

# Print Pack

## Language Skills

Everything printable for this unit, in the order you will teach it.

### Print at full size — do not scale to fit

Everything is US Letter. Card sets have cut guides.

| PAGE      | WHAT IT IS                       | HOW MANY                       |
|-----------|----------------------------------|--------------------------------|
| <b>2</b>  | Do / Not Yet poster — directions | One, for the wall              |
| <b>3</b>  | Do / Not Yet poster — question   | One, for the wall              |
| <b>4</b>  | Do / Not Yet poster — topic      | One, for the wall              |
| <b>5</b>  | Do / Not Yet poster — voice      | One, for the wall              |
| <b>6</b>  | Following directions chart       | One, for the wall              |
| <b>7</b>  | Story order chart                | One, for the wall              |
| <b>8</b>  | Question words poster            | One, for the wall              |
| <b>9</b>  | Sentence frames poster           | One, for the wall              |
| <b>10</b> | Voice levels poster              | One, for the wall              |
| <b>11</b> | Story planning sheet             | One per student                |
| <b>12</b> | Direction cards                  | One set, cut and kept together |
| <b>14</b> | On topic cards                   | One set, cut and kept together |
| <b>16</b> | Question starter cards           | One set, cut and kept together |
| <b>18</b> | Voice level cards                | One set, cut and kept together |
| <b>20</b> | Team scoreboard                  | One per competition            |



# Listening to Directions

Which one will get it right?

✓ GOOD



- ✓ Stopped and faced the person
- ✓ Listening to all of it
- ✓ Hands still
- ✓ Can repeat it back

✗ NOT YET



- ✗ Already walking away
- ✗ Only heard the first part
- ✗ Looking at something else
- ✗ Will have to be told again

## Remember:

Listen. Repeat it back. Do it in order. Check.



# Asking a Question the Right Way

Which one will get an answer?

✓ GOOD



- ✓ Hand raised
- ✓ Waiting quietly
- ✓ Looking to the front
- ✓ His turn is coming

✗ NOT YET



- ✗ Calling out
- ✗ The teacher is with someone else
- ✗ Not waiting
- ✗ The lesson is interrupted

## Remember:

One question. Name the thing. Wait for the answer.

# Staying on Topic

Which one is in the conversation?

✓ GOOD



- ✓ Facing the group
- ✓ Following what they are saying
- ✓ Adding to the same subject
- ✓ Everyone can follow him

✗ NOT YET



- ✗ Turned away from the group
- ✗ Talking about something else
- ✗ The chain is broken
- ✗ The others carry on without him

## Remember:

Does it connect? Then say it. Can I tell you about — after?



# Matching My Voice to the Place

Which voice fits the room?

✓ **GOOD**



- ✓ Level 1 — close and quiet
- ✓ Speaking to one person
- ✓ Nobody else disturbed
- ✓ The right voice for the room

✗ **NOT YET**



- ✗ Level 4 — outside voice
- ✗ Shouting across the room
- ✗ Everyone stopped working
- ✗ The wrong voice for the room

## Remember:

Match your voice to the place you are in.



# Following Directions

Four steps, every time

1

## LISTEN

Stop what you are doing and look at the person

2

## REPEAT IT BACK

Out loud, or in your head

3

## DO IT

In the order it was said

4

## CHECK

Did I do every part?

### If you missed part of it, ask:

"Can you say the last part again?"

"Was it the blue one or the red one?"

Asking is faster than guessing and doing it twice.



# First, Then, Next, Last

Telling about something so the listener can follow

1

## FIRST

How it started

2

## THEN

What happened after

3

## NEXT

What happened after that

4

## LAST

How it ended

### Leave out:

Details that do not move the story forward  
Every single thing that happened that day  
If you forgot a part, say "I forgot to say —"



# The Six Question Words

Pick the word that matches what you want to know

**WHO**

**asking about a person**

"Who is running the activity?"

**WHAT**

**asking about a thing**

"What do I need to bring?"

**WHERE**

**asking about a place**

"Where is my folder?"

**WHEN**

**asking about a time**

"When does the trip leave?"

**WHY**

**asking about a reason**

"Why are we stopping now?"

**HOW**

**asking about a way to do it**

"How do I fix this?"

## **A clear question:**

Name the thing — not "it". One question at a time.

Calm voice. Then wait for the answer.



# Say the Whole Thing

An answer the listener can understand on its own

## SHORT ANSWER

**“Park.”**

## FULL SENTENCE

**“I went to the park with my brother on Sunday.”**

### A full answer has:

- **WHO** the person doing it
- **WHAT** the thing that happened
- **WHERE or WHEN** if it matters

### Start with one of these:

**“I went to —”**

**“I saw —”**

**“We played — on —”**

**“My favourite part was —”**

**“I don’t know, but I can find out.”**



# Match Your Voice to the Place

Point at the number instead of saying "too loud"

4

## OUTSIDE VOICE

Playing outside, calling across a field

3

## NORMAL TALKING

Conversation, answering in class

2

## QUIET TALKING

At the table, group work in class

1

## WHISPER

To one person standing next to you

0

## SILENT

During davening, during a test

### Tone matters too:

A flat tone sounds bored. A sharp tone sounds angry. When in doubt, slow down and soften.



# My Story Plan

One line for each part. Then tell it out loud.

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

What am I telling about? \_\_\_\_\_

**FIRST**

How it started

---

---

**THEN**

What happened after

---

---

**NEXT**

What happened after that

---

---

**LAST**

How it ended

---

---



# Multi-Step Direction Cards

Read once. The student repeats it back, then does it in order.

## DIRECTION 1

**Take the papers, put them on the shelf, and come back**

Listen · Repeat it back · Do it · Check

## DIRECTION 2

**Get your coat and wait by the door**

Listen · Repeat it back · Do it · Check

## DIRECTION 3

**Close the window, turn off the light, and sit down**

Listen · Repeat it back · Do it · Check

## DIRECTION 4

**Put the blue book on my desk and the red one away**

Listen · Repeat it back · Do it · Check

## DIRECTION 5

**Wash your hands, then get a plate**

Listen · Repeat it back · Do it · Check

## DIRECTION 6

**Push in your chair, take your bag, and line up**

Listen · Repeat it back · Do it · Check

Social Skills Program • Language Skills Unit • Week 5 • 12 cards



# Multi-Step Direction Cards

Read once. The student repeats it back, then does it in order.

## DIRECTION 7

**Get two markers and give one to your partner**

Listen · Repeat it back · Do it · Check

## DIRECTION 8

**Turn to page ten, read the first line, and stop**

Listen · Repeat it back · Do it · Check

## DIRECTION 9

**Collect the cards, count them, and put them in the box**

Listen · Repeat it back · Do it · Check

## DIRECTION 10

**Take off your coat, hang it up, and sit down**

Listen · Repeat it back · Do it · Check

## DIRECTION 11

**Bring me the folder from the shelf by the window**

Listen · Repeat it back · Do it · Check

## DIRECTION 12

**Clear your table, wipe it, and push in the chair**

Listen · Repeat it back · Do it · Check

Social Skills Program • Language Skills Unit • Week 5 • 12 cards



# On Topic or Off Topic?

Read the topic and the comment. Does it connect?

## CARD 1

**The topic is Sunday's trip.  
"The bus was late."**

Answer: ON TOPIC

## CARD 2

**The topic is Sunday's trip.  
"I have a new bike."**

Answer: OFF TOPIC

## CARD 3

**The topic is lunch. "I  
didn't like the soup."**

Answer: ON TOPIC

## CARD 4

**The topic is lunch. "My  
uncle drives a truck."**

Answer: OFF TOPIC

## CARD 5

**The topic is the game.  
"Who won in the end?"**

Answer: ON TOPIC

## CARD 6

**The topic is the game. "It  
snowed last winter."**

Answer: OFF TOPIC

Social Skills Program • Language Skills Unit • Week 3 • 12 cards



# On Topic or Off Topic?

Read the topic and the comment. Does it connect?

## CARD 7

**The topic is the weather.  
"It's colder than  
yesterday."**

Answer: ON TOPIC

## CARD 8

**The topic is the weather.  
"I got a new hat."**

Answer: OFF TOPIC

## CARD 9

**The topic is the trip.  
"Where are we  
stopping?"**

Answer: ON TOPIC

## CARD 10

**The topic is homework.  
"Which page do we do?"**

Answer: ON TOPIC

## CARD 11

**The topic is homework. "I  
watched a video  
yesterday."**

Answer: OFF TOPIC

## CARD 12

**The topic is the activity.  
"Can I be on that team?"**

Answer: ON TOPIC

Social Skills Program • Language Skills Unit • Week 3 • 12 cards



# Question Starter Cards

Read a card. The student asks a clear question about it.

CARD 1

**You cannot find your coat**

Who · What · Where · When · Why · How

CARD 2

**You do not know what time the trip leaves**

Who · What · Where · When · Why · How

CARD 3

**You want to know who is running the activity**

Who · What · Where · When · Why · How

CARD 4

**You do not understand the worksheet**

Who · What · Where · When · Why · How

CARD 5

**You do not know where to sit**

Who · What · Where · When · Why · How

CARD 6

**You want to know why the plan changed**

Who · What · Where · When · Why · How

Social Skills Program • Language Skills Unit • Week 1 • 12 cards



# Question Starter Cards

Read a card. The student asks a clear question about it.

CARD 7

**You do not know how  
to work the machine**

Who · What · Where · When · Why · How

CARD 8

**You want to know  
what is for lunch**

Who · What · Where · When · Why · How

CARD 9

**You do not know  
when you get a turn**

Who · What · Where · When · Why · How

CARD 10

**You want to know  
who you are paired  
with**

Who · What · Where · When · Why · How

CARD 11

**You do not know  
where the group is  
going**

Who · What · Where · When · Why · How

CARD 12

**You want to know  
how long it will take**

Who · What · Where · When · Why · How

Social Skills Program • Language Skills Unit • Week 1 • 12 cards



# Match the Level — Place Cards

Read a place. Teams hold up the number they think it is.

WHICH LEVEL?

**In the hallway during  
class time**

Answer: level 1

WHICH LEVEL?

**Answering a question  
in class**

Answer: level 3

WHICH LEVEL?

**Playing outside at  
recess**

Answer: level 4

WHICH LEVEL?

**Asking for food at the  
table**

Answer: level 2

WHICH LEVEL?

**During a test**

Answer: level 0

WHICH LEVEL?

**Telling one friend a  
secret**

Answer: level 1

Social Skills Program • Language Skills Unit • Week 4 • 10 cards



# Match the Level — Place Cards

Read a place. Teams hold up the number they think it is.

WHICH LEVEL?

**Talking during  
davening**

Answer: level 0

WHICH LEVEL?

**Calling someone  
across the yard**

Answer: level 4

WHICH LEVEL?

**Working with a partner  
in class**

Answer: level 2

WHICH LEVEL?

**Talking to staff in the  
office**

Answer: level 3



# Language Unit Scoreboard

Week \_\_\_\_\_ Skill \_\_\_\_\_ Date \_\_\_\_\_

## TEAM 1

|              |
|--------------|
| Point for... |
|              |
|              |
|              |
|              |
|              |
|              |
|              |
|              |

**TOTAL**

## TEAM 2

|              |
|--------------|
| Point for... |
|              |
|              |
|              |
|              |
|              |
|              |
|              |
|              |

**TOTAL**

Social Skills Program • Only add points — never take them away.



Created and directed by Rabbi Shmeil Twersky, MSED