

V.O.C.A.B. : If You Give a Mouse a Cookie by Laura Numeroff

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| <p>Receptive Vocabulary Knowledge</p> <p>Use picture cards or point to the item in the book. Say: “Point to...”</p> <ol style="list-style-type: none"> 1. Napkin 2. Nail Scissors 3. Broom and Dust Pan 4. Bandana 5. Scotch Tape | <p>Item Actions/Function:</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What do we use a napkin for? 2. What are nail scissors used for? For the mouse? 3. What are a Broom and Dust Pan used for? 4. What is a bandana used for? For the mouse? 5. What is scotch tape used for? |
| <p>Category</p> <p>Lead an open discussion/brain storm for broad category (or subcategory) Say: “Name three...”</p> <ol style="list-style-type: none"> 1. Things you can cut with scissors. 2. Kinds of cleaning tools 3. Parts on a mouse 4. Ingredients used to make cookies 5. Kinds of writing tools <p><i>* 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.</i></p> | <p>Description</p> <p>Present the Describing Cue Card and Limit verbal prompts Say: “Tell me three things about ...”</p> <ol style="list-style-type: none"> 1. A mouse 2. Baking Cookies 3. A broom and dust pan 4. A bandana 5. A mop <p><i>*DI : Use the color dots bookmark (EET) to elicit different types of description.</i></p> |
| <p>Sentence Building</p> <p>Say: “Make a sentence using the word _____”:</p> <ol style="list-style-type: none"> 1. Mouse 2. Cookie 3. Napkin 4. Bandana 5. Scotch Tape <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, Sequence or Recall:</p> <p>Using simple pictures of each item that the mouse asked for, create a picture sequence. Using the visual picture sequence, ask the child to fill in this template and repeat back after your model or independently.</p> <p>“The boy gave a mouse a cookie...”</p> <p>The mouse asked for _____ to go with it”.</p> <p>“The mouse asked for a _____ to drink his milk.”</p> <p>“The mouse asked for a _____ to wipe his milk mustache”.</p> <p>“The mouse asked for _____ to trim his hair.”</p> <p>“The mouse asked for a _____ to sweep up the hair trimmings.</p> <p>“The mouse asked for a _____, _____ and a _____ to make a bed.</p> <p>“The mouse asked for a _____ to read before nap.”</p> <p>“The mouse asked for _____ & _____ to draw a picture.”</p> <p>“The mouse asked for a _____ to sign his name.”</p> <p>“The mouse asked for _____ to hang his picture on the fridge</p> <p>“The mouse asked for _____ to go with his glass of milk.”</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)