

**THANK YOU FOR TRUSTING MY RESOURCES
WITH YOUR THERAPY PLANS!**

**MANAGE YOUR
CASELOAD WITH CONFIDENCE**
AND STILL HAVE TIME FOR WHAT IS IMPORTANT TO YOU
OUTSIDE OF WORK!

**I STRIVE TO HELP YOU PLAN
ENGAGING THERAPY THAT HELPS
YOU WORK EFFICIENTLY SO YOU
CAN SERVE STUDENTS WELL AND GET
YOUR PAPERWORK DONE ON TIME!**



**CLICK
THE
IMAGES**

**CHECK OUT THESE OTHER RESOURCES THAT
WILL SAVE YOU TIME AND HELP STUDENTS
MAKE PROGRESS.**



**FREE GRAPHIC
ORGANIZER**



**NO PREP
CATEGORIES**

I Spy Categories



I spy an animal.



I spy a piece of clothing.



I spy a type of food.



I spy a vehicle.



I spy an instrument.



I spy an ocean creature.



I spy an insect.



I spy a dessert.



I spy a tool.



I spy a school supply.



I Spy Categories



I spy something hot.



I spy something cold.



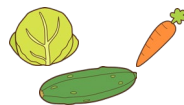
I spy a beach item.



I spy furniture.



I spy a baby item.



I spy a vegetable.



I spy a fruit.



I spy something that flies.



I spy a utensil.



I spy a breakfast food.



LESSON PLAN FOR PARENTS

Directions for activity: Print the 'I Spy' check-off sheet and give it to your child. Have them go around the house looking for different items that are in the category groups or noun-functions. Once your child finds an item, they can check it off. If the things are small, your child can put them in a box or container as they see the item. Your child is finished with the 'I Spy' game when they have spotted everything on the list. If you have multiple children at home, you can break them up into teams to see who can finish the list first. They can look for these items in their toys, rooms of the house, or in their yards.

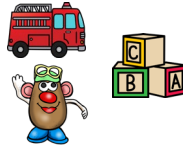
SPEECH AND LANGUAGE SKILLS TO TARGET WHILE DOING THIS ACTIVITY

Speech Sounds	Vocabulary	Grammar	Social Skills
<ol style="list-style-type: none"> 1. Have your child find items that have their speech sound in it. 2. Then, have your child create a sentence with the word or say it ten times each. 3. Have them create a silly story with all the items that they found using their best speech. 	<ol style="list-style-type: none"> 1. Have your child find two items in each category. Compare the two items by how they are similar and different. 2. Describe the item by attributes (i.e., category, function, size, color, location). 	<ol style="list-style-type: none"> 1. Use each item in a sentence. 2. Expand the sentence by adding in an adjective (i.e., crunchy, large, purple, heavy). 3. Add prepositional phrases 'in the garage' or on the shelf. 4. Practice 'has' and 'have' as well as pronouns such as "She has the car." 5. Have your child practice singular and plural such as "one car, two cars." 	<ol style="list-style-type: none"> 1. Have your child work on initiating questions and comments during the activity such as "Where could we find an instrument?" or "I see an insect." 2. Teach your child how to use their body to show they are in the group. They have to stay near you or their siblings while working on the activity.
Speech Fluency	WH- Questions	Phonological Awareness	Oral Narration
<ol style="list-style-type: none"> 1. Have your child practice their fluency strategy with each item that they found. 2. They can use the item in a sentence with their speech strategy. 3. You can create a sentence with slow or fast speech. The child can judge if you used slow speech. You can do the same for bumpy vs. smooth speech. 	<ol style="list-style-type: none"> 1. Ask your child wh- questions about the items they found. Here are some examples: -Where can you find it? -What is the item's function? -Why do we need this item? -Who uses this item? -When would we need this item? 	<ol style="list-style-type: none"> 1. Have your child try to think of words that would rhyme with the item, such as "Spoon rhymes with the word toon." 2. You can have your child identify the sound in the beginning or end of each thing they found, such as 'h' is the beginning sound for the word hand. 	<ol style="list-style-type: none"> 1. Have your child pick one item and create a story. Discuss what elements you heard your child share. Give support about what details they were missing. You can write out their story for them. Then, they can draw a picture of the story and write out the sentences. 2. Orally create a story with some of the items. Then, ask your child comprehension questions about the story.

'I Spy' Categories Around the House Game



I spy a stuffed animal.



I spy a toy.



I spy a piece of clothing.



I spy a drink.



I spy a food.



I spy a container.



I spy a vehicle.



I spy a tool.



I spy sports equipment.



I spy a school supply.

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'I Spy' Categories Around the House Game



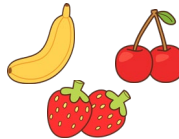
I spy something hot.



I spy a vegetable.



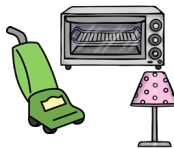
I spy something cold.



I spy a fruit.



I spy a cleaning supply.



I spy an appliance.



I spy furniture.



I spy a kitchen utensil.



I spy a plant.



I spy a breakfast food.

'I Spy' Noun-Functions Around the House Game



I spy something you use to cut.



I spy something that holds items.



I spy something you wear.



I spy something you use to sit.



I spy something you use to write.



I spy something you eat.



I spy something you drive.



I spy something you use to brush.



I spy something you use to play.



I spy something you water.

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'I Spy' Noun-Functions Around the House Game



I spy something you drink.



I spy something you can read.



I spy something you use to wipe.



I spy something you can ride.



I spy something that cleans.



I spy something you can put food on.



I spy something that keeps you warm.



I spy you use to talk to people.



I spy something you use to scoop food.



I spy something that holds items.

Thank you for Downloading!

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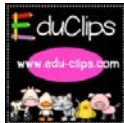
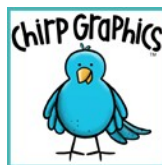
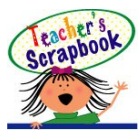
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Love these graphics!!



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