

Activity	Baby doll play
Syntax Objective	Student will receptively and expressively demonstrate understanding of single words related to care routines using a baby doll.
Vocabulary	- Nouns: baby, bottle, diaper, wipes, spoon, eyes, nose, mouth, ears - Verbs: to wash, to eat, to cry, to sleep - Adjectives: dirty, clean, happy, sad, all done - Exclamations: mmm, shh, wah
Concepts	- Identifying body parts - Understanding care routines through play - Using single words to describe actions, feelings and objects - Building early expressive and receptive language in context
Materials	- Baby doll - Bottle - Baby food and spoon - Diaper and wipes - Onesie or change of clothes - Crib or blanket
Procedure	- Introduce the baby and all materials. “This is the baby. Here’s the bottle.” - Model target words as actions occur. - Feed baby a bottle, “<i>Mmm</i>, baby’s <i>eating</i>.” - Target word: “Mmm” or “Eating” - Hug baby, “Baby is <i>crying</i>. Baby is <i>sad</i>.” - Target word: “Cry” or “Sad.” - Wipe baby’s mouth, “All clean!” - Target word: “Clean!” - Rock baby, “<i>Shh!</i> Baby’s sleeping.” - Target word: “Shh!” - Allow the student to perform each action after you. Encourage imitation. - Use exaggerated intonation to emphasize words. - Accept approximations and expand. - Student: “Sss.” - Teacher: “Shh, baby’s sleeping.”
Reflection	- Which single words were used independently by the student? - Did the student follow directions using body part and action vocabulary? - Was he more successful receptively or expressively? - Consider repeating with thematic expansions: “Bath time,” “Doctor visit,” etc.