

**V.O.C.A.B. : BIG RED BARN**  
**by Margaret Wise Brown**

<p><b>Receptive Vocabulary Knowledge</b></p> <p>Use own body or point to the item in the book.          Say: <b>“Point to...”</b></p> <ol style="list-style-type: none"> <li>1. Barn</li> <li>2. Field</li> <li>3. Weather Vane</li> <li>4. Hay</li> <li>5. Scarecrow</li> </ol>	<p><b>Item Actions/Function:</b></p> <p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. What is a barn used for?</li> <li>2. What is a field used for?</li> <li>3. What is a weather vane used for?</li> <li>4. What do we do with hay?</li> <li>5. What does a scarecrow do?</li> </ol>
<p><b>Category</b></p> <p>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 Farm Animals</li> <li>2. Farm Animal Noises.</li> <li>3. Things that a scarecrow wears</li> <li>4. Things that grow on in farmer fields</li> <li>5. Things you can do with eggs</li> </ol> <p><i>* Differential Instruction (DI): make it more challenging by listing three items and asking class/student to state the category name, or increase the number of items required for each category.</i></p>	<p><b>Description</b></p> <p>Present the Describing Cue Card and try to limit verbal prompts          Say: <b>“Tell me three things about...”</b></p> <ol style="list-style-type: none"> <li>1. A farm</li> <li>2. A weather vane</li> <li>3. A chicken or a cow</li> <li>4. A Haystack</li> <li>5. A Scarecrow</li> </ol> <p><i>*DI : Use the color dots bookmark (EET) to elicit different types of description.</i></p>
<p><b>Sentence Building</b></p> <p>Say: <b>“Make a sentence using the word _____”:</b></p> <ol style="list-style-type: none"> <li>1. Barn</li> <li>2. Field</li> <li>3. Weather Vane</li> <li>4. Hay</li> <li>5. Scarecrow</li> </ol> <p><i>*DI: Use of the <b>sentence frame cards</b> for additional support for students that struggle with open-ended sentence formulation.</i></p>	<p><b>Role Play and Recall:</b></p> <p>Read the story recall below. Have students act out or “gesture” each part of the story. Then have them recall the story based on acting or gestural cues:</p> <p><b>There was/were:</b></p> <ol style="list-style-type: none"> <li>1. A big red barn in a great big field.</li> <li>2. A little pink pig who learned to squeal.</li> <li>3. A big horse and a little horse</li> <li>4. A horse weather vane (of course).</li> <li>5. A big pile and a little pile of hay, where kids loved to play.</li> <li>6. Geese and goats who made funny noises in their throats.</li> <li>7. A scarecrow that leaned on a garden hoe.</li> <li>8. A mouse that was born in the field of corn.</li> <li>9. A big rooster, “cock-a-doodle-doo”, and a big brown cow “moo-moo-moo”</li> <li>10. An old black cat, “meow ” and big red dog “bow wow”.</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)