

From Head To Toe

By: Eric Carle

<p>Receptive Vocabulary Knowledge</p> <p>Use own body or point to the item in the book.</p> <p>Say: “Point to...”</p> <ol style="list-style-type: none">1. Hips2. Neck3. Shoulders4. Chest5. Legs	<p>Item Actions/Function:</p> <p>Ask:</p> <ol style="list-style-type: none">1. What can you do with your head?2. What are arms used for?3. What are hands used for?4. What are knees used for?5. What are legs used for?
<p>Sentence Building</p> <p>Say: “Make a sentence using the word _____”:</p> <ol style="list-style-type: none">1. Hips2. Neck3. Shoulders4. Chest5. Legs <p><i>*DIFFERENTIAL INSTRUCTION (DI) bonus: Use of the sentence frame cards provided for additional support for students that struggle with open-ended sentence formulation.</i></p>	<p>Category</p> <p>Lead an open discussion/brain storm for broad category (or subcategory)</p> <p>Say: “Name three...”</p> <ol style="list-style-type: none">1. Parts of your face.2. Parts of your hand or things you do with your hands.3. Parts of you feet or things you do with your feet.4. Water animals (in this story)5. Zoo animals (in this story) <p><i>* DI bonus: make it more challenging by listing three items and asking class/student to state the category name, or increase the number of items required for each category.</i></p>
<p>Description</p> <p>Present the Describing Cue Card and Limit verbal prompts</p> <p>Say: “Tell me three things about...”</p> <ol style="list-style-type: none">1. Your head2. Your Hands3. Monkeys4. Crocodiles5. Parrots <p><i>* Bonus DI*: use a different cue card to elicit different levels of descriptions*</i></p>	<p>Role Play and Recall:</p> <p>Ask the students to complete statements through gestures and/or words (consider modeling the gesture as a cue).</p> <p>The Penguin... (turns his head)</p> <p>The Giraffe... (bends his neck)</p> <p>The Buffalo...(raises his shoulders)</p> <p>The Monkey... (waves his arms)</p> <p>The Seal... (claps his hands)</p> <p>The Gorilla... (thumps his chest)</p> <p>The Cat... (arches his back)</p> <p>The Crocodile... (wiggles his hips)</p> <p>The Camel... (bends his knees)</p> <p>The Donkey... (kicks his legs)</p> <p>The Elephant... (stomps his feet)</p> <p>I can... (wiggle my toes) and the parrot says... (I can do it, I can do it).</p>

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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

MAIN LEARNING OUTCOMES:

Student(s) will engage in speaking and listening activities to share ideas about pictures, stories, information text and experiences (Oral Language PLO #2)

Student(s) will demonstrate the use of social language to interact cooperatively with others during group discussion (Oral Language PLO #3)

Student(s) will demonstrate being a good listener for a sustained period of time (Oral Language PLO #4)

SPECIFIC LEARNING OUTCOMES:

Receptive Vocabulary Knowledge: Students must demonstrate understanding, before expression can develop (no specific oral language PLO).

Functions/Actions: Use oral language to explain, inquire and compare (Oral Language PLO #6)

Sentence Building: Use meaningful syntax when speaking (Oral Language PLO #10), speak clearly enough to be understood by peers and adults (Oral Language PLO #11), and use directional terms such as over, under, beside, near, far, left, to describe the relational position of objects and shapes (Math PLO #24)

Phonological Awareness/Rhyming: Demonstrate auditory discrimination and orally manipulate sounds in words (Oral Language PLO #12)

Category: Use oral language to explain, inquire and compare (Oral Language PLO #6), experiment with language and demonstrate enhanced vocabulary usage (Oral Language #7)

Describing: Connect what is already known with new experiences during speaking and listening activities (Oral Language PLO #8)

Role Play and Recall: respond to literature through a variety of activities, for example through role playing, art, music, choral reading and talking (Reading and Viewing Abilities PLO #14)