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| **Receptive Vocabulary Knowledge** Use picture cards or point to the item in the book. Say: **“Point to…”**1. 2.3.4.5. | **Item Actions/Function:****Ask:** **1.****2.****3.****4.****5.** |
| **Category** Lead an open discussion/brain storm for broad category (or subcategory) Say: **“Name three…”** 1. 2. 3. 4. 5. *\* 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. 2. 34. 5. *\*DI : Use the color dots bookmark (EET) to elicit different types of description.* |
| **Sentence Building**Say: **“Make a sentence using the word \_\_\_\_\_”:**1. 2. 3. 4.5. *\*DI: Use of the* ***sentence frame cards*** *provided for additional support for students that struggle with open-ended sentence formulation.*   | Role Play and Recall: **Read out each event of the story and have students act out the story. Then have the students repeat back the story events.**  |
| **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 PL0 #14)