

V.O.C.A.B: GOODNIGHT MOON
By Margaret Wise Brown

<p>Receptive Vocabulary Knowledge Use picture cards or point to the item in the book. Say: “Point to...”</p> <ol style="list-style-type: none"> 1. the moon 2. the mittens 3. a chair 4. the little house 5. the clock 	<p>Item Actions/Function: Ask...</p> <ol style="list-style-type: none"> 1. What does the moon do? 2. What are mittens used for? 3. What are chairs used for? 4. What is a house for? 5. What does a clock do? 																					
<p>Category Lead an open discussion/brain storm for broad category (or subcategory) Say: “Name three...”</p> <ol style="list-style-type: none"> 1. ...things you could see in the sky 2. ...pieces of clothing 3. ...pieces of furniture 4. ...types of buildings 5. ...times of the day <p><i>*DIFFERENTIAL INSTRUCTION (DI): make it more challenging when teacher names three items and asks class/student to state the category name.</i></p>	<p>Description Present the Describing Cue Card and Limit verbal prompts Say: “Tell me three things about...”</p> <ol style="list-style-type: none"> 1. ...outer space 2. ...a mitten 3. ...a chair 4. ...a house 5. ...a clock <p><i>*DI: use the colour dots bookmark (EET) to elicit different levels of descriptions.</i></p>																					
<p>Sentence Building Make a sentence using the following words.</p> <ol style="list-style-type: none"> 1. moon 2. mittens 3. chair 4. house 5. clock <p><i>*DI: Use of the sentence frame cards provided for additional support for students that struggle with open-ended sentence formulation.</i></p>	<p>Role Play and Recall: Re-read the story. Have the students list all the items that were wished “goodnight”.</p> <table style="width: 100%; border: none;"> <tr> <td>- room</td> <td>- moon</td> <td>- cow jumping over the moon</td> </tr> <tr> <td>- light</td> <td>- red balloon</td> <td>- bears</td> </tr> <tr> <td>- chairs</td> <td>- kittens</td> <td>- mittens</td> </tr> <tr> <td>- clocks</td> <td>- socks</td> <td>- house</td> </tr> <tr> <td>- mouse</td> <td>- comb</td> <td>- brush</td> </tr> <tr> <td>- nobody</td> <td>- mush</td> <td>- old lady</td> </tr> <tr> <td>- stars</td> <td>- air</td> <td>- noises everywhere</td> </tr> </table>	- room	- moon	- cow jumping over the moon	- light	- red balloon	- bears	- chairs	- kittens	- mittens	- clocks	- socks	- house	- mouse	- comb	- brush	- nobody	- mush	- old lady	- stars	- air	- noises everywhere
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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: 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)