

**V.O.C.A.B. : RED LEAF, YELLOW LEAF**  
**by Lois Ehlert**

<p><b>Receptive Vocabulary Knowledge</b>          Use picture cards or point to the item in the book.          Say: <b>“Point to...”</b></p> <ol style="list-style-type: none"> <li>1. Tree</li> <li>2. Leaf</li> <li>3. Seedling</li> <li>4. Roots</li> <li>5. Spade</li> </ol>	<p><b>Item Actions/Function:</b>  <b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. What are the seeds used for?</li> <li>2. What is a spade used for?</li> <li>3. What are the roots of a tree for?</li> <li>4. What does a leaf do?</li> <li>5. What is a tree used for?</li> </ol>
<p><b>Category</b>          Lead an open discussion/brain storm for broad category (or subcategory)          Say: <b>“Name three...”</b></p> <ol style="list-style-type: none"> <li>1. Kinds of Trees</li> <li>2. Colors that leaves change in the fall</li> <li>3. Things you would find in a garden or garden center</li> <li>4. Things that you could do with a leaf</li> <li>5. Parts of a tree</li> </ol> <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><b>Description</b>          Present the Describing Cue Card and Limit verbal prompts          Say: <b>“Tell me three things about a...”</b></p> <ol style="list-style-type: none"> <li>1. a tree</li> <li>2. a seed or seedling</li> <li>3. a gardener</li> <li>4. the woods</li> <li>5. the fall</li> </ol> <p><i>*DI: Use the color dots bookmark (EET) to elicit different types of description.</i></p>
<p><b>Sentence Building</b>          Say: <b>“Make a sentence using the word _____”:</b></p> <ol style="list-style-type: none"> <li>1. Tree</li> <li>2. Leaf</li> <li>3. Seedling</li> <li>4. Roots</li> <li>5. Spade</li> </ol> <p><i>* DI: Use of the <b>sentence frame cards</b> provided for additional support for students that struggle with open-ended sentence formulation.</i></p>	<p><b>Role Play and Recall:</b>          Read out each event of the story and have students act out the story. Then have the students repeat back the story events.</p> <ol style="list-style-type: none"> <li>1. Seeds fall from the maple tree and get covered with snow.</li> <li>2. The sun warms the seed and they grow into a tree.</li> <li>3. Nursery Workers uproot and replant the tree.</li> <li>4. A family buys the tree, takes it home and plants it in their yard.</li> <li>5. They like the tree the most in the fall as the leaves change many colors.</li> </ol>

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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)