

Understanding Basic Pronouns

Goal:

To follow simple instructions containing the pronouns *he* and *she*.

Materials:

- Fall cut outs
- Picture cue cards
- *he* and *she* baseboards

Activity Instructions

- Place the baseboards on the table in front of your child and arrange the Fall cut outs close by.
- Choose a prompt card and read it to your child. Your child should follow the instruction to set up the cut outs on the correct baseboard.

Example



You say, "**He** has corn."

Your child should take the picture of the corn and place it on the boy baseboard.



Hint: If you need to make this task easier, hand your child the correct cut out and then give the instruction as normal. This reduces the language load in the instruction but still targets the pronoun.

Using Basic Pronouns

Goal:

To form simple sentences containing the pronouns *he* and *she*.

Materials:

- Fall cut outs
- Picture cue cards
- *he* and *she* baseboards

Activity Instructions

- Place the baseboards on the table in front of you. Have the Fall cut outs close by.
- Your child should choose a prompt card and give you an instruction. You should follow the instruction to set up the cut outs on the correct baseboard.

Example

Your child says, "**He** has corn."

You take the picture of the corn and place it on the boy baseboard.



Hint: Follow the instruction given by your child, even if you can see they are using the wrong pronoun. Then check the cue card and problem solve together.

Using Basic Pronouns 2

Goal: To form simple sentences containing the pronouns *he* and *she* and *they*.

Materials:

- Fall cut outs
- Picture cue cards
- *he, she, and they* baseboards

Activity Instructions

- Place the baseboards on the table in front of you. Have the Fall cut outs close by.
- Your child should choose a prompt card and give you an instruction. You should follow the instruction to set up the cut outs on the correct baseboard.

Example



Your child says, "**He** has corn."

You take the picture of the corn and place it on the boy baseboard.



Hint: Follow the instruction given by your child, even if you can see they are using the wrong pronoun. This way you can problem solve together by checking the cue card.

Following Multi-step Directions

Goal: To carry out a series of two related commands.

Materials:

- Fall cut outs
- Picture cue cards
- *he* and *she* baseboards

Activity Instructions

- Take the 2 baseboards and place on the table in front of your child and arrange the Fall cut outs close by.
- Choose two prompts from the picture cue cards and describe them to your child. Your child should follow the instruction to set up the cut outs on the baseboard.
- Afterwards, show your child the pictures on the cue cards so they can check if they were correct. Help them to move the characters if they placed them incorrectly.

Example



Say, "Show me *she* has a *crow* and *he* has *corn*."

Your child takes the picture of the crow and the picture of the corn and places them in the correct place on the boards.



Hint: When you are getting started, make the task easier by reducing the choice. You can use fewer items or you can just use all the girl pictures or all the boy pictures.