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| **Receptive Vocabulary Knowledge**  Use picture cards or point to the item in the book.  Say: **“Point to…”**  1. Helmet  2. Flag  3. Poppy  4. Wreath  5. Soldier | **Item Actions/Function:**  **Ask:**  **1. What is wearing a poppy for?**  **2. What is a helmet used for?**  **3. What does an army doctor do?**  **4. What do people do with a Remembrance Day wreath?**  **5. What did soldiers do to bring peace?** |
| **Category**  Lead an open discussion/brain storm for broad category (or subcategory)  Say: **“Name three…”**  1. kind of flowers  2. modes of transportation  3. parts of a horse  4. parts of a soldiers uniform  5. parts of an airplane  *\* Differential Instruction (DI) : make it more challenging when teacher names three items and asks class/student to state the category name or increase the number of items required for each category.* | **Description**  Present the Describing Cue Card and Limit verbal prompts  Say: **“Tell me three things about a…”**  1. Wreath  2. Poppy  3. Soldier  4. Airplane  5. Poem  *\*DI : Use the color dots bookmark (EET) to elicit different types of description.* |
| **Sentence Building**  Say: **“Make a sentence using the word \_\_\_\_\_”:**  1. Remember  2. Canada  3. Poppy  4. Brave  5. Soldier  *\*DI: Use of the* ***sentence frame cards*** *provided for additional support for students that struggle with open-ended sentence formulation.* | Role Play and Recall:  **Sequence the story using the petals of the poppy. Place each magnetic petal on a metal pizza tray as students recall what a poppy is for.**  **Say: “a poppy is to remember those that:”**   1. **Are far from home (pg. 11)** 2. **Cross troubled land (pg. 11)** 3. **Are in threatening waters (pg. 12)** 4. **In dangerous skies (pg. 13)** 5. **Care for the wounded (pg. 15)** 6. **Carried on without loved ones (pg. 17)** 7. **Brave soldier (pg. 18)** 8. **Peace (pg. 21)** |
| **Phonological Awareness/Rhyming:**  **Using the rhyming picture card deck provided complete each task in order:**  1. “Yes/No” rhyming pairs (Auditory Discrimination)  Present two pictures, say the names of the pictures, and then asks, **“Do these rhyme?”**  present cards to elicit both “yes” and “no” responses.  ***If this is easy, move onto next activity***  2. Choice Target Rhyming  Present two picture cards and say, “**which one rhymes with (self generated target word)?”**  ***If this is easy, add in the next activity***  3. Additional Rhymes: (without picture support):  Say: **“Name another word that rhymes with…”**  \**DI Bonus: change activity to suit the targeted phonological awareness for different students. For example: blend or segment syllables or sounds of words; or determine the first/last/middle sound in the word\** | |