



Homework Card

Title: Stop, Go, Fast, Slow

Language Objective: The student will speak using single core words

Instructions: Use this card with the book “Stop, Go, Fast, Slow”. Take as long as the student needs to learn the skills. You may need to model the language multiple times for them to learn it. By modeling the language, you are motivating the student to learn. You may need to add the student’s favorite drinks to their talker if they aren’t already there. This will ensure that the activity is relevant. For more robust activities and lesson plans, use the full [Core Word Starter Set of Lesson Plans](#).

Steps:

1. **Go** – Model and teach this word while making the cars move or to initiate a race. **Stop** – Allow the student to direct you to make the cars “stop.” **Up** – Have the student use this word while pushing a car “up” a ramp or move up in a toy garage.
Down – Use this word while allowing cars to race “down” ramps or racetracks. **Go up/down**– Teach prepositions when making cars go in/under/next to tunnels, furniture or toys. Race a car along their body, “up” their arm, “down” their other arm. **Go fast/slow** – Allow the student to direct the speed of movement of the cars by using these simple adverbs.
2. Read the book “Stop, Go, Fast, Slow!” Encourage the student to find the words as they appear in the story. Red words are from the 20 Word Starter set, yellow words are others you may decide to teach as well. Model the words the student can’t find.
3. Draw a bull’s eye on the ground with sidewalk chalk. Have the student use his/her device to say when he/she wants to make the car “go”. The student can then push the car and try to get a bull’s eye. Have him/her tell you when the car stops. Practice a variety of phrases before each car can get pushed to the bull’s eye.

Other:

1. Play with cars in the sand box (or make one in a plastic tub). Practice “stop”, “go” etc.
2. Make a tunnel with a piece of paper taped to the table. The cars can “go in” or “go out”.
3. Race two cars. Practice “go fast”, “go slow” or “make go”.
4. Draw roads with sidewalk chalk. Have the student use his/her talker to direct the activity.