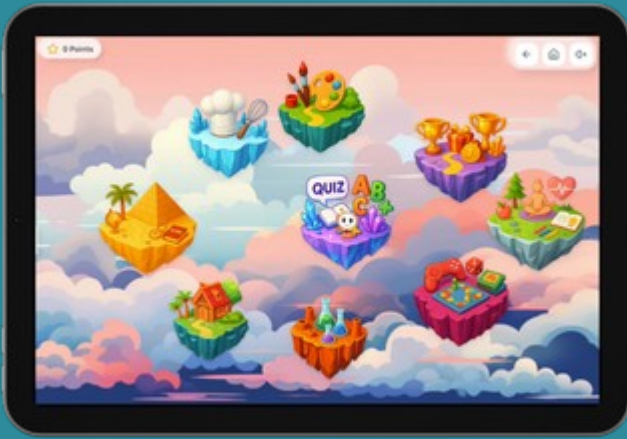


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Everyday Word Explorers - Foundation

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Teaching this unit

Purpose

Teach useful everyday vocabulary through objects, actions and purposeful play. Children connect a word to meaning, use it accurately and try it with another object or scene. Five lessons form a substantial teaching week. Allow about 35–50 minutes for each lesson, with extra play and retrieval when useful.

The learning routine

Notice something. Hear its word. See, feel or act its meaning. Use the word for a purpose. Try the same meaning in a different context. Teach a small useful set at a time. The complete bank supports teaching and is not a memorisation quota.

Access

Read every prompt, card and quiz question aloud. Accept speech, sign, pointing followed by a meaning choice, demonstration, drawing or adult scribing. Invite home-language knowledge without requiring translation. Record response route and support separately from understanding. No home-school or independent reading is needed.

Preparation and safety

Use books, large blocks, baskets or bowls/boxes, fitted lids, blunt tongs, an apron, large fabric balls and safe texture samples. Avoid hot liquid, sharp tools and small loose play pieces. Cool water in a tray is optional. Pictures or dry demonstrations may replace it. Check sensory access before touching textures.

Files and order

The editable presentation has 18 slides. The editable quiz has 22 slides, including ten question/feedback pairs. Resource references A1–A18 appear in the guide and page index. Each worksheet key follows its worksheet. Student resources and assessment are after teacher guidance.

Word meanings: objects and actions

Objects and parts

basket: a container for carrying things. Show woven and plastic carrying baskets.

container: something that holds things, such as a box, bowl or basket. A basket is also a container. Do not present basket and container as exclusive groups. A loose block is an object, not a container in this lesson.

Tools and clothing

tongs: a tool with two arms that grip and lift. Demonstrate with a large fabric ball.

apron: clothing worn over other clothes to help protect them. It can reduce mess but is not a promise that clothes stay perfectly clean.

Parts

handle: a part you hold, such as the arch of a basket or side of a jug. Lid: a cover for a container. Point precisely to each part. Some containers have neither. Compare the part with the whole object and let children point or demonstrate.

Actions

scoop: pick up with a scooping movement. Show a broad scoop entering material and lifting it. pour: make loose material or cool liquid flow out. carry: hold and move something. stack: place things on top of another. A side-by-side row is a contrasting example, not a stack.

Meaning before recall

Say each word while demonstrating. Ask what changed or how the object helped. Rephrase an approximate response, then offer another turn. A child who names a basket but cannot explain or use it needs further meaning work, not more copying.

Word meanings: describing words

Texture and resistance

rough: a bumpy or uneven surface. smooth: an even surface. soft: easy to squash in the shown context. hard: difficult to squash. Use safe real samples and visible material evidence. A rough thing need not be hard, and a smooth thing need not be soft. Never decide texture from a vague drawing alone.

Amount

full: no room remains in the shown container. empty: nothing is inside. partly full: something is inside and some room remains. The word full depends on the container and purpose. When an illustration has space, accept partly full and explain why a binary full/empty choice would be misleading.

Condition

wet: water is on the shown cloth or object. dry: no water is on it in the shown context. Show a dripping cloth and a dry cloth, or use pictures with an explicit description. Wet and dry describe a condition, not good and bad behaviour.

Helpful language

Model short requests: Please pass the empty container. Please stack the hard blocks. Ask Which one? when a partner cannot tell. Accept another accurate descriptor supported by visible or tactile evidence. Do not invent unseen softness or texture from colour.

Assessment boundary

Evaluate meaning, explanation/demonstration, purposeful use and transfer. Do not grade independent decoding, spelling, accent, exact grammar, artistic neatness or speed. Meaning may be clear in a short phrase, AAC selection or action. Record the actual response and support.

Lesson 1: Names help us explain

Equipment and references

A1 display; A2a discovery scene; A3a–A3b object cards; A6 worksheet and adjacent answer page. Bring a woven basket, a different plastic carrying basket, an open bowl/box, blunt tongs, large fabric ball and apron. Presentation slides 2–7 support modelling.

Intention and child criteria

We learn object words that help us explain. A child can select a taught object from a meaning, tell or show what it does, and use one word in a helpful message. Observe understanding rather than how many words the child can repeat.

Prior learning and baseline

Invite children to name or select one familiar object from the discovery table. Ask What can it do? Record one known word and response room before supplying the label. A child may point or demonstrate. Use the baseline to choose two or three starting words.

Explicit teacher model

Hold the basket: This is a basket. It holds books so I can carry them. Place books in it and walk a short distance. Show the bowl: This holds things too, so it is a container. My basket is also a container. Contrast a loose book. Model tongs gripping the ball and an apron over clothing.

Expected child and native responses

Basket holds books to carry is accurate. Bowl holds things demonstrates container meaning. Accurate pointing to a basket followed by a carrying action, AAC plus a meaning choice or an equivalent oral explanation. Gently recast calling every container a basket.

Lesson 1: Practice and evidence

Guided practice

Use A3 cards and real objects. Read a child-friendly meaning, offer two objects, and ask the child to choose and explain or act. Change the order of choices. Point to the handle and lid precisely, then return attention to the whole object. Show two versions of a basket and two containers so meaning does not depend on one picture.

Independent application

Read A6 one row at a time. Children point or circle a meaning. Ask each child to tell or show how one selected word helps. Adult scribing is available. The adjacent key gives precise answers; accept an equivalent explanation rather than a copied sentence.

Support

Begin with two clearly different real objects and one useful word. Model once, then remove the model and offer a fresh choice. Allow A6 procedure or a carrying/gripping demonstration. Reduce picture clutter.

Core and extension

Core learners select, explain and use a word in a short request. Extension learners identify a different basket or container and explain why it shares the meaning. A bowl can be a container without being a basket.

Formative recording

For a small focus group, record the selected word, exact meaning response, purposeful use, route and support. Note one known word and one newly understood word. If a child guesses the picture without explaining, reteach with the real object next lesson. Finish by asking 'Where else could this word help?'

Lesson 2: Words tell what we do

Equipment and references

A4 action cards; A7 object-purpose worksheet and key; A8 action-scene worksheet and key. Use broad scoop, shallow tray, large sponge/fabric squares, jug and cool water only if suitable, large box/books and blocks. Presentation slides 8–9 support contrasts.

Intention and child criteria

We choose a word that tells a clear action. A child can select or demonstrate scoop, pour, carry or stack, explain the visible action and use a word to direct a partner. No verb terminology is assessed.

Prior learning

Retrieve basket and tongs using a meaning clue from Lesson 1. Ask how each object helps. Revisit an unclear response with a real example before adding actions.

Explicit teacher model

Move a scoop into the tray and lift material while keeping it upright: I scoop. Tilt a jug so water flows into the tray: I pour. Explain that the movement differs. Hold books and walk: I carry. Put one block on another: I stack. Put two blocks side by side as a non-example of stacking.

Expected and alternative responses

The water flows out explains pour. It holds and moves explains carry. Accept a safe demonstration of AC with a meaning choice. A child saying put together needs a follow-up: one on another or side by side? Keep meaning precise while accepting imperfect grammar.

Lesson 2: Practice and evidence

Guided practice

Read A4 phrases. Children choose an action, demonstrate safely and ask a partner to respond. Change props: carry a cushion rather than a book, stack cups rather than blocks. Use I use tongs to lift the soft ball to connect an object with its purpose. No cooking is needed.

Independent application

Adult reads A7 and A8. For A7 children select the tool/object and explain why it helps. For A8 they select the exact shown action. Use pointing, oral response or circling. The keys immediately follow the worksheets. A8 scenes use different objects from the cards.

Support

Teach one contrast at a time using real props. Offer two action cards and let the child act before selecting. Describe what the adult sees, then ask the child to choose the word. Provide a stable AAC vocabulary location.

Core and extension

Core learners choose and explain each shown action. Extension learners give a clear new direction and explain why one differs from scoop or a row differs from a stack. Accept accurate purpose for alternative when the task allows them.

Formative recording

Record action choice and evidence in the demonstration, plus whether a partner followed the direction. Separate prompting from correctness. If scoop and pour remain confused, model the two movements slowly with the same safe tray and revisit before the next lesson.

Lesson 3: Say which one you mean

Equipment and references

A5a–A5b contrast cards; A9 descriptor worksheet and key; A10 transfer worksheet and key. Safe cork/bark and even tiles, foam cushion and wooden block, identical full/empty/partly full tubs, wet/dry cloth pictures or cool-water tray. Presentation slides 10–12.

Intention and child criteria

We use accurate describing words to distinguish objects. A child can choose a word from a concrete contrast, explain or show the evidence and transfer the meaning to another relevant object.

Prior learning

Retrieve one action with a safe prop. Ask a partner to carry a container, then reveal two containers and ask Which one? This shows why a more precise message can help.

Explicit teacher model

Feel safe cork and an even tile while naming rough and smooth. Press foam and wood for soft and hard. Compare identical tubs: full, empty and partly full. Point to the remaining space in the partly full tub. Show water drops from one cloth and a dry cloth. Use labelled pictures where touching is unsuitable.

Expected and alternative responses

It has bumps so it's rough. It squashes so it's soft. Some room is left so it's partly full. Accept demonstration, AAC or pointing plus an evidence choice. Do not accept an unlabelled texture merely because a picture is brown. An object may have two accurate descriptors.

Lesson 3: Practice and evidence

Guided practice

Choose a contrast from A5 and ask a child to select the requested item. Model Please pass the empty container. Let a partner confirm which one. Ask How do you know? A partly full container belongs to neither binary end, so model its precise description rather than marking it wrong.

Independent application

Read A9 and ask for the evidence after each choice. Use A10 to connect a meaning to fresh objects, materials or actions. Children circle or point and explain orally. The adjacent keys show accepted selections and sample explanations. Safe real texture samples support A10 row 4.

Support

Use one contrast, two real objects and an adult demonstration. Let children decline tactile exploration and use explicit labels and visible evidence. Offer sentence beginnings or AAC without requiring a full written sentence.

Core and extension

Core learners distinguish the shown pair and claim one feature. Extension learners justify two compatible accurate words for an object and apply a contrast elsewhere. Do not infer an unseen contrast or texture.

Formative recording

Record word evidence and transfer separately. Note whether the child needed a meaning context, two-choice support or a real-object demonstration. If the word is repeated without evidence, return to the concrete contrast. Finish with a helpful request that another child can follow.

Lesson 4: Useful words in play

Equipment and references

A11 message worksheet and sample key; A12a–A12c cooperative game; A13a–A13c role-play mats/guide; A14a–A14b partner choices/prompts; A15 interest activity. Use one shared counter, safe large props and taught word cards. Presentation slides 13–15.

Intention and child criteria

We choose words that help a partner complete a shared task. A child can make an accurate request, respond to a partner and clarify an unclear message. Use object, action or describing words according to the purpose.

Prior learning

Retrieve one meaning from each taught group with a real example. Re-teach uncertain words before using the game clues. A12 is practice after teaching, not a guessing test for untaught vocabulary.

Explicit teacher model

Model a complete A12 turn. Adult reads C1. Child selects basket, explains carrying, then says Please carry these books in the blue basket. Partner chooses and acts. Move the shared counter only after meaningful use. Model a repair: Give me that one. Which container? The empty container, please.

Expected and alternative responses

An accurate shared request, AAC sequence or point plus meaning choice is valid. For C2 a basket, bowl or box selection is valid when the child explains it holds things. Recast a vague word choice and invite another try. No time pressure or race.

Lesson 4: Practice and evidence

Guided play

Rotate explorer and listener roles on A13 mats. Read the guide requests and offer safe props. One child chooses an object/action/descriptor, another responds, then both confirm the meaning. Use the sample clarification interaction. Encourage asking Which one? rather than guessing.

Independent application

Read A11. A child chooses a clear message for each illustrated play need, orally, with AAC, by drawing or by scribing. The sample answer is one possibility. All pairs then practise listener selection and explanation; use the teacher key in this guide.

Interest connection

Offer A15 play, building, drawing or reading. Children choose a used taught word, explain it and use it for their chosen classroom interest. No particular home experience or private family story is required.

Support, core and extension

Support with two picture choices, a real object and a modelled turn. Core learners make a clear request and confirm the partner response. Extension learners add a second accurate word or repair a message after a genuine misunderstanding. Roles and communication routes remain flexible.

Formative recording

Record exact words, accuracy of meaning, purposeful use, listener response and support. If the listener chooses incorrectly, determine whether the request or listening was unclear and model a repair. Do not score speed, written sentence length or art.

Lesson 5: New scene, known meaning

Equipment and references

A16 learning record and sample key; A17a fresh assessment stimuli; A17b teacher record; A18 rubric. Different round container/lid, outdoor sand scoop, bumpy cork/even tile and fresh cloth examples, with safe real samples when appropriate. Presentation slide 16 supports access without giving assessment answers.

Intention and child criteria

We show a learned meaning in a changed context and use it for a purpose. A child can select an accurate example, explain or demonstrate why, and use a target word with another relevant object or situation.

Prior learning and reflection

Retrieve two useful words through meaning clues. Record A16 and make a record of what was known/thought, what the word means now and how to use. Choose words that reflect this child's learning. The sample is illustrative, not a universal growth claim.

Teacher model before assessment

Use an unrelated taught word such as car with a new cushion to model the response routine: choose, explain/show when used for a purpose. Do not rehearse the four assessment responses or reuse the exact A17 stimuli as practice.

Expected and alternative responses

A short accurate phrase or demonstration is sufficient. AAC and pointing with a follow-up meaning word remain valid. Grammar and accent do not reduce a correct meaning response. Record whether the child needed support rather than treating access as an error.

Lesson 5: Conference and next steps

Individual conference

Adult reads A17a prompts. Invite selection, then How do you know? Accept the round cover as lid, scooping sand as scoop, bumpy cork as rough and cloth with no water as dry. Use A17b to record the exact response. Provide a new safe object for a purposeful request/use after each selected meaning.

Transfer and recording

For example, after lid recognition ask the child to request the cover for a different box. After scoop, use a different tray/material. For rough, compare another labelled safe texture. For dry, ask for a dry cloth in a fresh cleanup purpose. Record choice, meaning evidence, new use, route and support.

Support, core and extension

Support with two meaning choices and a model when needed, recording this explicitly. Core learners explain or demonstrate and make an accurate request. Extension learners justify a more precise word for transfer to another suitable situation. No fixed word-count quota applies.

Rubric and interpretation

Use A18 for recognition, explanation demonstration, appropriate purposeful use and transfer. Select support, comparison or independent based on observed evidence. Keep communication route separate. A guessed selection alone does not establish independent vocabulary use.

Next teaching step

Choose one useful word needing concrete modelling, one contrast needing evidence, or one request needing clarification. Plan another accessible interaction and record it. Celebrate meaningful language without comparing speed, handwriting, spelling or drawing quality.

Game and partner keys

Word Explorers Trail

C1 basket; C2 container; C3 tongs; C4 apron; C5 handle; C6 lid; C7 scoop; C8 pour; C9 carry; C10 stack; C11 rough; C12 empty. Read each clue from A12b after explicitly teaching its meaning. A12c supplies setup, model, access and the same key.

Valid alternatives

For C2 a basket, bowl or box selection is valid if the child explains it holds things. For an open use/request, accept another contextually accurate word or object with an explanation. The goal is meaning and purposeful use, not a single rehearsed sentence. Clarify an ambiguous response before judging.

Hear, Choose, Say

Read A14b prompts while the listener views A14a. P1: basket for carrying books. P2: round bowl/container holding blocks. P3: tongs. P4: empty tub. P5: empty tub. P6: full tub. IDs correspond across both pages. Ask How do you know? and confirm the response before rotating roles.

Partner routine

Adult reads. Listener selects. Speaker asks for an explanation or demonstration and confirms. Swap roles. Use two prompts, AAC or real objects when helpful. This is an accessible meaning/listening task, not a speed game.

Cooperative movement

Use one shared counter on A12a. The group advances one space after a meaningful turn. Rephrase, model and retry when needed. Rotate roles, avoid ranking children and allow more turns with a small known word set.

Evidence, differentiation and quiz use

A practical observation method

Use a class list or the conference record. For a focus group in each lesson, record word, selected example, exact explanation/demonstration, purposeful use, changed context, response route and type of support. Use brief evidence such as points to lid, says covers box, then asks for another lid.

Support is information

Record adult model, meaning cue, two-choice field, real-object sample or scribing. AAC, home-language links, gesture and demonstration can show strong meaning. Do not confuse decoding or speech form with vocabulary understanding. Choose the next concrete teaching step from the evidence.

Quiz

Read all ten questions aloud. Allow pointing, AAC, or response or action. Reveal the following feedback slide after children respond and explain. Each quiz pictures differ from practice and the final conference. Feedback text is editable and includes reasons, not just a score.

Quiz key

1 green basket, while bowl is a container. 2 tongs grip. 3 lid covers. 4 scoop. 5 vertical stack of cups. 6. 7 bumpy sample B is rough; check safe real samples. 8 wet. 9 partly full. 10 sample request for the empty container, with valid alternatives explained.

Custom resource use

Print or display selected pages for this teaching group. Keep answer pages with the teacher when using independent choices. Coloured displays, games and activity mats support meaning; low-ink worksheets and assessment provide accessible response space. The teacher reads the pack and selects suitable safe props.

Find, Learn, Use a Word

1



Notice it.

2



Hear the word.

3



See, feel or do it.

4



Use the word.

5



Try it
somewhere new.

I carry books
in my basket.

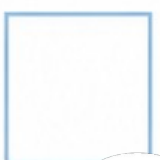
basket

A container for
carrying things.



What could
this basket
carry?

Another basket



Our Discovery Table

Hands
eyes
curious minds
help us learn!

Explore
Look closely
Notice and wonder!



Look. Listen. Explain a word.

Words at Our Packing Table



Use a word to tell what happens.

Useful Object Words

basket

A container for carrying things.



container

Something that holds things.



tongs

A tool with two arms that grip.



Useful Object Words

apron

Clothing over clothes to help protect them.



handle

A part you hold.



lid

A cover for a container.



Some containers have no handle or lid.

Show the Action

scoop

Pick up with a scooping movement.



pour

Let it flow out.



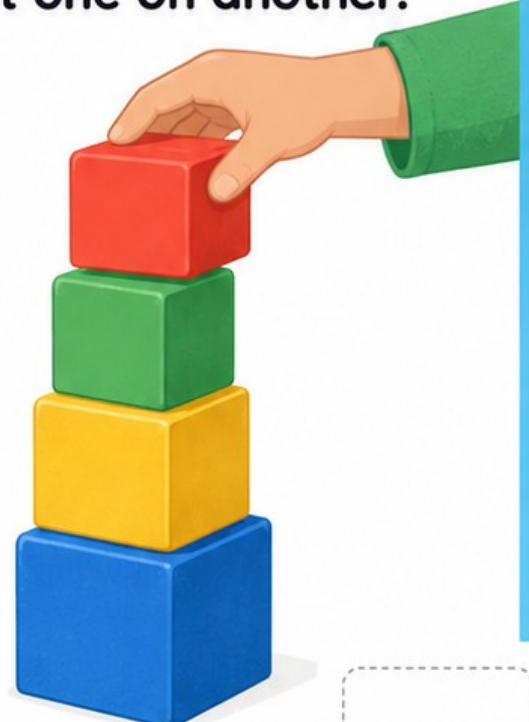
carry

Hold it and move.



stack

Put one on another.



Tell the Difference

Look closely. Feel the difference.

rough



A bumpy surface.

smooth



An even surface.

soft



Easy to squash.

hard



Hard to squash.



Feel safe real objects too.
Rough does not always
mean hard.

Tell the Difference

Look at each pair. Talk about how they are different.



full

No room for more.



empty

Nothing inside.



wet

Water on it.



dry

No water on it.



partly full

Some room is left.

Name: _____

What Does the Word Mean?

Listen. Point to or circle one meaning.

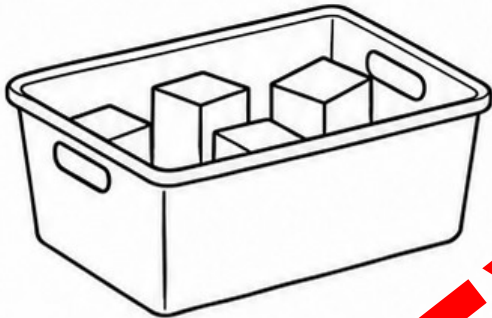
1.



holds things
to carry

cuts paper

2.



holds things

dries your
hands

3.



grips and lifts

covers a box

4.



covers a
container

makes water
flow

Tell or show how one word helps.

Name: **ANSWERS**

What Does the Word Mean?

Listen. Point to or circle one meaning.

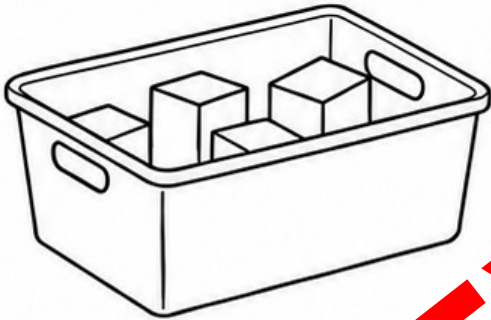
1.



holds things
to carry

cuts paper

2.



holds things

dries your
hands

3.



grips and lifts

covers a box

4.



covers a
container

makes water
flow

Tell or show how one word helps.

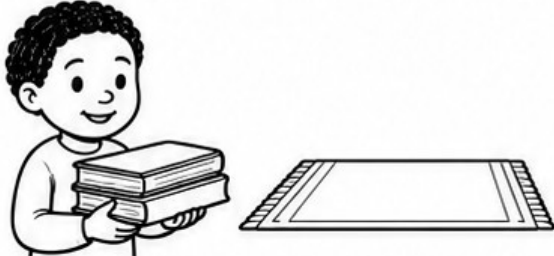
Sample: A lid covers the box. Answers vary.

Name: _____

What Helps Us Do This?

Listen. Circle a tool or object. Tell why.

1. Carry two large books to the mat.



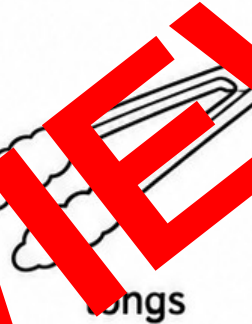
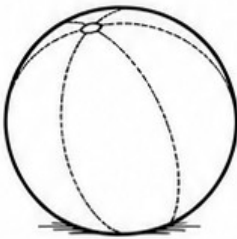
basket



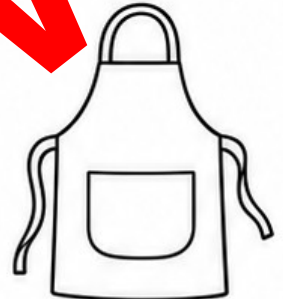
lid

Why? _____

2. Pick up a large fabric ball without touching it.



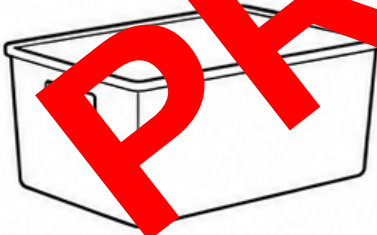
tongs



apron

Why? _____

3. Cover the box.



lid



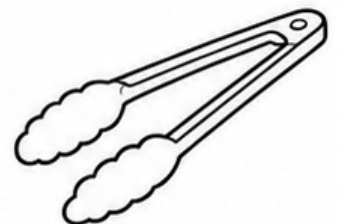
basket

Why? _____

4. Protect a shirt during painting.



apron



tongs

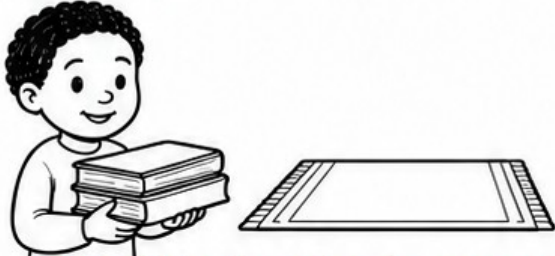
Why? _____

Name: **ANSWERS**

What Helps Us Do This?

Listen. Circle a tool or object. Tell why.

1. Carry two large books to the mat.



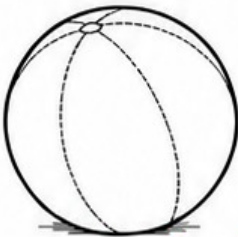
basket



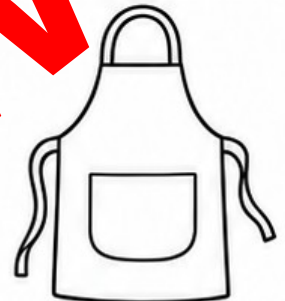
lid

Why? **It holds books to carry.**

2. Pick up a large fabric ball without touching it.



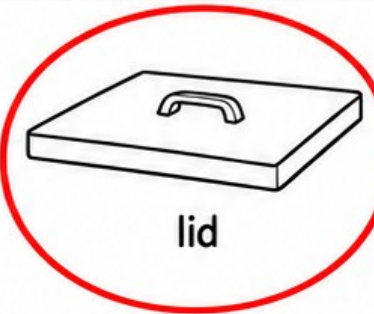
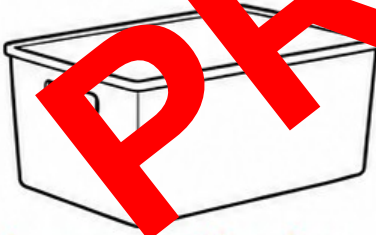
tongs



apron

Why? **They grip the ball.**

3. Cover the box.



lid



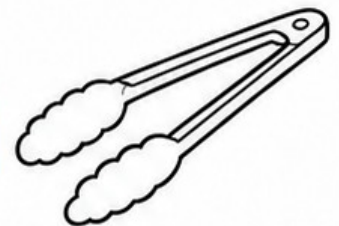
basket

Why? **It covers the box.**

4. Protect a shirt during painting.



apron



tongs

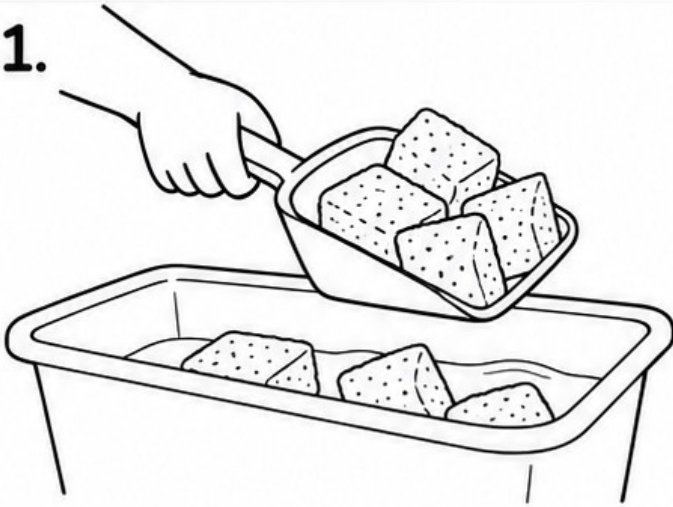
Why? **It helps protect clothes.**

Actions in Everyday Scenes

Name: _____

Listen. Circle the action you can see.

1.



scoop

pour

2.



pour

carry

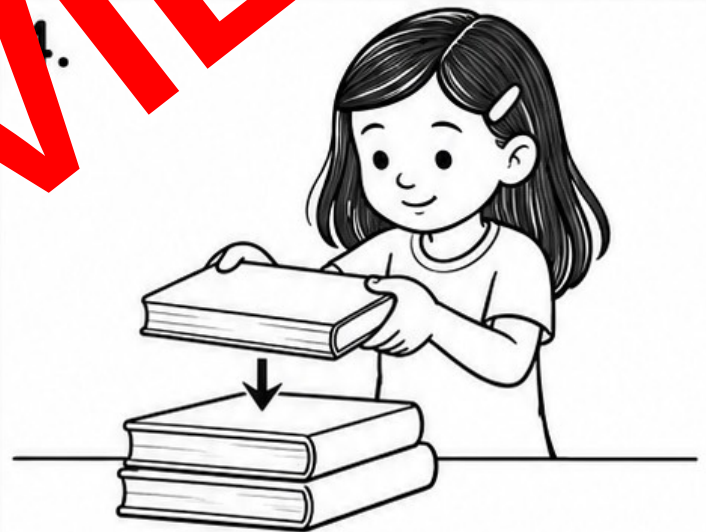
3.



stack

carry

4.



carry

stack

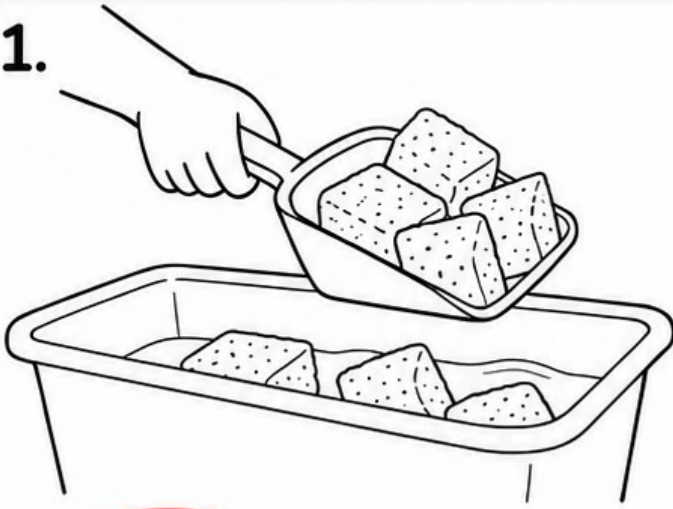
Show one action with a safe object.

Actions in Everyday Scenes

Name: **ANSWERS**

Listen. Circle the action you can see.

1.



scoop

pour

2.



pour

carry

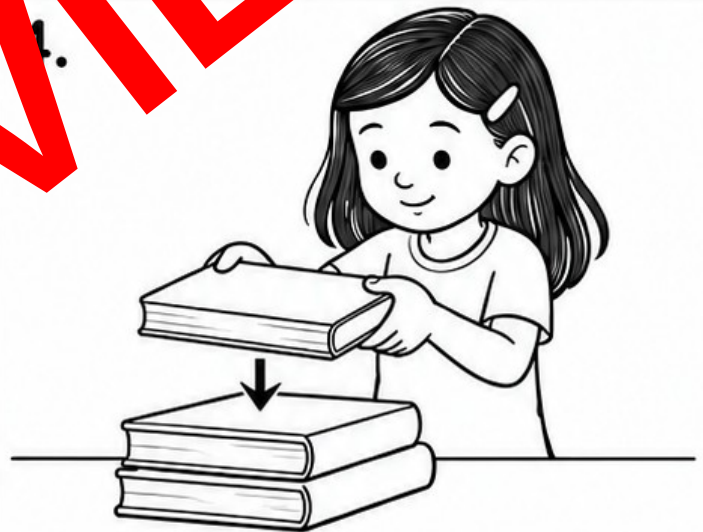
3.



stack

carry

4.



carry

stack

Show one action with a safe object.

Name: _____

Which Words Fit?

Listen. Circle a word. Tell how you know.

1.



wet

dry

I know because... _____

2.

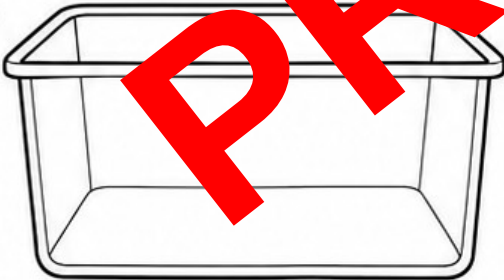


soft

hard

I know because... _____

3.

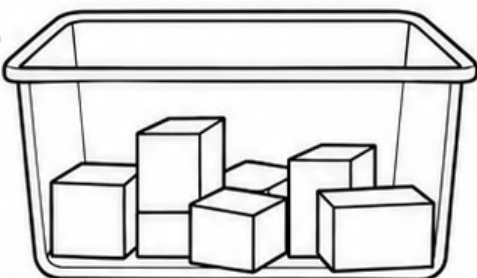


full

empty

I know because... _____

4.



full

empty

partly full

I know because... _____

Some objects have more than one describing word.

Name: **ANSWERS**

Which Words Fit?

Listen. Circle a word. Tell how you know.

1.



wet

dry

I know because... **Water drips.**

2.



soft

hard

I know because... **It squashes.**

3.

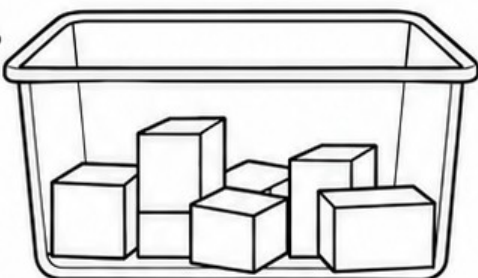


full

empty

I know because... **Nothing is inside.**

4.



full

empty

partly full

I know because... **Some room is left.**

Some objects have more than one describing word.

Name: _____

Same Meaning, New Object

Adult reads: Look at the first picture. Circle a new example with the same meaning. Say why.

1.

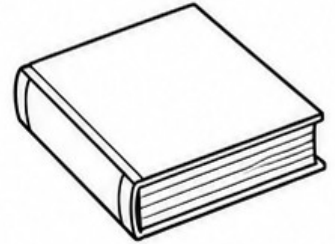


basket

A.



B.



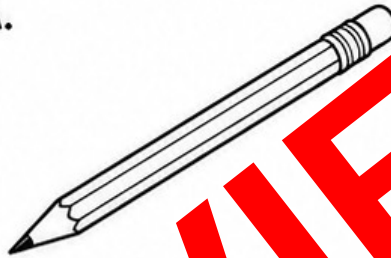
Why: _____

2.

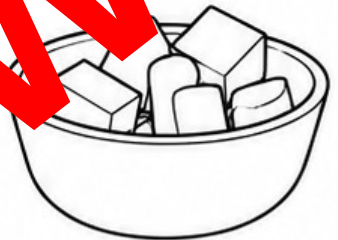


container

A.

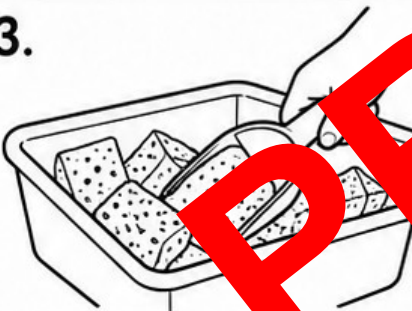


B.



Why: _____

3.

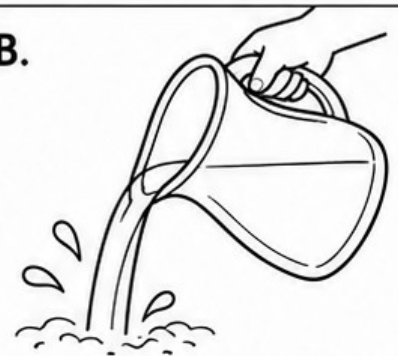


scoop

A.



B.



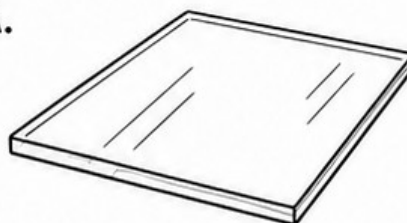
Why: _____

4.



rough

A.



even surface

B.



bumpy surface

Why: _____

Adult note: Feel safe texture samples too.

Name: ANSWERS

Same Meaning, New Object

Adult reads: Look at the first picture. Circle a new example with the same meaning. Say why.

1.

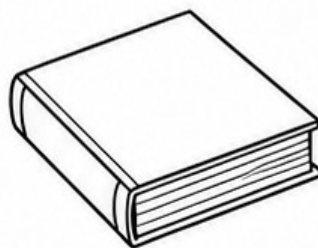


basket

A.



B.



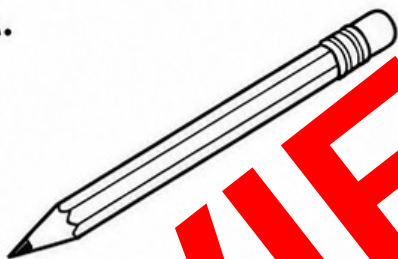
Why: It holds things to carry.

2.



container

A.



B.



Why: It holds things.

3.

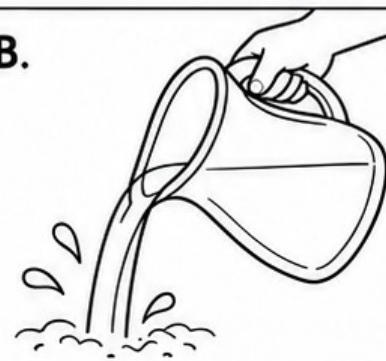


scoop

A.



B.



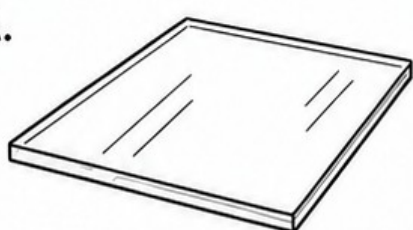
Why: It picks up with a scoop.

4.



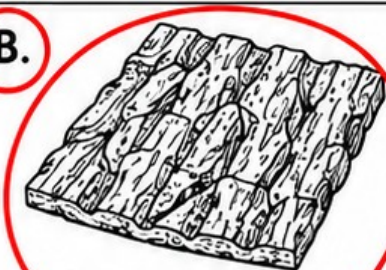
rough

A.



even surface

B.



bumpy surface

Why: It has a bumpy surface.

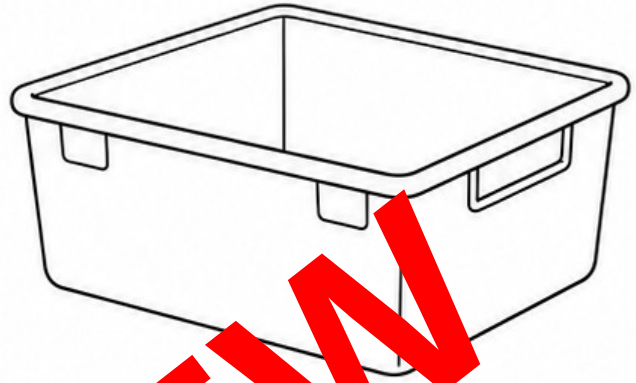
Adult note: Feel safe texture samples too.

Name: _____

Choose Helpful Words

Tell your partner what you need. You may point, draw or ask an adult to write.

1. You need room for more books. Which container do you want?



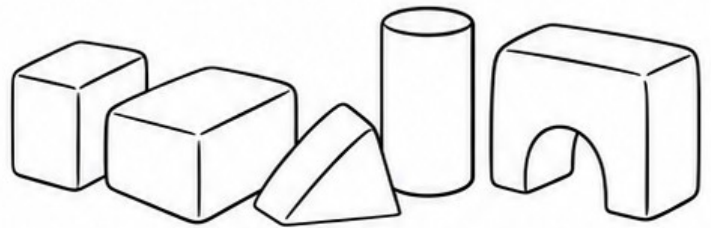
My message:

PREVIEW

2. Ask your partner to make a tower with the wooden blocks.



hard wooden blocks



soft foam blocks

My message:

PREVIEW

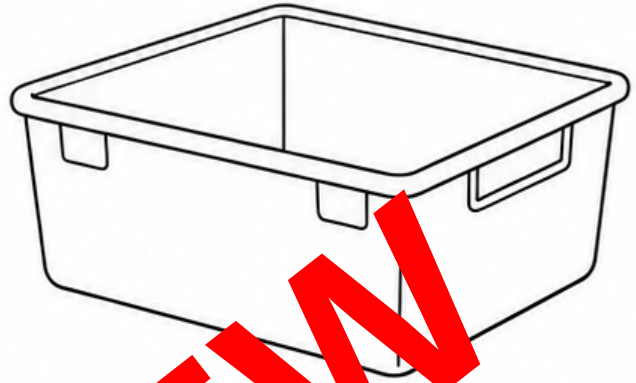
Did your partner choose what you meant? ☐ Yes ☐ No

Name: **ANSWERS**

Choose Helpful Words

Tell your partner what you need. You may point, draw or ask an adult to write.

1. You need room for more books. Which container do you want?



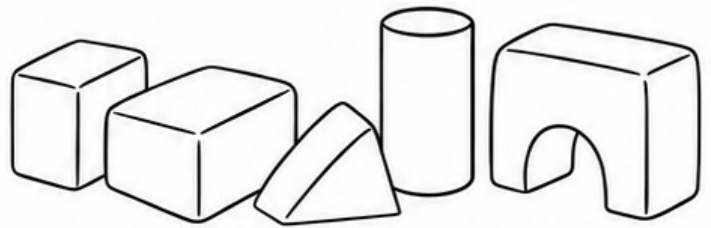
My message:

Sample: Please pass the empty container.

2. Ask your partner to make a tower with the wooden blocks.



hard wooden blocks



soft foam blocks

My message:

Sample: Please stack the hard blocks.

Answers vary. Accept a clear request, pointing with a meaning choice, or AAC.

Did your partner choose what you meant?



Yes



No

Word Explorers Trail

Explore words. Take turns. Use your imagination!



**Listen to a clue. Show its meaning.
Use the word. Your partner responds.**

Adult moves counter one space only after meaningful use.

Word Explorers Clues

C1

A container for carrying things.



C2

Something that holds things.



C3

Two arms grip and lift.



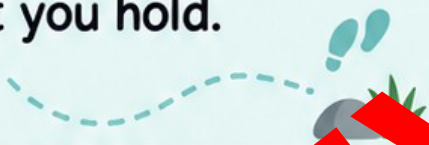
C4

Protect clothes while painting.



C5

The part you hold.



C6

A cover for a container.



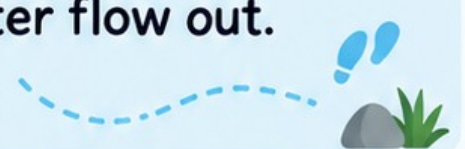
C7

Pick up with a scooping motion.



C8

Let water flow out.



C9

Hold it and move.



C10

Put one on another.



C11

A bumpy surface.



C12

Nothing is inside.



PREVIEW

Word Explorers Trail: Guide

Explore words. Try them out. Take turns. Make meaning!

Words help us explore the world!



Set up

Use the mat, clue cards, one shared counter and safe real objects or word cards. Teach the words first.



A turn

1. Adult reads a clue.
 2. Child selects or demonstrates the word.
 3. Child uses it with a different object or situation.
 4. Partner responds.
- Then move one space.



Model

Clue C1: a container for carrying things.

Child: basket.

Please carry these books in the blue basket.

Partner chooses the blue basket.



Clue key

C1	basket	C7	scoop
C2	container	C8	pour
C3	tongs	C9	carry
C4	apron	C10	stack
C5	handle	C11	rough
C6	lid	C12	empty



Access

Read every clue. Offer two choices, real objects, AAC or demonstration. Accept accurate alternatives with an explanation. A basket is also a container for C2. Rephrase and try again. No time limit.

Our Discovery Table

Look closely ● Touch ● Explore ● Talk about what you notice



basket



container

lid



tongs



apron



foam cushion



wooden tile

Objects to explore



Look



Feel



Notice



Wonder



Ask



Imagine

Try a word

rough

smooth

soft

hard

full

empty

wet

dry

What other words can you try?



Explorer:
choose and
explain a word.

This feels
soft.

Listener:
find or show
its meaning.

This feels
smooth.



Curious minds make amazing discoveries!



Pack for Our Reading Corner



Books



Blocks



Cloths



PREVIEW



Please carry the books in the basket.



basket



empty container



full container



wet cloth above tray



dry cloth

Choose words that help your partner. Ask if you are unsure.

Discovery and Packing Play: Guide

Prepare

Use the two mats, safe large books and blocks, containers, blunt tongs, an apron and texture samples. Use cool water in a tray only if suitable. Pictures may replace objects.



Rotate roles

Explorer asks. Listener chooses or acts. Swap roles after each request.



Try these requests

Please pass the empty container.



Use the tongs to pick up the soft fabric.



Please stack the hard blocks.



Carry the books in the basket.



Model a repair

Child: Give me that one.

Partner: Which container?

Child: The empty container.

Partner points and confirms.



Observe

Record the exact word, whether meaning was accurate, the partner response and support. Praise clear meaning. Rephrase gently and let the child try again.

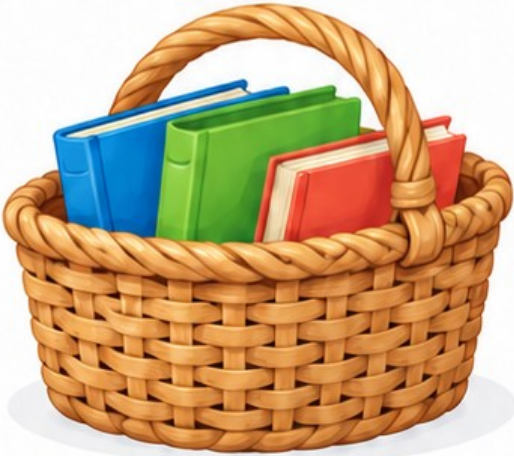


Observe
Listen
Support
Celebrate

Oral, pointing, AAC and demonstration are welcome.

Hear, Choose, Say

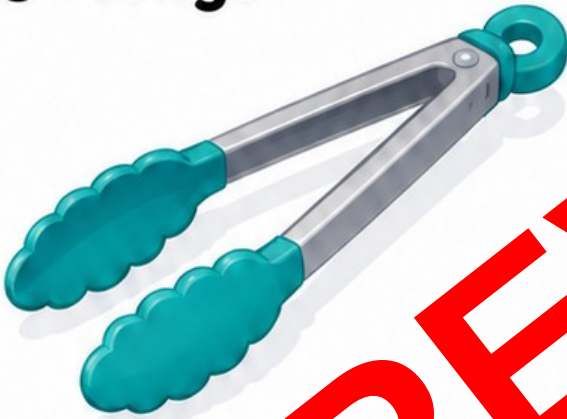
P1 basket



P2 container



P3 tongs



P4 lid



P5 empty



P6 full



Listen. Choose. Tell or show why.



Hear, Choose, Say: Prompts

P1

Find a container for carrying books.



P2

Find the round bowl that holds things.



P3

Find the tool that grips a fabric ball.



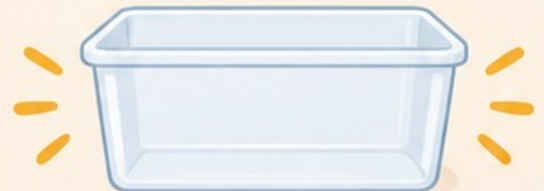
P4

Find the cover for the box.



P5

Find the tub with nothing inside.



P6

Find the tub with no room left.



Our Routine



Use two choices or AAC when helpful. Teacher guide gives the key.

Name: _____

Words for Something I Like

Choose something you like. Pick a useful word. Tell or show what it means.



play



build



draw



read

My useful word and its meaning

How I can use it

PREVIEW



You may choose a classroom interest. No home story is needed.



My Word Grew



Name: _____

Choose two words you learned. Tell, point, draw or ask an adult to write.

Word 1: _____

What I knew or thought:

What it means now:

One way I used it:

Word 2: _____

What I knew or thought:

What it means now:

One way I used it:

A new idea can grow from something you already knew.



My Word Grew



Name: ANSWERS

Choose two words you learned. Tell, point, draw or ask an adult to write.

Word 1: container

What I knew or thought:

I knew a box holds toys.

What it means now:

A container holds things. A bowl can be one too.

One way I used it:

Please put the blocks in this container.

Word 2: scoop

What I knew or thought:

I had seen a scoop.

What it means now:

Pick up with a scooping movement.

One way I used it:

I scooped the sand into a tub.

A new idea can grow from something you already knew.
Sample only. Each child's learning will differ.



Everyday Word Conference

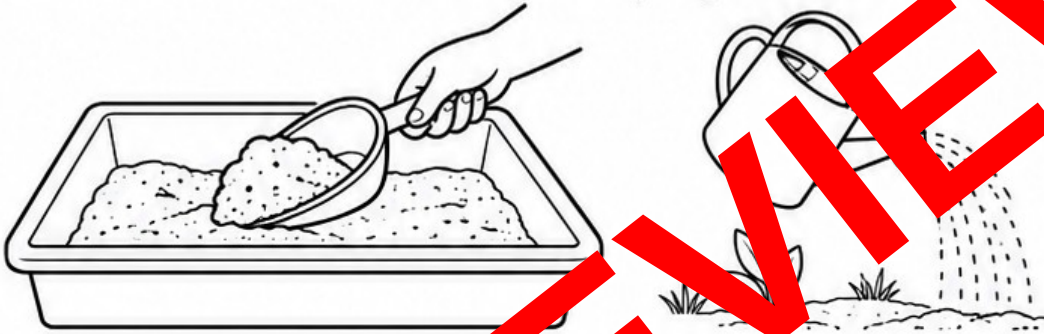
Name: _____

Listen. Choose. Explain or show. Use a word.

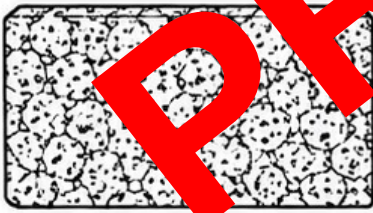
1. Which part covers this container?



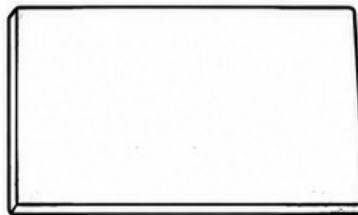
2. Which action uses a scooping movement?



3. Which feels rough? Use some real samples too.



bumpy cork



even tile

4. Ask for the cloth with no water on it.



Everyday Word Conference: Record

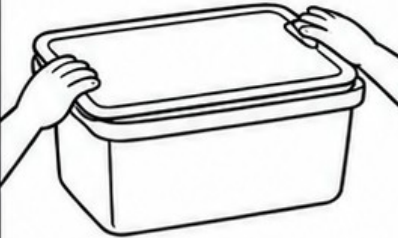
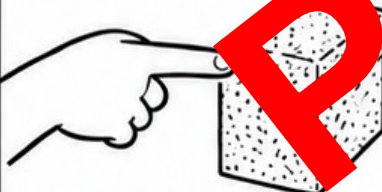
Child: _____

Date: _____

Response route: _____

Support given: _____

Read prompts on the stimulus page. Ask: *How do you know?* Then ask the child to use that word for a purpose with a different safe object.

Word and picture	Accepted evidence	Exact response:	New use / support:
1. Cover 	Accepted: lid; it covers the tub. Accept pointing to the cover plus a meaning explanation.		
2. Action 	Accepted: scoop; lifting sand with a scooping movement.		
3. Texture 	Accepted: rough; spongy cork, checked with safe real samples.		
4. Cloth 	Accepted: dry; cloth with no water on it. Sample: Please pass the dry cloth.		

Record meaning and purposeful use. Do not score reading, spelling, accent, grammar or drawing neatness.

Vocabulary in Use

Child: _____ Date: _____

Criteria	Supported	Prompted	Independent
Recognises meaning	Chooses from two with a model.	Chooses after a meaning cue.	Chooses accurately without a cue.
Explains or shows	Shows meaning with an adult model.	Explains or shows after a question.	Explains or demonstrates clearly.
Uses a word for a purpose	Uses a modelled request or AAC choice.	Uses an accurate word after a cue.	Chooses a useful word for a request or action.
Transfers meaning	Connects a new example with help.	Connects a new example after a cue.	Uses the meaning with a new example.

Evidence and next teaching step:

Record oral, AAC, pointing, demonstration or scribing and support separately. No reading, spelling, speed or neatness score.

Everyday Word Explorers - Foundation



Our word goals



I can choose a useful word.

I can tell or show its meaning.

I can use it to help someone.

We can speak, point, use AAC or act.



Our discovery table



What can you name?

What does it do?

Which word is new to you?

Listen as we explore together.



Basket and containers



A container holds things.

A basket is a container for carrying

A bowl holds things to

A loose block is not a container.



Tongs and apron

Tongs have two arms that grip.

An apron helps protect clothes.

I use tongs to lift a fabric ball.

Show how one object helps.



Handle and lid

A handle is a part you hold.

A lid covers a container.

Point to each part.

Some containers have a handle or lid.





Which meaning helps?

We want to cover this box.

Which word helps: lid or topas?

A lid covers a container.

Tell or show how you know.



Scoop and pour



Scoop: pick up with a scooping movement.

Pour: let material flow out.

Watch each action.

Can you show the difference?



Carry and stack



Carry: hold it and move.

Stack: put one on another.

A row is side by side.

Show an action with props.



Describing words



Rough and smooth describe a surface.

Soft and hard tell how it squashes.

Feel safe real objects.

A rough thing can also be soft.



Full, empty and partly full

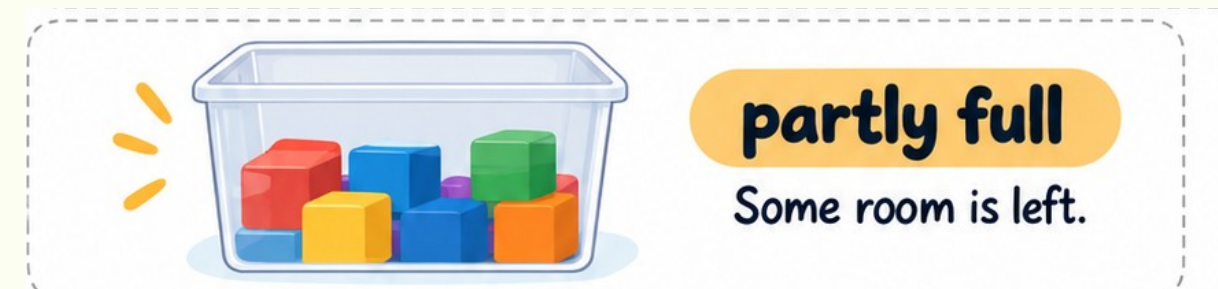
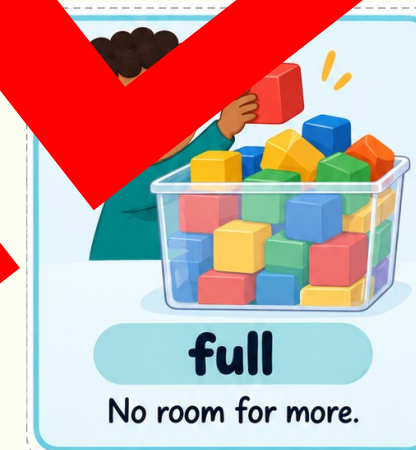


Full: no room left.

Empty: nothing inside.

Partly full: some room left.

Which container could hold more?



Meanings in new places



This basket carries blocks.

Another basket can carry books.

A bowl holds things to eat.

Find a different container and
explain.



Another basket





A helpful request

Please pass the empty container.

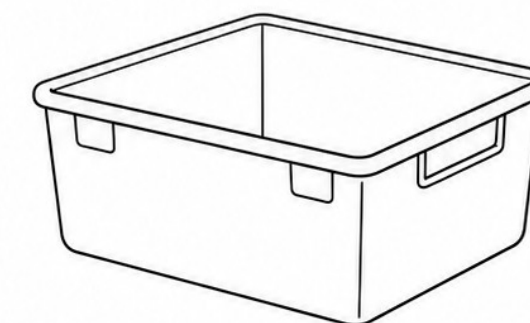
Which one should my partner

choose?

The words help my partner know.

Point, speak or use AAC?

I need room for more books. Which container do you want?



My message:



A Word Explorers Turn



Listen to a taught-word clue.

Show its meaning.

Use it with a new object.

Your partner responds. Then move.



Our partner talk



Give me that one.

Which container do you mean?

The empty container, please.

Listen, clarify and support.



A new place to use words



Look at a different object.

Choose a word you have learned.

Explain or show its meaning.

Use it to help a partner



Our word review



Which new word helped you?

What does it mean?

Where else could you use it?

Tell, point, use AAC or demonstrate.





Well Done!



PREFEVIEW

Everyday Word Explorers

Quick Foundation



Basket or bowl?



Which is a basket for carrying things?

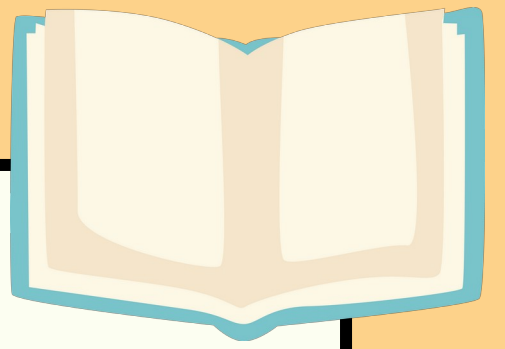
A: the green handled basket.

B: the open round bowl.

Tell or show why.



The meaning explained



A is a basket. Both hold things, so
both are containers. The basket
helps us carry things



The gripping tool



Which tool grips and lifts a fabric ball?

A: tongs.

B: an apron.

Show its meaning



The meaning explained



Tongs grip with two arms. An apron helps protect clothes. Show how tongs can help you.



The covering part



Point to the part that covers this round tub.

Is it a lid or a handle?

Explain or show.



The meaning explained



The round cover is a lid. It fits over
the tub. A handle is a part you hold



The action with a scoop



A hand picks up sand with a broad
scoop.

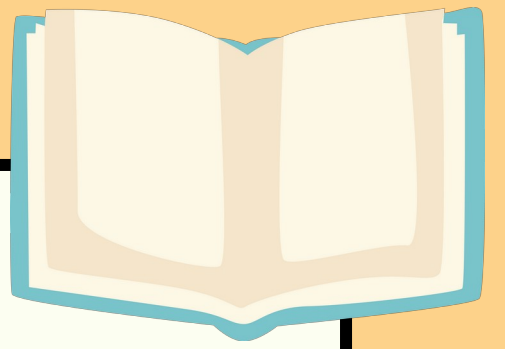
Is this scoop or pour?

How do you know?



The meaning explained

Scoop means pick up with a scooping movement. Pour means let material flow out.



One on another



Which picture shows stack?

A: boxes one on another.

B: boxes side by side.

Show the difference



The meaning explained



A shows a stack. One box is on another. B shows a row, with boxes side by side.



A child and a cushion



A child holds a large cushion and
moves it to the mat.

Which action fits: carry or stack?

Show why.



The meaning explained



Carry fits. The child holds the cushion and moves it. Stacking puts one thing on another.



The surface we can feel



A has an even surface.

B has a bumpy surface.

Which feels rough?

Check safe real samples too.



The meaning explained



Bumpy B feels rough. Even A feels smooth. We use visible evidence and safe real samples



The cloth condition



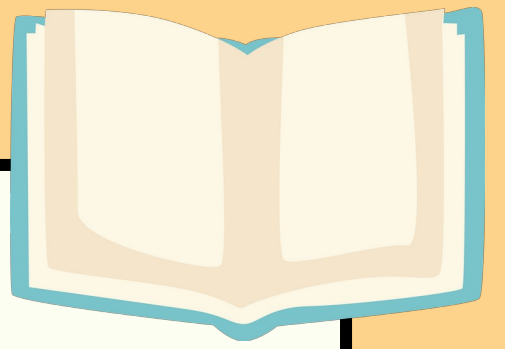
A cloth hangs over a tray. Water drips from it.

Does wet or dry fit?

How do you know?



The meaning explained



Wet fits because water drips from
the cloth. Dry means no water on





Room in the container

Some large blocks are inside this container. Room is left.

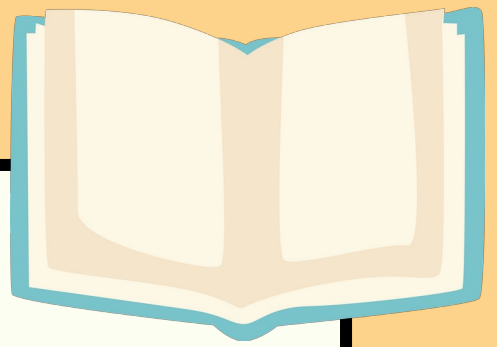
Is it full, empty or partly full?

Tell why.



The meaning explained

It is partly full. Some blocks are inside and some room is left. It is neither full nor empty.



A clear packing request



You need room to pack large drawing tools.

One container is full. One is empty.

What could you ask your partner?



The meaning explained



Sample: Please pass the empty container. Accept another clear request, AAC or pointing with a meaning explanation





Well Done!



PREFE