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| **Receptive Vocabulary Knowledge**  Use picture cards or point to the item in the book.  Say: **“Point to…”**  1. Taan (bear)  2. Something Circular  3. Den  4. Hummingbird  5. Bark (on tree) | **Item Actions/Function:**  **Ask:**  **1. What do bears do?**  **2. What do geese do?**  **3. What do hummingbirds do?**  **4. What do Salmon fish do?**  **5. What do Haida do when harvesting seafood/fish?** |
| **Category**  Lead an open discussion/brain storm for broad category (or subcategory)  Say: **“Name …”**  1. Three kinds of seafood harvested by the Haida (Page 10)  2. Three kinds of birds mentioned in this story  3. Three things the Haida do to get ready for the winter  5. The four seasons of the year  *\* 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. Bear (Taan)  2. Goose  3. Hummingbird  4. Den  5. Forest  *\*DI : Use the color dots bookmark (EET) to elicit different types of description.* |
| **Sentence Building**  Say: **“Make a sentence using the word \_\_\_\_\_”:**  1. Bear (Taan)  2. Geese  3. Hummingbird  4. Blooming  5. Harvesting  *\*DI: Use of the* ***sentence frame cards*** *provided for additional support for students that struggle with open-ended sentence formulation.* | Role Play and Recall:  **Using the Template provided, sort each moon into each season, \*\*extra blank moons are provided to add in activities that students associate with each season.**  Sort the Moons into each season. Try to retell the story using the visual cues to support recall. |
| **Phonological Awareness/Rhyming:**  **Using the rhyming picture card deck provided complete each task in order:**  1. “Yes/No” rhyming pairs (Auditory Discrimination)  RHYME WORD PAIRS: moon/spoon, goose/moose, fish/dish, den/pen, Taan/man  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\** | |

The CORE COMPENTENCY, that this story lesson and activities emphasize includes:

1. **Personal and cultural identity**: learning about the Haida culture, as well as reflecting on the activities that are most important to each student in one (or all of) the seasons.
2. **Critical Thinking**: from a class brainstorm of activities for each season, choosing their favorites from each list that best represent themselves or their families interests.
3. **Creative thinking:** offering many ways to represent and create their moons (drawing, painting, magazine collage, photos etc.)….why did you pick that mode?
4. **Communication**: Sharing their “moons” with the group through oral description (single words, sentences, personal narratives, use of AAC device with oral output etc.) at circle time.

STUDENT SELF EVALUATION ACTIVITY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_