the boards. Continue until the child loses interest, though you will want to try to stretch it until the game is complete.

Charting: This activity has 6 different steps and you are repeating steps 4 and 5. Just record the support for these six steps. Decide on 4 and 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. This routine can be used to record the child’s ability to take his/her turn and to indicate that it is your turn by waiting, gesture, etc.

Possible Temptations:

1. Roll a regular die rather than the color cube.
2. Choose the wrong color clown or put the clown on the wrong color square.
3. Take away all of the clowns of one color before starting the game.
Let's Play the Cootie Game

1. Get the game.
2. Bring it here.
3. Get out the pieces.
4. Pick a card. Get the ___. Put it on.
5. My turn. I need a ___. I'm putting it on.
6. All done. Put the game away.
Closed Play Routine
Let's Play the Cootie Game

Set-up:  Box with the Cootie Game on a shelf or bin.  
This game should be played one or two times a session.

Script:  
1. Get the Game.  
2. Bring it here.  
3. Get out the pieces.  
4. Pick a card. Get the _______. Put it on.  
5. My turn. I need a _______. I'm putting it on.  
(Continue with 4 and 5 in a turn-taking manner until both Cootie Bugs are assembled)  
6. All done. Put the game away.

Support:  Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help. But if the child does not follow the routine, physically help them through it, saying "Let's _______ (put it away.)" or whatever the direction is. You may need to help the child put in the pieces for this activity, but that is not physical assistance for following the directions of the routine. The child may not understand the turn-taking part of the game and may need to be held back from taking a second turn. This would be marked as physical assistance for step 5.

Charting:  This activity has 6 different steps and you are repeating steps 4 and 5. Just record the support for these six steps. Decide on 4 and 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. Or you can record the turn-taking aspects of the game.

Possible Temptations:

1. Have one of the body parts for the Cootie Bug missing.  
2. Put your piece in the child's Cootie Bug.  
3. Put a piece into the Cootie Bug backwards.
Let's Play Don't Spill the Beans

1. Get the game.
2. Bring it here.

4. My turn. I need a bean. I'm putting it on.
5. Oh-oh! We spilled the beans!
6. All done. Put the game away.
Closed Play Routine
Let's Play Don't Spill the Beans

Set-up: Box with Don't Spill the Beans Game on a shelf or bin. This game should be played one or two times a session.

Script: 1. Get the game.
2. Bring it here.
4. My turn. I need a bean. I'm putting it on.
(Continue with 3 and 4 in a turn-taking manner until the beans fall)
5. Oh-oh! We spilled the beans.
(Now go back to steps 3 and 4 or on to step 6)
6. All done. Put the game away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying "Let's _________ (put it away.)" or whatever the direction is. The child may not understand the turn-taking part of the game and may need to be held back from taking a second turn. This would be marked as physical assistance for step 4.

Charting: This activity has 6 different steps and you are repeating steps 3 and 4. Just record the support for these six steps. Decide on 3 and 4 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. Or you can record the turn-taking aspects of the game.

Possible Temptations:

1. Put in something other than a bean.
2. Take one of the child's beans.
3. Wait when the beans spill to see if the child fills in the words.
Let's Play With Mickey

1. Get Mickey.
2. Your turn.
   Put a pie on.
3. My turn.
   I put on a pie.

4. Oh-oh!
The pies fell down.
5. Let's play again.
6. All done.
   Put Mickey away.
Closed Play Routine
Let's Play Mickey's Pies

Set-up: Box with the Mickey's Pies game on a shelf or bin. This game should be played one or two times a session.

        2. Your turn. Put a pie on.
(Continue with 2 and 3 in a turn-taking manner until the pies fall)
        4. Oh-Oh! The pies fell down.
        5. Let's play again.
           (Now go back to steps 2 and 3)
        6. All done. Put Mickey away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let’s ________ (put it away.)” or whatever the direction is. The child may not understand the turn-taking part of the game and may need to be held back from taking a second turn. This would be marked as physical assistance for step 3.

Charting: This activity has 6 different steps and you are repeating steps 2 and 3. Just record the support for these six steps. Decide on 2 and 3 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. Or you can record the turn-taking aspects of the game.

Possible Temptations:

1. Put something other than a pie on Mickey's plate.
2. Take a pie off of Mickey.
3. Pause when the pies fall to see if the child fills in the words.
Let's Play Build This

1. Get the blocks and bring them here.
2. Put up the wall.
3. My turn. I'm building.
4. Look. Build this.
6. All done. Put the blocks away.
Closed Play Routine
Build This

Set-up: A set of colored blocks divided into identical sets, one for you and one for the child. Barrier to put between you and the child.

Script: 1. Get the blocks and bring them here.
2. Put up the wall. (Pass out the blocks so each of you have an identical set)
3. My turn. I'm building.
4. Look. Build this. (child matches the construction)
(Continue with 3 through 5 in a turn-taking manner until the child tires of the activity.)
6. All done. Put the blocks away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying “Let’s __________ (put it away.)” or whatever the direction is. Begin with a small number of blocks until the child is able to match your construction. If the child needs to see you building the construction or to begin matching one block at a time, you can start without the barrier. If the child is not able to build something for you to match, you can take all of the turns.

Charting: This activity has 6 different steps and you are repeating steps 3 through 5. Just record the support for these six steps. Decide on 3 through 5 whether the child predominantly needed physical support, visual support, or was able to work at that step independently. This task can also be used as a matching activity and recorded for this purpose.

Possible Temptations:

1. Use a block that the child does not have in his/her set.
2. When it is your turn to build, make a mistake.
3. Do not remove the barrier when you say, “Build this".
Let's Make a Book

1. Get the basket and bring it here.
2. Put the pictures in order to make a story.
3. Tell me the story.

5. Let's tell the story again.
6. All done. Put the basket away.
Closed Play Routine
Let's Make a Book

Set-up:  Photocopy of a sequence picture story cut up.
         Construction paper cover for the book.
         Stapler and crayons (optional)
         Put all supplies in a basket.

Script:  1. Get the basket and bring it here.
         2. Put the pictures in order to make a story.
         3. Tell me the story.
         5. Let's tell the story again.
         6. All done. Put the basket away.

Support: Use the pictures with the child to talk them through the activity step by step if it is helpful. Gradually fade out the pictures. Give the child an opportunity to do the actions within the routine without help, but if the child does not follow the routine, physically help them through it, saying "Let's ______ (put it away.)" or whatever the direction is. Give the child the support that is necessary (but only if you see s/he needs it) to put the pictures in order and to build a story to go along with the pictures. Try to help the child improve the story a bit or be more independent telling the story on the second reading.

Charting: This activity has 6 different steps. Just record the support for these six steps until the child has reached independence. This activity can be used to develop a number of speech and language skills. If the activity is mastered and is now being used to develop language forms or sequencing or articulation, you would chart and record the language skills you are building.

Possible Temptations:

1. Throw in a picture that does not go with the story.
2. Have no staples in the stapler.
3. Put one of the pictures in the book upside down.
Let's Play
Hiding Cows and Pigs

1. Get the Cow and Pig Game and bring it here.
2. Put up the wall.
3. Do this. Put the cow under ___.

4. Let's look. Do we match?
5. Your turn. Tell me what to do.
6. All done. Put the Cow and Pig game away.
Closed Play Routine
Hiding Cows and Pigs

Set-up: 2 identical toy cows and 2 identical toy pigs.
2 boxes that would fit over the cow and pig.
Barrier to put between you and the child.

Script:
1. Get the Cow and Pig Game and bring it here.
2. Put up the wall.
3. Do this, put the cow under... (give directions for
placement of the cow and the pig.
4. Let's look. Do we match?
5. Your turn. Tell me what to do.
   (continue with steps three through five)
6. All done. Put the Cow and Pig Game away.

Support: Use the pictures with the child to talk them through the activity
step by step if it is helpful. Gradually fade out the pictures. Give the child an
opportunity to do the actions within the routine without help, but if the child does not
follow the routine, physically help them through it, saying “Let's _______ (put it
away.)” or whatever the direction is. If the two steps are too difficult, start with only
one animal. If the child’s model does not match yours, let them try to follow your
directions again without the barrier. If the child is not able to give you directions,
then you can make the model and give the directions each time.

Charting: This activity has 6 different steps. You might record the child's
ability to follow each of the six steps until the routine is mastered and the child is able
to follow the routine without any support. Or you may be interested in the child’s
ability to follow directions and/or give directions involving spatial concepts. In that
case, this would be what you would chart and record.

Possible Temptations:

1. Give the child an unclear direction (i.e., put the pig down).
2. Give the child a horse instead of a pig, but give directions for
   placing the pig.
3. When the child gives directions, make an error in where you
   place one of the animals.
Let's Make Music

1. Get the instruments and bring them here.
2. Pick an instrument.
3. I'll get ___.
4. Play your instrument.
5. Switch! Get a new instrument.
6. All done. Put the instruments away.
2. Put some dishes in the water.

3. Get a plate. Get the sponge and clean the plate. It's nice and clea
4. Get the soap off the plate. Put the plate in the water to rinse.

5. Put the plate in the rack to drip off.
6. Get the towel. Dry off the dishes.

7. Put them away.
## Flexible Play Routine

### Cleaning House

**Materials:** * Toy Mops and Brooms * Sponges * Feather Duster * Buckets * Empty Soap Bottles * Rags * Aprons *

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<tr>
<td>Present the materials.</td>
<td>We need to clean the house. Here are some mops and brooms and cleaning supplies. I want to sweep the floor.</td>
<td>Setting up with real soap and water.</td>
<td>Fill the bucket with water. Put in a little soap. Be careful not to spill.</td>
</tr>
<tr>
<td>Cleaning the floors.</td>
<td>The floor is dirty. I have a broom. You have a mop. Let's clean it all up. Here is some water.</td>
<td>Sing along with the different cleaning jobs.</td>
<td>This is the way we sweep the floor, Sweep the floor, sweep the floor, This is the way we sweep the floor, So early in the morning.</td>
</tr>
<tr>
<td>Cleaning other objects and areas of the room.</td>
<td>The table is dirty. What do we need to clean it? I will use the sponge.</td>
<td>Talk about the objects used and the actions you do with them.</td>
<td>I scrub with this brush. You polish with the cloth. I am dusting the table. You are mopping the floor.</td>
</tr>
<tr>
<td>Putting the tools away.</td>
<td>We are finished. The house looks so clean. Put the mops and brooms and things away.</td>
<td>Using real soap and water. Caring for wet supplies.</td>
<td>This towel is wet. We need to hang it up to dry. Dump the water in the sink.</td>
</tr>
</tbody>
</table>
Cleaning House

1. We need to clean the house. Here are some mops and brooms and cleaning supplies.
2. I want to sweep the floor. The floor is dirty. I have a broom.

3. You have a mop. Let's clean it all up. Here is some water.
4. The table is dirty. What do we need to clean it? I will use the sponge.

5. We are finished. The house looks so clean. Put the mops and brooms away.
Flexible Play Routine

Baking Cookies

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<td>Pass out the play dough.</td>
<td>Let's play with play dough. Here's some for you. Here's some for me.</td>
<td>The rolling pin and cookie cutters are on the shelf.</td>
<td>We need cookie cutters. Find the cookie cutters. Here they are!</td>
</tr>
<tr>
<td>Using the rolling pin.</td>
<td>Let's make some cookies. Get a rolling pin. Roll the dough out.</td>
<td>Set cookies on the cookie sheet.</td>
<td>Here's a cookie sheet. Put the cookies on here. We can bake the cookies.</td>
</tr>
<tr>
<td>Cut out cookies.</td>
<td>Get a cookie cutter. I got a rabbit. You got a dinosaur. Cut out some cookies.</td>
<td>Put the cookies in a play or real oven. Use the potholder to take them out.</td>
<td>Put the cookies in the oven. MMM! They smell good! The pan is hot. Use the potholder.</td>
</tr>
<tr>
<td>Put the play dough and cookie cutters away.</td>
<td>We're all done. Put away the rolling pin and the cookie cutters. Put the play dough away.</td>
<td>Make specific requests. Build number concepts.</td>
<td>What cookie cutter do you want? Let's make cookies for Mommy and Daddy and you and me. How many cookies do we need? How many cookies fit on the cookie sheet?</td>
</tr>
</tbody>
</table>
Baking Cookies

1. Let's play with play dough. Here's some for you. Here's some for me.
2. Let's make some cookies. Get a rolling pin. Roll the dough out.

4. Put the cookies in the oven. Mmm! They smell good.

5. We're all done. Put away the rolling pin and the play dough.
## Flexible Play Routine

### At the Carnival

**Materials:**
- Fisher Price Carnival Play Set
- Little People
- Cars
- Ferris Wheel
- Airplane Ride
- Roller Coaster

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<tr>
<td>Present the play set.</td>
<td>Let's play at the fair. Here is the family going to the fair. They like to go on rides.</td>
<td>Name the family after the child's family members or classmates.</td>
<td>Johnny's family is going to the fair. Here is Daddy. Here is Mommy. Here is Johnny.</td>
</tr>
<tr>
<td>Demonstrate the roller coaster.</td>
<td>Put the boy in the car. He is going to ride the roller coaster. Put him up here. Let go. Whee!</td>
<td>Use spatial terms to talk about the roller coaster.</td>
<td>Put Daddy's car up at the top. He's going down the hill. He's going around the loop. He made it to the bottom!</td>
</tr>
<tr>
<td>Demonstrate the ferris wheel.</td>
<td>Everyone wants to ride on the ferris wheel. The wheel comes around. They all climb on. Round and round they go.</td>
<td>Have music play for the ferris wheel. The wheel stops when the music stops.</td>
<td>Round and round they go. Stop. It's time for Daddy to get off. Round and round they go again.</td>
</tr>
<tr>
<td>Demonstrate the airplane ride.</td>
<td>Now they go on the airplane ride. Put the boy in the plane. They go around fast.</td>
<td>Be specific naming the colors of the airplanes for each of the people.</td>
<td>What color plane does Johnny go in? Daddy goes in the yellow airplane. How about Mommy?</td>
</tr>
</tbody>
</table>
1. Let's play at the fair.
2. Here is the family going to the fair. They like to go on rides.

3. Put the boy in the car. He is going to ride the roller coaster. Put him up here. Let go. Whee!
4. Everyone wants to ride on the ferris wheel. The wheel comes around. They all climb on. Round and round they go.

5. Now they go on the airplane ride. Put the boy in the plane. They go around fast.
## Flexible Play Routine

### Baby Doctor

*Materials:* Baby doll * Toy Doctor's Kits with a variety of instruments * Bandages * Scale * Stuffed animals * Doctor's shirt *

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<tbody>
<tr>
<td>Present the materials.</td>
<td>Baby is going to see the doctor. Here is the doctor's office. The doctor will look at the baby.</td>
<td>Get some information about what is wrong with the baby.</td>
<td>What is baby's name? What is wrong with ____? When did this happen? Let me look at ____</td>
</tr>
<tr>
<td>Doctor examines the baby.</td>
<td>Take off baby's clothes. Look in baby's ears. Look in baby's mouth. Listen to baby's heart.</td>
<td>Add various activities to the examination.</td>
<td>Let's see how much baby weighs. Let's check baby's reflexes.</td>
</tr>
<tr>
<td>Take baby home.</td>
<td>Baby is all done. Put baby's clothes on. Mommy can take baby home.</td>
<td>Give suggestions for how to take care of baby.</td>
<td>Baby needs to go home and go to bed. Give baby a bottle and wrap her in her blanket. Call me tomorrow.</td>
</tr>
</tbody>
</table>
1. Baby is going to see the doctor.
2. Here is the doctor's office. The doctor will look at the baby.

3. Take off baby's clothes.
4. Look in baby's ears. Look in baby's mouth. Listen to baby's heart.


7. Mommy can take baby home.
Flexible Play Routine

Tool Time

*Child's Toy Tool Set*  *Tool Belt*  *Hard Hat*  *Tool Box*  
*Pieces of Wood*  *Big Blocks*  *Wagon*  *Riding Toys*

<table>
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</tr>
</thead>
</table>
| Present the activity.      | We need to build a house. Here are some tools. Put on your hat and tool belt.                   | Name the various tools. | What tools do you have?  
I see a hammer.  
What is this called?  
What do you do with it? |
| Use big blocks to begin to frame a house. | Here is some wood. Cut the wood. Hammer some nails.                                             | Using other materials with the big blocks. | We need some wood.  
Get the wagon and load up the wood.  
We can make a roof with this piece. |
| Add details to house.      | We need a door. Use your screw driver. Measure to see if it fits.                               | Using tools to fix other things, like riding toys. | The tractor is broken.  
We need to tighten the wheels.  
Get the screw driver. |
| Putting tools away.        | The house is finished. Put the tools back in the tool box.                                      | Putting things back in specific places. | Put the wood back in the cabinet.  
Put the tools on the top shelf.  
Put the tractor in the closet. |
1. We need to build a house. Here are some tools.
2. Put on your hat and tool belt.

3. Here is some wood. Cut the wood.
4. Hammer some nails.

5. We need a door. Use your screwdriver. Measure to see if it fits.
6. The house is finished.

7. Put the tools back in the tool box.
## Flexible Play Routine

### Doll House

<table>
<thead>
<tr>
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<th>Language Models Used with the Variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting the family.</td>
<td>You have Mommy.</td>
<td>Naming dolls to match</td>
<td>Here is Mommy.</td>
</tr>
<tr>
<td></td>
<td>I have Daddy.</td>
<td>child's family or children</td>
<td>This is Jenny.</td>
</tr>
<tr>
<td></td>
<td>Here is sister.</td>
<td>in the classroom.</td>
<td>Who is this? Daddy?</td>
</tr>
<tr>
<td></td>
<td>Here is brother.</td>
<td></td>
<td>This is John.</td>
</tr>
<tr>
<td></td>
<td>Here is baby.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting up the furniture.</td>
<td>Here are beds.</td>
<td>Add more items to the</td>
<td>The swingset and climber go outside.</td>
</tr>
<tr>
<td></td>
<td>Put these in the bedroom.</td>
<td>play set.</td>
<td>Park the car in the garage.</td>
</tr>
<tr>
<td></td>
<td>Where does the table go?</td>
<td></td>
<td>Where will we put the swimming pool?</td>
</tr>
<tr>
<td></td>
<td>Put the couch in the living room.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dolls imitate actions in different parts of</td>
<td>Sister is tired. Time to go to bed.</td>
<td>Act out more involved</td>
<td>Daddy is coming home from work.</td>
</tr>
<tr>
<td>the doll house.</td>
<td>Brother is dirty. He needs to take a bath.</td>
<td>play sequences.</td>
<td>Time for dinner.</td>
</tr>
<tr>
<td></td>
<td>Mommy is watching T.V.</td>
<td></td>
<td>Everyone sit at the table.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Then they go outside to play.</td>
</tr>
<tr>
<td>Putting the set away.</td>
<td>We are all done.</td>
<td>Introduce dialogue.</td>
<td>Daddy is home.</td>
</tr>
<tr>
<td></td>
<td>Put the doll house away.</td>
<td></td>
<td>&quot;Hi Daddy!&quot;</td>
</tr>
<tr>
<td></td>
<td>Put the family away.</td>
<td></td>
<td>What do you want for supper?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read us a bedtime story.</td>
</tr>
</tbody>
</table>
Doll House

1. You have Mommy. I have Daddy. Here is sister. Here is brother. Here is baby.
2. Here are the beds. Put these in the bedroom.

3. Where does the table go? Put the couch in the living room.
4. Sister is tired. Time to go to bed.

5. Brother is dirty. He needs to take a bath.
6. Mommy is watching T.V.

7. We are all done. Put the doll house away. Put the family away.
### Flexible Play Routine

#### Growing a Garden

**Materials:**
- Small Trowels and Hand Rakes
- Sandbox or Sand Table
- Watering Can
- Sticks to Mark Planting Areas
- Seed Packets
- Beans (optional)
- Plastic Vegetables
- Nursery Catalogs

<table>
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<tr>
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</tr>
</thead>
</table>
| Present the materials. | We are planting a garden.  
You dig with the shovel.  
You rake with the rake.  
You water the plants with the watering can. | Selecting vegetables to grow.                                                              | Look at this book.  
Pick out what you want to grow in your garden.  
Cut out the pictures.  
Glue them on sticks. |
| Preparing the soil.   | We need to dig the garden.  
Here is a shovel for you.  
Make the garden smooth.               | Singing about the garden work                                                             | Sing the song about planting seeds.  
(see attached)                                                                                       |
| Planting the seeds.   | Make a row like this.  
Put the seeds in the dirt.  
Cover the seeds with dirt.                | Harvesting the garden.  
Small plastic fruits and vegetables buried in the sand.                      | What is growing in the garden.  
Dig and find out.  
I found a carrot!  
You found an onion!  
Put them in the basket. |
| Watering the plants.  | The seeds need water to grow.  
Put water in the watering can.  
Water the seeds.  
Put sticks in to show where the seeds are growing. | Sorting fruits and vegetables.                                                            | Let’s sort the fruits and vegetables that came from our garden.  
Put the carrots here.  
Put the onions here.                                                                                     |
Growing a Garden

1. We are planting a garden. You dig with the shovel.
2. You rake with the rake.

3. You water the plants with the watering can.
4. We need to dig the garden. Here is a shovel for you.

5. Make a row like this. Put the seeds in the dirt. Cover the seeds with dirt.
6. The seeds need water to grow. Put water in the watering can. Water the seeds.

7. Put sticks in to show where the seeds are growing.
### Flexible Play Routine

**What am I?**
**What am I doing?**

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</thead>
<tbody>
<tr>
<td>Present the action pictures.</td>
<td>What is he doing? What is the girl doing?</td>
<td>Present the animal or object pictures.</td>
<td>What is this? What does a frog do? What does a frog say?</td>
</tr>
<tr>
<td>Pick a picture and act it out for the child to guess.</td>
<td>I pick a card. I will do the same thing. What am I doing?</td>
<td>Pick a picture and act it out for the child to guess.</td>
<td>I pick a card. What animal am I? (Pretend to hop) Say “ribbit”</td>
</tr>
<tr>
<td>Child picks a card and acts out the movement.</td>
<td>You pick a card. Do what the card says. I will guess. You are flying!</td>
<td>Child picks a card and acts out the animal or object.</td>
<td>You pick a card. Move like the animal. Talk like the animal. I know, you are a dog!</td>
</tr>
<tr>
<td>Put the materials away.</td>
<td>Put the cards together. Put them in this box.</td>
<td>Sort the animal.</td>
<td>Get all the animals that can hop. Get all the animals that can fly.</td>
</tr>
</tbody>
</table>

*Materials: Set of Animal Cards or Object Pictures Set of Action Pictures*
What am I?
What am I Doing?

1. What is he doing?
2. What is the girl doing?

3. I will pick a card. I will do the same thing. What am I doing?
4. You pick a card. Do what the card says. I will guess. You are flying!

5. Put the cards together. Put them in this box.
**Flexible Play Routine**

**Going Fishing**

*Materials:*  
- Toy Fishing Poles  
- Magnets and String  
- Paper Clips for Fish  
- Fish  
- Wooden Boat or Box  
- Bucket  
- Frying Pan  
- Paper  
- Crayons  
- Scissors  

(This set can be home made or use a commercially made set)

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<tbody>
<tr>
<td>Present the materials.</td>
<td>We're going fishing. I have a fishing pole. You have a pole too. Let's catch some fish.</td>
<td>Making your own fish.</td>
<td>We need fish. Draw a fish. What color will it be? Cut it out. Put a paper clip on.</td>
</tr>
<tr>
<td>Go fishing.</td>
<td>Get in the boat. Let's row out to catch some fish. I see some fish.</td>
<td>Sing as you row.</td>
<td>Row, row, row your boat. Gently down the stream, Merrily, merrily, merrily, merrily, Life is but a dream.</td>
</tr>
<tr>
<td>Catching the fish.</td>
<td>Put your string in the water. You got a fish! Bring it into the boat. Put the fish in the bucket.</td>
<td>Counting fish. Sorting fish by color (if set allows this)</td>
<td>We caught all the fish. How many fish did you catch? What colors did you catch? Let's put all the red fish together. How many did we catch?</td>
</tr>
<tr>
<td>Ending the trip.</td>
<td>We caught all the fish. Will we keep them or throw them back? Let's row home.</td>
<td>Eating the fish.</td>
<td>Let's cook the fish. Put the fish in the pan. Set the table. Time for supper.</td>
</tr>
</tbody>
</table>
1. We're going fishing. I have a fishing pole. You have a pole too.
2. Let's catch some fish.

3. Let's row out to catch some fish. I see some fish.
4. Put your string in the water. You got a fish!

5. Bring it into the boat. Put the fish in the bucket.
6. We caught all the fish. Will we keep them or throw them back?

7. Let's row home.
# Flexible Play Routine

## Fast Food Restaurant

**Materials:**
- Hamburger wrappers
- French fry bags
- cups and straws
- paper bags
- menu
- toy food
- money
- cash register
- paper hats
- table
- chairs
- tray

<table>
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<th>Language Models Used with the Variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present the setting.</td>
<td>Put on your hat. You are selling hamburgers. Stand here at the cash register. The hamburgers and fries and drinks are over here.</td>
<td>Reverse roles.</td>
<td>Now you will buy the food and I will work at the restaurant.</td>
</tr>
<tr>
<td>Give the order.</td>
<td>I want two hamburgers. I need one french fries. I need two drinks.</td>
<td>Use restaurant language to take the order.</td>
<td>Can I help you? Would you like a large or small drink?</td>
</tr>
<tr>
<td>Get the order together.</td>
<td>Put the hamburgers and fries in the sack. Put the drinks here. How much does it cost?</td>
<td>Put the order on a tray to eat in the restaurant.</td>
<td>Here is your order. Do you want any ketchup? Find a table.</td>
</tr>
<tr>
<td>Paying for the order.</td>
<td>Here is my money. I need some change. Thank you.</td>
<td>Begin to work on specific amounts of money.</td>
<td>That will be two dollars and two quarters.</td>
</tr>
</tbody>
</table>
1. Put on your hat. You are selling hamburgers. Stand here at the cash register.
2. The hamburgers and fries and drinks are over here.

3. I want two hamburgers. I need one french fries. I need two drinks.
4. Put the hamburgers and fries in the sack. Put the drinks here.

5. How much does it cost?
6. Here is my money. I need some change.

7. Thank you.
Flexible Play Routine

Riding the Bus

* Chairs * Steering Wheel * Dolls *
* Coins * Box for Coin Deposit * Bell *

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Present the routine.</td>
<td>This is the bus. This is where the driver sits. This is where the money goes.</td>
<td>Setting up the bus.</td>
<td>Let's ride the bus. We need to make the bus first. What do we need?</td>
</tr>
<tr>
<td>Riding the bus.</td>
<td>Get on the bus. Put your money in the box. Sit down in your seat.</td>
<td>Change roles.</td>
<td>You can drive the bus. Sit down in the driver's seat. Where does this bus go?</td>
</tr>
<tr>
<td>Riding the bus.</td>
<td>Tell the driver where you are going. Ring the bell. It is time to get off the bus.</td>
<td>Talk about what you see on the trip.</td>
<td>Look out the windows. What do you see? I see the Iowa River.</td>
</tr>
<tr>
<td>Getting off the bus.</td>
<td>Get the baby. Get off the bus. Tell the driver &quot;thank you&quot;.</td>
<td>Put the bus away. Talk about where the parts go.</td>
<td>Where do the chairs go? What about the steering wheel? What will we do with the money box?</td>
</tr>
</tbody>
</table>
Riding the Bus

1. This is the bus.
2. This is where the driver sits.

3. This is where the money goes.

5. Tell the driver where you are going. Ring the bell. It is time to get off the bus.
6. Get the baby. Get off the bus.

7. Tell the driver "Thank You".
## Flexible Play Routine

### Having a Picnic

*Materials:*  
- Picnic Basket  
- Blanket  
- Dishes  
- Play Food  
- Sunglasses  
- Ball  
- Teddy Bear  
- Doll

<table>
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</table>
| Present the picnic basket. | Let's go on a picnic.  
We have food and dishes in the basket.  
We have a blanket to sit on. | The basket is not packed.  
Think of things to take on the picnic. | Let's go on a picnic.  
We need to pack the basket.  
What will we take? |
| Set up the picnic. | Here is a good spot for a picnic.  
Help me lay the blanket out on the ground.  
Put the food and dishes out. | Bringing some friends. | Who will we take on the picnic?  
Let's take bear.  
Baby wants to go with us.  
Will we walk or drive? |
| Have the picnic. | Tell everyone the picnic is ready.  
What do you want to eat?  
I want some apples.  
Mmm! That's good. | Other picnic activities. | Let's play ball before we eat.  
I'll throw the ball to you.  
You throw the ball to me. |
| Clean up. | The picnic is over.  
Let's pack up the basket.  
Fold up the blanket.  
Time to go home. | Child leads the clean-up. | We are finished.  
What will we do now?  
What about the blanket? |
1. Let's go on a picnic. We have food and dishes in the basket.
2. We have a blanket to sit on.

3. Here is a good spot for a picnic. Help me lay the blanket out on the ground.
4. Put the food and dishes out.

5. Tell everyone the picnic is ready.
Flexible Play Routine

Firefighters

**Materials:**  
- Fire Hats  
- Small section of hose or jump rope  
- Phone  
- Chairs, large box, or vehicles for fire truck  
- Climber (optional)  
- Bell  
- Baby

<table>
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<tbody>
<tr>
<td>Present the materials.</td>
<td>We can be firefighters. I need a fire hat. Here is our hose. This will be our truck.</td>
<td>Firefighters start at the fire station playing a game or watching T.V.</td>
<td>Let’s play a game. Oh. I hear the fire bell. Put on your hats and slide down the pole.</td>
</tr>
<tr>
<td>Getting the call.</td>
<td>Dial 9-1-1. Our house is on fire. Please come quickly.</td>
<td>Reaching a higher level fire.</td>
<td>The fire is up on the roof. We need to climb up the ladder to put out the fire.</td>
</tr>
<tr>
<td>Putting out the fire.</td>
<td>Get the hose. Spray the fire. Good work! The fire is out.</td>
<td>Saving people.</td>
<td>Someone is upstairs. It’s a baby. We need to save the baby.</td>
</tr>
<tr>
<td>Going back to the fire station.</td>
<td>Put the hoses back in the truck. Who will drive. Let’s go back to the fire station.</td>
<td>Washing off the fire hats, hoses and truck.</td>
<td>The fire was big. Everything is covered with smoke. We need to wash the fire truck. What will we use to wash the truck?</td>
</tr>
</tbody>
</table>

7. The picnic is over. Let's pack up the basket. Fold up the blanket. Time to go home.
1. We can be firefighters. I need a fire hat.
## Flexible Play Routine

### Birthday Party

**Materials:**• Dishes • Baking Utensils • Table and Chairs • Cake and Candles • Paper and Crayons • Stuffed Animals • Party Decorations

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</thead>
<tbody>
<tr>
<td>Prepare the party.</td>
<td>It is bear's birthday. Let's have a party. Give out the invitations.</td>
<td>Party invitations are not made.</td>
<td>We need to make party invitations. Here is some paper and crayons. I'm inviting Dog.</td>
</tr>
<tr>
<td>Setting up the party.</td>
<td>We need to make a cake. Put on the candles. Set the table for the party. Put out the decorations.</td>
<td>Baking the cake - play dough can be used for this.</td>
<td>Let's make a cake. We need to make it into a circle. Put candles on top. How many candles do we need?</td>
</tr>
<tr>
<td>Having the party.</td>
<td>Sing &quot;Happy Birthday&quot; to bear. Blow out the candles. Let's eat the cake and ice cream. Pour some drinks.</td>
<td>Wrapping and opening presents.</td>
<td>Let's wrap up this toy for bear. Get some paper and some tape. Here, bear! Open the present.</td>
</tr>
<tr>
<td>The party is over.</td>
<td>The party is over. Clean up the dishes. Put away the cake. Happy Birthday Bear.</td>
<td>Party games. Have the child play &quot;Pin the Tail on the Donkey&quot; or another simple party game.</td>
<td>It's time to play a game. Your turn. Pin the tail on the donkey.</td>
</tr>
</tbody>
</table>
Birthday Party

1. It's Bear's birthday. Let's have a party.
2. Give out the invitations.

3. We need to make a cake. Put on the candles.
4. Set the table for the party. Put out the decorations.

5. Sing "Happy Birthday" to Bear.
6. Blow out the candles.

7. Let's eat cake and ice cream. Happy Birthday Bear.
### Flexible Play Routine

#### Grocery Store

**Materials:** Shopping Cart * Cash Register * Money * Toy Food * Paper Bags * Shelves for food * Table for Check-Out * Doll * Paper and Pencil * Riding Toy

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</tr>
</thead>
<tbody>
<tr>
<td>Set up the activity.</td>
<td>We need to go buy some food.</td>
<td>Making a list before going to the store.</td>
<td>What do we need at the store. Let's make a list. Write down what we need.</td>
</tr>
<tr>
<td></td>
<td>Get the shopping cart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting the food.</td>
<td>What do we need?</td>
<td>Pricing food. This is easiest if you work with only one type of money (pennies or dollars).</td>
<td>We have only five dollars. What can we buy? The bread is two dollars. The milk is one dollar. What else can we get?</td>
</tr>
<tr>
<td></td>
<td>The baby needs some milk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We need eggs and bread.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put them in the cart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paying for the food.</td>
<td>We have everything.</td>
<td>Have the check-out person add up the cost and collect the right amount of money.</td>
<td>Let's add this up. That will be four dollars. Thank you for shopping.</td>
</tr>
<tr>
<td></td>
<td>It's time to pay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Go to the check-out counter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How much does it cost?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay for the food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going home.</td>
<td>Put the food in the bags.</td>
<td>Put the food away in the kitchen area of the classroom.</td>
<td>Milk and eggs go in the refrigerator. Where does the soup go?</td>
</tr>
<tr>
<td></td>
<td>It's time to take it home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put the bags in the car.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drive home.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. We need to go buy some food. Get the shopping cart.
2. What do we need? The baby needs some milk.

3. We need eggs and bread. Put them in the cart.
4. We have everything. It's time to pay. Go to the check-out counter.

6. Put the food in the bags.

7. It's time to take it home. Put the bags in the car. Drive home.
## Flexible Play Routine

### Camping

**Materials:**
- Blanket or Sheet for a Tent (over a table)
- Backpacks
- Flashlight
- Sleeping Bags
- Binoculars
- Camping Dishes
- Wood for Campfire
- Thermos for Drinks

<table>
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<tbody>
<tr>
<td>Present the activity.</td>
<td>Let’s go camping. Get the backpack and the sleeping bag. I have the tent.</td>
<td>Hiking to the campground.</td>
<td>We’re camping in the woods. It’s a long trip. Put on your backpack. Let’s climb this mountain.</td>
</tr>
<tr>
<td>Putting up the tent.</td>
<td>Here we are. We need to put up the tent. Let’s do it together. Put the sleeping bag in the tent.</td>
<td>Think of an alternative way to put up the tent.</td>
<td>We need to put up the tent. How can we do it? What do we need?</td>
</tr>
<tr>
<td>Setting up camp.</td>
<td>I’m hungry. Let’s make a campfire. We can cook some supper. Here are some pans.</td>
<td>Singing campfire songs or telling stories.</td>
<td>Sometimes people sing songs and tell stories. I know a song we can sing. Do you have a song or a story for us?</td>
</tr>
<tr>
<td>Going to bed.</td>
<td>It’s late. Time to go to bed. Get in the tent. Get the flashlight. Good Night!</td>
<td>Packing up camp.</td>
<td>Time to go home. You take down the tent. I’ll pack the backpack. Roll up the sleeping bag.</td>
</tr>
</tbody>
</table>
Camping

1. Let's go camping. Get the backpack and the sleeping bag.
2. I have the tent.

3. Here we are. We need to put up the tent. Let's do it together.
4. Put the sleeping bag in the tent.

5. I'm hungry. Let's make a campfire. We can cook some supper.
6. It's late. Time to go to bed. Get in the tent.

7. Get the flashlight. Good Night!
### Flexible Play Routine

**Post Office**

**Materials:**
- Envelopes
- Stickers
- Stamps and Stamp Pad
- Paper
- Crayons or Pencils
- Cash Register
- Wrapped Parcels
- Mail Boxes
- Riding Toy for Mail Truck
- Hat
- Mail Bag
- Scale

<table>
<thead>
<tr>
<th>Event</th>
<th>Examples of Language Models Used</th>
<th>Variations to the Event</th>
<th>Language Models Used with the Variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present the activity.</td>
<td>I need to mail a letter. You work at the post office. You have stamps. You wear a mail hat and have a mail bag.</td>
<td>Writing letters.</td>
<td>Who do you want to write to? Draw a picture. What do you want to say?</td>
</tr>
<tr>
<td>Buying the stamps.</td>
<td>I need to buy a stamp. How much does it cost? Put the stamp on the letter. Put the letter in your mail bag.</td>
<td>Weighing letters and packages.</td>
<td>Here is my package. How many blocks does it weigh? How many stamps do I need for this package?</td>
</tr>
<tr>
<td>Delivering the mail.</td>
<td>This letter is for John. Put the letter in John's mailbox. This letter is for Sarah.</td>
<td>Riding to deliver mail. Sorting letters to a variety of mailboxes.</td>
<td>Your mail bag is full. Get in the truck and bring the mail to all of the mailboxes.</td>
</tr>
<tr>
<td>Reading the mail.</td>
<td>John, you have a letter. Open it up and read it!</td>
<td>Putting things away.</td>
<td>Let’s pick up. Put the letters in this box. Park the truck over by the big blocks. Hang up your hat and coat in the play area.</td>
</tr>
</tbody>
</table>
1. I need to mail a letter.
4. Put the stamp on the letter. Put the letter in your mail bag.

5. The letter is for John. Put the letter in John's mail box.
2. You work at the post office. You have stamps. You wear a mail hat and have a mail bag.

3. I need to buy a stamp. How much does it cost?
6. This letter is for Sarah.

7. John, you have a letter. Open it up and read it!