



## Homework Card

Title: Turn It!

Language Objective: The student will speak using single core words

Instructions: Use this card with the book "Turn It!". 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** - Have the student use this word to direct you to let the top go.  
**Stop** - Model this word when the top stops spinning.  
**Turn** - Model and teach this word to comment on how the top turns.  
**Fast/Slow** - Teach these words to describe the speed in which the top is moving.  
**My turn** - Model and teach this phrase when it is "my turn" with the top.
2. Read the book "Turn It!" 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. Make a button spinner - Thread two buttons onto a 2-foot length of string, then tie it into a loop. Holding each end of the loop, whirl the buttons around to wind them on the string. Pull your hands apart to spin the buttons, then let the string go slack so that they spin and rewind. Repeat the motion to get the buttons spinning faster. Have the student use his/her device to describe the activity. Did his/her button spin "fast", or "slow"? Did he/she "turn it" or "stop it"? Did it "go fast" or "go slow"? You can watch a video on how to make a button spinner on [You Tube](#).

### Other:

Make some flying fish - Cut a strip of paper. (My strip measured about 20cm x 2cm but there is no need for accuracy - hurray!). Cut slits at either end, as shown. Make lots....everyone will to try. Bend the strip of paper and slot ends together. Throw in the air and watch them spin as they come down. After the activity, have the student use his/her device to talk about it. Did the fish "go fast" or "go slow"? Did the fish "turn"? When did they "stop"?