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| **Receptive Vocabulary Knowledge** Use picture cards or point to the item in the book. Say: **“Point to…”**1. Helmet2. Flag3. Poppy4. Wreath5. 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 flowers2. modes of transportation3. parts of a horse4. parts of a soldiers uniform5. 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 promptsSay: **“Tell me three things about a…”**1. Wreath2. Poppy3. Soldier4. Airplane5. Poem*\*DI : Use the color dots bookmark (EET) to elicit different types of description.* |
| **Sentence Building**Say: **“Make a sentence using the word \_\_\_\_\_”:**1. Remember2. Canada3. Poppy4. Brave5. 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)**
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| **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\** |