

V.O.C.A.B.: SWIMMY

by Leo Lionni

<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. ...the sea2. ...something swimming3. ...fin4. ...a fish5. ...an eel	<p>Item Actions/Function:</p> <p>Ask...</p> <ol style="list-style-type: none">1. What is the sea for?2. What is swimming for?3. What is a fin for?4. What does a fish do?5. What does an eel do?
<p>Category</p> <p>Lead an open discussion/brain storm for broad category (or subcategory)</p> <p>Say: “Name three...”</p> <ol style="list-style-type: none">1. ...things that live in an ocean2. ...sea animals that Swimmy saw in the ocean3. ...parts of a fish4. ...colours that a fish might be5. ...things that can swim <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 for each category.</i></p>	<p>Description</p> <p>Present the Describing Cue Card and Limit verbal prompts</p> <p>Say: “Tell me three things about...”</p> <ol style="list-style-type: none">1. ...the ocean2. ...Swimmy3. ...the tuna fish4. ...the lobster5. ...the eel <p><i>*DI: use the colour dots bookmark (EET) to elicit different types of descriptions.</i></p>
<p>Sentence Building</p> <p>Say: “Make a sentence using the word _____”:</p> <ol style="list-style-type: none">1. sea2. swimming3. fin4. fish5. eel <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:</p> <p>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">1. Swimmy is a little black fish and all his brothers and sisters are red.2. A hungry tuna fish comes and swallows all the red fish.3. Swimmy swims around and meets other sea creatures.4. Swimmy finds another school of red fish, but they are afraid.5. The fish learn to swim together to look like one big fish, and they chase the big fish away.

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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)