

V.O.C.A.B. : Where's Spot by Eric Hill

<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. Doorbell 2. Grandfather Clock 3. Hippopotamus 4. Chimpanzee 5. Crocodile 	<p>Item Actions/Function: Ask:</p> <ol style="list-style-type: none"> 1. What does a doorbell do? 2. What does a clock do? What does it tell us? 3. What do chimpanzees/monkeys do? 4. What do crocodiles do? 5. What does a dog 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. Times of the day 2. Items that ring or make sounds 3. Jungle animals 4. Parts on a piano 5. Kinds of furniture <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 Present the Describing Cue Card and Limit verbal prompts Say: “Tell me three things about a...”</p> <ol style="list-style-type: none"> 1. Dog (or Spot) 2. Grandfather Clock 3. Piano 4. Chimpanzee (monkey) 5. Crocodile <p><i>*DI : Use the color dots bookmark (EET) to elicit different types of description.</i></p>
<p>Sentence Building Say: “Make a sentence using the word _____”:</p> <ol style="list-style-type: none"> 1. Behind 2. Inside 3. Under 4. Piano 5. Closet <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: Read out each event of the story and have students act out the story. Then have the students repeat back the story events.</p> <p>Props: Spot puppet, Door with Bear, Grandfather Clock with snake, Piano with a hippo, Stairs with Lion, Closet with Monkey, Bed with crocodile, box with penguins, rug with turtle, basket with Spot</p> <p>Have one student be Sally, and give each additional prop to other classmates. Sally goes to each classmate and asks, “Is Spot in/under/behind the _____?”. The classmate then reveals their animal and says, “No, I’m a _____”</p> <p>At the end, when Sally finds Spot, Spot responds with “YES! You found me!” Sally says, “Its supper time!” .</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)