



Autism

Martha Drake

Skill Areas: Language, Social Skills

Ages: 4 through 9

Grades: Preschool through 3rd



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Just for Kids: Autism is Martha's fourth publication with LinguiSystems. She is also the author of *Take Home: Preschool Language Development*, *Take Home: Phonology*, and *Just for Kids: Apraxia*.

Dedication

To the children who helped shape this book — Maria, Steven, Andrew, Kiera, and Marcus

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Page Layout by Christine Buysse
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Introduction

"Autism" seems to be the diagnosis of the new millenium. Either the prevalence of autism has increased over the years or the diagnosis has become more popular. In either case, speech-language pathologists (SLPs) and other educators are faced with the challenge of treating these children. Diagnosed or not, an SLP is often the first professional parents turn to for help with their child. Children with autism have obvious receptive and expressive language disorders compounded by social language, attention, behavioral, and sensory impairments. It is very difficult to design a program that effectively addresses the child's communication needs in lieu of all the other needs of the child.

Just for Kids: Autism is for you to use as a guide when working with 4 through 9-year-old children with autism. It takes into consideration the whole child—deficits as well as strengths—to make language remediation possible.

Although no two children with autism are identical, many similarities exist. Below is a list of characteristics often observed in children with autism:

- stereotypic play such as spinning or lining up objects
- echolalia
- poor eye contact
- reduced interest in people
- delayed receptive and expressive language development
- lack of shared positive affect
- impaired gestural communication
- latency in naming
- impaired question comprehension
- impaired social skills
- lack of social language
- inability to make inferences and problem solve
- minimal turn-taking skills
- easily over-stimulated
- poor self-monitoring
- incorrect use of pronouns

There has recently been a great deal written about autism. The following techniques have been suggested in the literature:

- picture schedules
- calming techniques such as brushing, deep pressure, joint compression, and vestibular stimulation
- intensive operant learning tasks to develop eye contact, sitting behavior, imitation, etc.
- social routines
- visual materials/support
- computer learning

Description of the Program

Just for Kids: Autism pairs the communication needs of the child with autism with techniques that facilitate learning in activities that foster receptive, expressive, and social language development. It is not intended to be used with all children with autism. Some may not have the prerequisite skills; others may be beyond the skill level presented. It will, however, give you key areas to address in remediation and a model for organizing therapy.

The book consists of seven language units based on common fairy tales. All activities within each unit are theme related and take advantage of the autistic child's strong visual skills. Each unit targets a specific language concept (e.g., possession, prepositions, negation). Imbedded in the activities are many opportunities for turn-taking, social language, sensory input, and self-monitoring.

Contents of the Program

Each unit in *Just for Kids: Autism* follows the same session sequence. Not all levels within an activity are addressed in a given therapy session as the level is determined by the child's abilities. Increase task difficulty as the child's familiarity and success rate improve. Each unit includes:

- Mirror Work
- Naming Pictures
- Game Time
- Rebus Story
- Worksheet Practice
- Making a Craft
- Expansion Activities

The following appendices are found at the end of the book:

- Appendix A: Animal Signs
- Appendix B: Family Letter
- Appendix C: Goals
- Appendix D: Picture Schedule
- Appendix E: Tracking Chart
- Appendix F: Classroom Management Guidelines

Mirror Work: The primary goal of this activity is to improve the child's eye contact. The goal is not constant eye contact, but appropriate, intermittent eye contact. Sit with the child in front of a mirror and draw the main character from the story. A simple sketch is provided as a drawing guide. The child may be less fearful and/or overwhelmed by eye contact in a mirror than in a face-to-face interaction. Eye contact is not demanded; rather you wait for it before starting or continuing the activity. Other areas addressed in this activity are turn-taking, imitation, and following directions.

Naming Pictures: Children with autism are often slow to respond verbally. The primary goal of this activity is to improve naming skills. A variety of naming activities are provided: counting from 1 – 10, describing the main character in terms of size and color; naming the other characters and items in the story, forming sentences containing the targeted language concepts with vocabulary from the story, and forming sentences containing the targeted language concepts with vocabulary not in the story. The child is required to point to the picture as he/she talks about it. Other areas addressed in this activity include left-right tracking, thought organization, syntax, and self-monitoring.

Game Time: Games by their very nature require turn-taking. Three simple theme-related games are provided in each unit. They are based on common children's games such as memory games, board games, tic-tac-toe, etc. All units contain a version of bingo. Some children may perform best if they repeat the same game in each unit; others can handle the diversity of different games. The game routine provides an opportunity for you to develop a script for the child to follow. Examples of scripts are included. Scripts allow the child to direct his/her own actions, thereby increasing independence. The primary goal of this activity is turn-taking, but social language, pronoun usage, describing skills, following directions, and awareness of others can easily be incorporated.

Rebus Story: The primary goal of this activity is to improve reading and comprehension skills. Additional goals include enhancing verbal expression, prosody, question comprehension, and abstract reasoning. A rebus version of the story is provided in each unit. Read the words and have the child name the pictures. Once familiar with the story, the child will often chime in or repeat the dialogue. This gives him/her the opportunity to use longer utterances than typically used in his/her spontaneous speech and to develop the prosodic characteristics of speech. Following the rebus story are three levels of comprehension activities—fill-in-the-blank, factual questions, and inferential questions. A single word reading activity using key words from the story is also included. First the child matches the word to a picture plus word, next he/she points to the word when named, and then the child reads the word. This approach has been very effective in teaching the Down Syndrome population to read (Oelwein 1995). Because of its strong visual component, this is an excellent approach for children with autism as well. Six sequence pictures of the story are included to further enhance the child's verbal expression and comprehension. The child is asked to retell the story in his/her own words.

Worksheet Practice: Children in school are required to complete a lot of worksheets. The primary goal of this activity is to complete a worksheet independently. The activity also works on fine motor skills and following written directions, as well as reinforcing the targeted language concept. The child writes his/her name on top of the paper, follows the directions on the worksheet, and places the completed worksheet in a designated area. Two worksheets are provided: one with familiar vocabulary and the other with unfamiliar vocabulary.

Making a Craft: Craft activities are fun for the child and give him/her something to look forward to at the end of the session. The primary goal of making a craft is the interaction and problem solving that happen along the way. The items required for the craft and steps to follow are pictured. Written

instructions are not provided. The intent is for you and the child to figure out together how to make the craft. The craft is not meant to be adult-directed and since the directions are loosely conveyed, there are many opportunities for social language (e.g., open-ended questions, comments, repairs). Secondary goals include improving fine motor skills, turn-taking, sequencing, and extending therapy to other environments (i.e., by sharing the craft with others at home and in the classroom).

Expansion Activities: Children with autism have difficulty generalizing what they learn. Three expansion activities (a play experience, book activity, and computer programs that support a theme from the unit) are suggested to help move learning into other contexts. Computer activities are enjoyable for visual learners. However, they tend to reduce verbal interaction. Take every opportunity in computer activities to ask questions as well as comment and "talk" to the characters on the screen (e.g., "Hi, bear. What are you going to show us today?").

Appendix A: Animal Signs: In *Mirror Work*, it is suggested that you make the main character's sound and manual sign (e.g., "meow" and make the kitten sign). The manual signs for all of the main animal characters are provided on pages 219 and 220.

Appendix B: Family Letter: A family letter is provided on page 221 to give to the family at the beginning of the child's program. It describes the program and encourages parents/caretakers to take an active role in home assignments.

Appendix C: Goals: The goals of the program, listed on page 222, are to be used in writing treatment plans and Individual Education Plans.

Appendix D: Picture Schedule: Pictures of the six activities in the session sequence are provided on page 223. It is recommended that the pictures be laminated and attached with Velcro to a schedule board or another accessible, visible area in the therapy room. Allow the child to manipulate the picture schedule as activities change during the therapy session (e.g., remove a picture from the schedule board as a task begins, return it to the schedule board, and take the next picture as tasks change). The same pictures are used for all units.

Appendix E: Tracking Chart: A tracking chart is included on page 224 to record activities addressed in each session.

Appendix F: Classroom Management Guidelines: The child with autism can function much better in the classroom if the teacher is aware of the child's learning needs and makes a few simple adaptations. A list of effective classroom modifications is provided on pages 225 and 226.

References: A list of references about autism is provided on page 227.

Setting the Child Up for Success

To create an optimal learning environment for the child with autism, you need to constantly observe the child and make adjustments. Signs of increased anxiety may be subtle. Increased echolalia, hand flapping or other self-stimulating behavior, decreased attention to task, excessive fidgeting, etc. may be signs that the child needs a break or sensory stimulation to relieve stress. Listed below are some tools and techniques that may help the child attend and learn:

- wearing a weighted vest
- sitting on a large therapy ball, air-filled balance disc cushion, or vibrating pillow
- holding a "fidget" toy (e.g., Koosh ball, balloon filled with flour, foam ball, play dough, silicone gel ball, beads, Slinky, Hacky Sack, sponge, Beanie Baby, beanbag, silky scarf, squish ball, Gooze, Silly Putty, bendable character, hand gripper, brush [Richard 1997])
- wearing an ace wrap on trunk, arms, legs, and even head if the child wishes
- allowing for movement in therapy (e.g., move from a Rifton chair to a beanbag chair to an Edu-cube to a carpet square as you change tasks)
- applying joint compression (e.g., press down on the shoulders, apply pressure to the hand with arm extended, apply pressure to the foot with leg extended)
- rubbing lotion on the child's hands and arms
- wearing a cap
- chewing on crushed ice
- using a vibrating toothbrush for oral stimulation
- minimizing auditory and visual distractions
- gross motor activities (e.g., jumping on a trampoline, climbing stairs, jumping rope, tumbling, hopping, tug-of-war, running in place, jumping jacks)
- vestibular activities (e.g., swinging, rolling, rocking, spinning)
- playing quiet music and/or dimming the lights

Consult an Occupational Therapist for a demonstration of the above techniques and other calming activities that help the child focus. An occupational therapy session immediately prior to speech-language therapy is optimal.

Reinforcement should be liberal and social/sensory in nature. Provide verbal praise paired with sensory input. Experiment with the sensory reinforcers on the following list to find pleasurable experiences for the child.

- bear hug
- "give me five"
- quick back or neck massage
- tickling
- joint compression
- arm or hand squeeze
- "hand sandwich" (i.e., stacking your hands on top of the child's hands [Harrington 1998])
- "Pull, pull, pull, pop!" (i.e., pulling the child's arm and letting go when he/she says "pop")
- taking the child's hands and swaying as you sing the chorus of a common song

How to Use the Program

Select the unit you would like to use with the child. The units are arranged in a hierarchy from easiest to hardest, but may be used in any order. You may want to have the child pick the unit that interests him/her the most or your goal may be to target a specific language concept. Start by reviewing the story summary and the vocabulary words used in the unit. Then determine which parts of the session sequence you will follow in the therapy session and select the corresponding pictures from the picture schedule (page 223). The entire session sequence is designed to be completed in a one-hour therapy session. For a shorter session, select fewer activities. A fast pace and frequent changes in activities will help keep the child on task. Move to a new task before the child's attention begins to wander.

The materials in each unit vary in terms of difficulty level. Find the level at which the child can achieve success at least 80% of the time and increase difficulty as tolerated. After achieving success with the materials in therapy, send the materials home or to the classroom for additional practice. A unit may be repeated over four to five sessions (longer if expansion activities are incorporated).

Adaptations of the Program

Although *Just for Kids: Autism* is not an appropriate program for all children with autism, some children may benefit from selected parts. For example, children with limited verbal and/or attention skills may be able to participate in Mirror Work and Making a Craft.

The picture schedule works well with all children. It can be adapted to location pictures rather than activity pictures (e.g., take Polaroid pictures of various locations such as a beanbag chair, carpet square, table, mirror area, platform swing) and do various tasks at the different locations.

This program has also been used successfully with children with head injuries who exhibit severe naming deficits. The consistency of the vocabulary in a variety of tasks helps the child learn successful word-retrieval strategies. Manual alphabet signs, visual phonics, and initial sound cues are effective cueing methods with this population.

Conclusion

The outcome goal for *Just for Kids: Autism* is to help the child with autism function successfully in the classroom. I hope you find it helpful in working with the autistic population. They so desperately need our help and support.

Martha



Unit 1: The Three Little Kittens

Language Target: Pairs

The Three Little Kittens is a poem about a family of three kittens and their mother. The kittens lose/find, then soil/wash their mittens. Their mother displays a variety of emotions based on the latest behavior of her kittens. She rewards them with a home-baked pie when they find their mittens. The poem ends with an implied rat chase.

The lines in the poem are very repetitive and predictable. The emotions are fun to dramatize. Mittens come in pairs and the concept of "pairs" is reinforced throughout the unit. The following vocabulary words are used repeatedly: Mother Cat, kittens, mittens, pie, cry, dry, rat, clothesline, washtub, rolling pin, apron, cherry, apple, pumpkin, and strawberry.

1. Mirror Work

Sit in front of a mirror with the child. A three-fold mirror works well because you can capture the child's eye contact from three different directions. Make sure you are at the child's eye level. Do not demand eye contact. Set the child up for eye contact by waiting for him to look at you before starting/continuing a high-interest activity. Embed turn-taking in all tasks. Here are some activities that may capture the child's interest:

- ◆ Draw a kitten with a grease pencil or washable marker on the mirror. The picture on page 15 will help you with your artwork. The child may want to refer to the picture for help in naming body parts. Ask the child to contribute ideas (e.g., Draw the kitten's body and then ask, "What else does the kitten need? Should I draw the head or the tail next?"). Give the grease pencil/marker to the child so he can take a turn at drawing. He may need hand-over-hand assistance at first.
- ◆ Blow bubbles at the kitten, waiting for eye contact before blowing again. If you wet the mirror with a spray bottle, the bubbles will stick. Hand the wand to the child so he can take a turn blowing. Remember to imitate and expand on what the child does. Once the child is familiar with the activity, close the lid on the bubble jar tightly so it is difficult for the child to open. He will then have a reason to ask for help.
- ◆ Ask the child to point to body parts (e.g., "Here is the kitten's mouth. Show me your mouth.").
- ◆ Wash/dry the mirror with window cleaner and a paper towel.
- ◆ Say "meow" in the mirror as you form the kitten sign (brush the side of your mouth with the letter K). See Appendix A, page 219.
- ◆ Play peek-a-boo with a stuffed kitten or while wearing a kitten mask (page 16). Remember to give the child an opportunity to use the props. You might make two masks, one for the child and one for yourself, and develop dialogue based on events from the story.
- ◆ Use a kitten puppet to play imitation games (e.g., "The kitten can touch his nose. Can you touch your nose too?").

2. Naming Pictures

Ask the child to point to the pictures in a left to right order as he names them. A question prompt may be necessary on some or all of the pictures. Pause before correcting a child's mistake as he may correct the mistake spontaneously if given the chance. Here are some naming activities:

◆ **Let's Count Kittens** (page 17)

Count the kittens from one to ten. Once the child can easily name the numbers in sequence, ask him to name them backwards, by twos, out of sequence, etc.

◆ **Let's Describe Kittens** (page 18)

Have the child color the kittens using different colors. When he is finished, ask the child to first state the size of each kitten (e.g., "It is big. It is little.") and then the color of each kitten. When he can easily state the size and color independently, combine the two features in one sentence (e.g., "It is a little, pink kitten.").

◆ **What Is This?** (page 19)

Ask the child to label the items (e.g., "This is a kitten. This is a mitten. This is a piece of pie.").

◆ **What Kind of Pie?** (page 20)

Ask the child to name the type of pie each item will make (e.g., Point to an apple and say, "It is an apple. It makes an apple pie.").

◆ **What Do You See?** (page 21)

Ask the child to label the pairs he sees (e.g., "I see a pair of mittens. I see a pair of socks. I see a pair of shoes.").

3. Game Time

Ask the child to select a game from the three provided. The child should assist in the setup and takedown of the game. Briefly explain and demonstrate the rules of the game before playing. Establish a dialogue of the steps involved to develop the child's independence (e.g., "First I pick a card. I found a rat. Then I put a chip on the rat. Now it's your turn."). Repeat "your turn/my turn" frequently in the early stages of the game. Once the child understands the rules, make mistakes so he can catch and correct you (e.g., take two turns in a row, place the card on the wrong picture, act distracted when it's your turn). Develop a "good game" routine at the end of the game (e.g., Give a "high five" and say "nice game."). A small prize such as a sticker for the winner could also be part of the routine. Encourage the child to tell others why he got the prize.

◆ **Kitten Bingo** (pages 22 – 24)

Cut out the game cards and place them facedown in a pile. Give each player a bingo card. Select a game card from the pile and name it ("I found ____."). Allow all players to place poker chips (or other type of marker) on their bingo cards. Play proceeds until one player has four in a row (vertically, horizontally, or diagonally) and calls out "bingo!"

◆ **Pie Time** (pages 25 and 26)

Make one copy of the pie picture for each player. Cut out the circles, mix them up, and place them facedown on the table. Have each player select the type of pie he would like to make (strawberry, pumpkin, apple, or cherry). Players take turns choosing a circle and placing it on his pie if it is the type of pie he is making. If it is not, the player puts the circle back facedown with the other circles. The player who finishes his pie first is the winner.

◆ **Missing Mitten Game** (page 27)

Cut out the mittens and place them in a bowl. Take one mitten from the bowl and keep it hidden. Take turns choosing a mitten from the bowl and placing it faceup on the table. Form pairs as you go. Discover together which mitten is missing. (This is a noncompetitive game.)

4. **Rebus Story** (pages 28 – 31)

Read the rebus story aloud, pausing so the child can label the pictures. Read the dialogue with exaggerated expression to keep the child's attention (e.g., Use a sad, crying voice when the kittens lose their mittens and an overly cheerful voice when the mittens have been found.). Accompanying the key words in the story with manual signs or gestures will aid comprehension. After reading the story, choose one or more of the following activities:

◆ **Answering Questions** (page 32)

Have the child fill in the blanks of questions 1 – 5 with the correct responses. Use rising inflection at the end of each sentence so the child recognizes the need to complete the phrase. If the child can answer questions 1 – 5, move on to the factual questions. Provide choices if the child has difficulty responding spontaneously. If the child can answer questions 1 – 10, move on to the inferential questions. Help the child make the connections necessary to answer the inferential questions by talking through the events of the story. If working with more than one child, have them take turns answering the questions. Encourage the children to help each other if one of them is uncertain of an answer.

◆ **Sight Words** (pages 33 and 34)

Have the child match the sight words on the bottom of the page to the pictures/words (e.g., "Put *mitten* on *mitten*"). Next have the child point to the sight word when named (e.g., "Show me *dry*"). Then have the child read the sight words aloud.

◆ **Sequence Pictures** (page 35)

Cut apart the pictures and mix them up. Have the child place the pictures in the right order. Then encourage the child to retell the story using the pictures.

5. Worksheet Practice (pages 36 and 37)

Ask the child to do the worksheets independently after you explain and demonstrate the directions. Use hand-over-hand assistance for drawing lines and forming letters when needed. Remind the child to write his name at the top of the paper and place the worksheet in a designated spot when finished.

6. Making a Pair of Mittens (page 38)

The pictures illustrate what is needed and the steps to follow in making a pair of mittens. Written instructions are not provided so you and the child can figure out the craft together. Remember to:

- ◆ Ask open-ended questions to help the child interpret the directions (e.g., “What could we use instead of yarn? Why are the mittens tied together?”).
- ◆ Make mistakes so the child can catch and correct your errors.
- ◆ Follow the child’s lead in the interaction.
- ◆ Be creative! Some steps are purposefully left out (e.g., tying a knot at the last hole).
- ◆ Substitute materials when a pictured item is not available (e.g., string or ribbon for yarn, cloth for paper).
- ◆ Have fun!

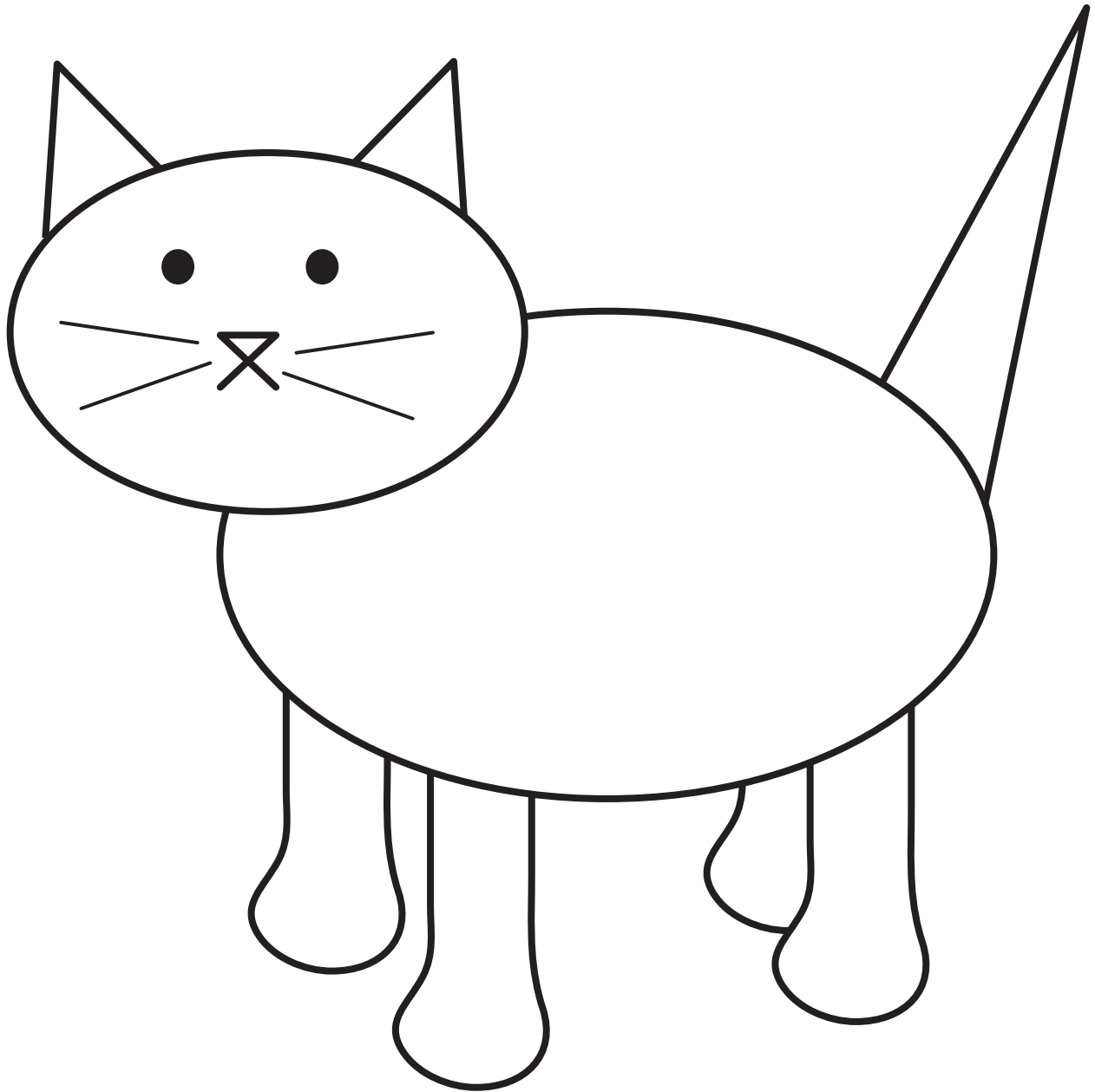
The purpose of this activity is not the end product, but the interaction and problem solving that happen along the way. Spreading the craft activity over several sessions is a good way to review and extend the exchange (e.g., “We ran out of time. Let’s finish the mittens tomorrow,” or “I need to buy some yarn at the store. We can put the mittens together next time.”).

Expansion Activities

1. Children with autism are slow at developing pretend play skills. Collect props (e.g., pairs of mittens or gloves, a clothesline and clothespins, a washtub) and act out the story. Expand the play by using a play washing machine and washing the mittens “the modern way.”
2. Read *The Three Little Kittens* by Paul Galdone and enjoy the dynamic expressions on the faces of the kittens and Mother Cat. Talk about feelings and appropriate ways of expressing them.
3. There are many counting programs on early learning software such as *What's My Number?* on Millie's Math House by Edmark and *Numbers 1 to 10* on Jumpstart Toddlers by Knowledge Adventure. Have fun counting!

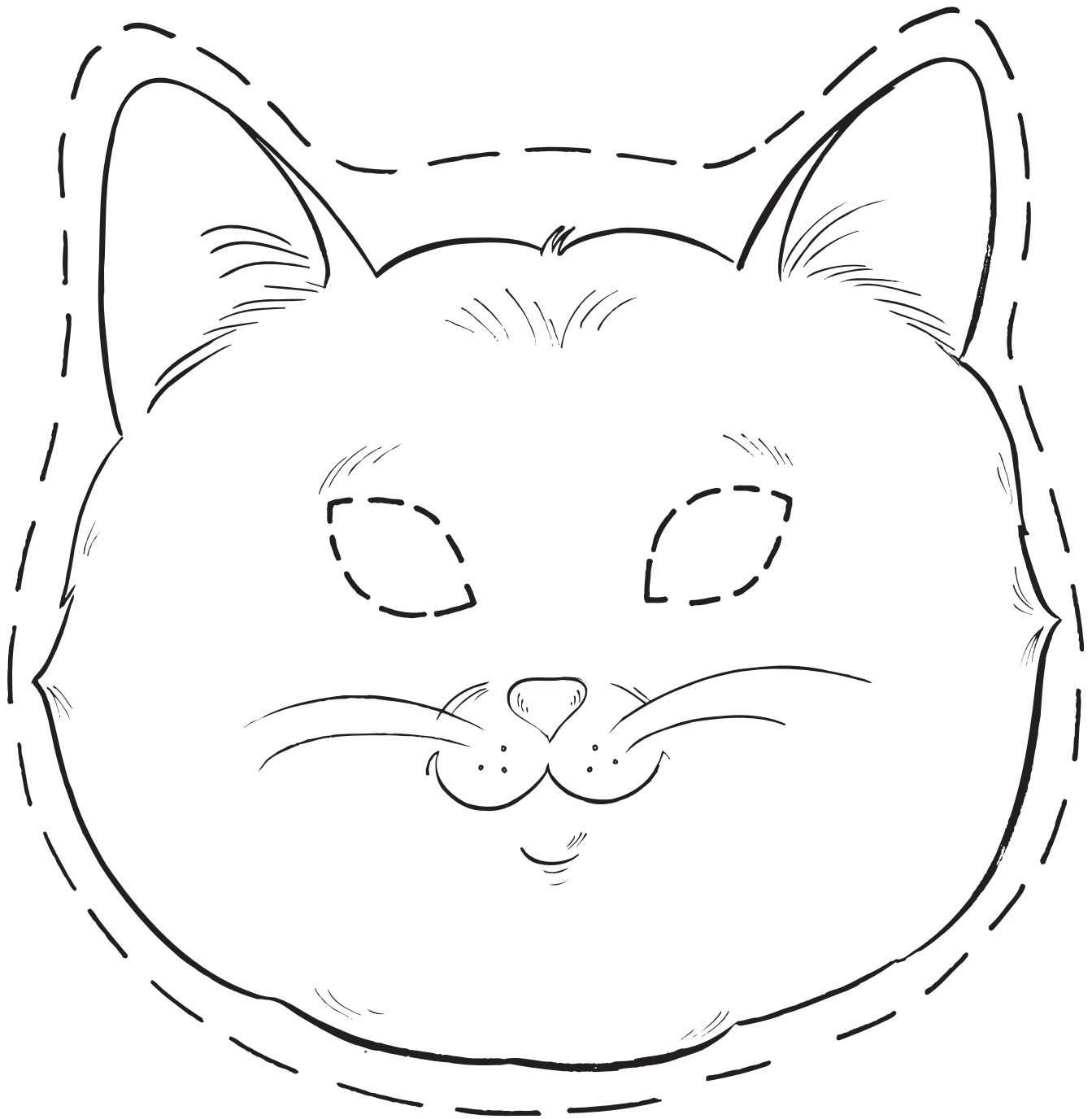
Mirror Work

Place this picture in front of the mirror to use as a guide when drawing the kitten.



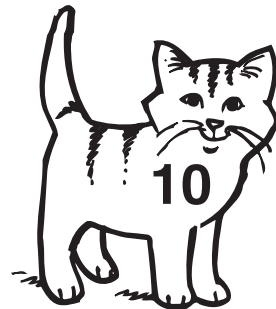
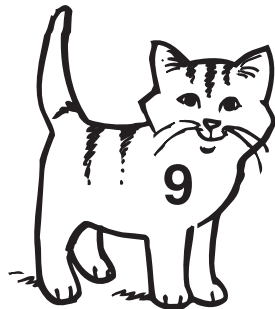
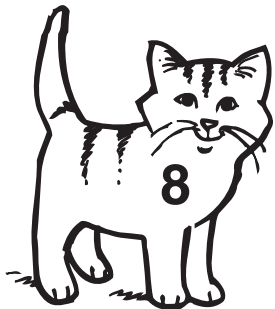
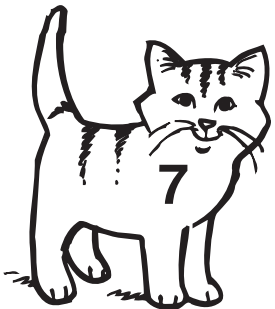
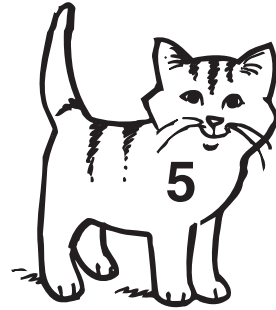
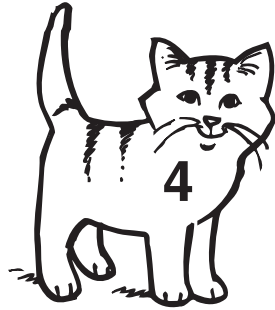
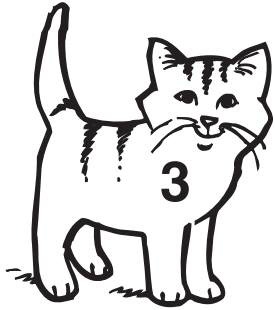
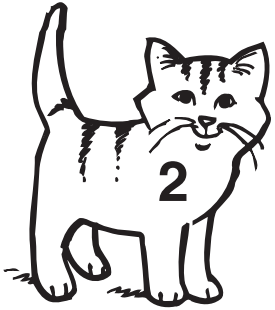
Kitten Mask

Cut out the mask and eyes along the dotted lines. Tape a tongue blade or craft stick to the inside bottom of the mask.



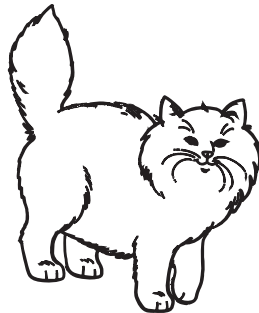
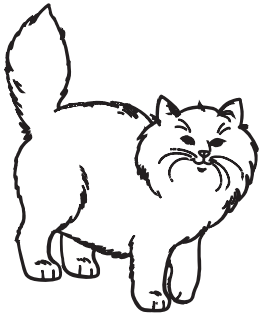
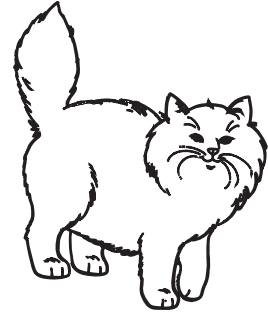
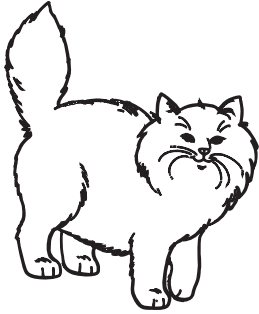
Kittens

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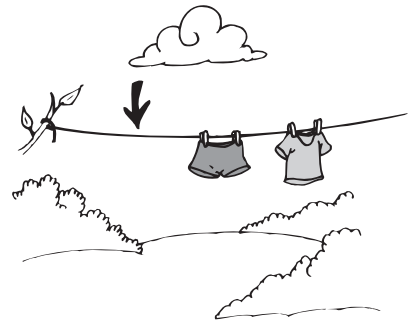
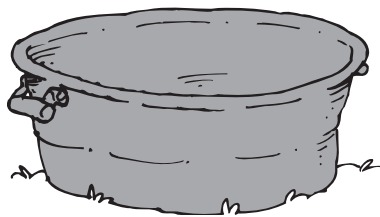
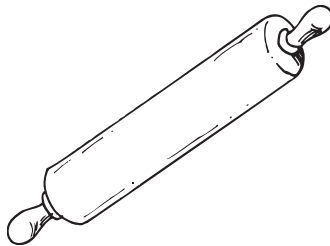
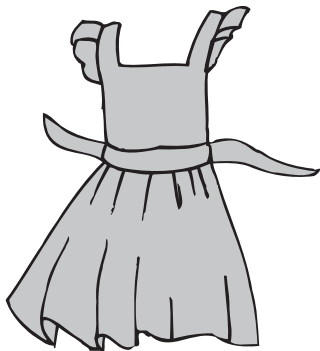
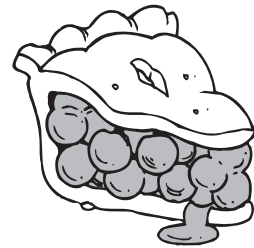
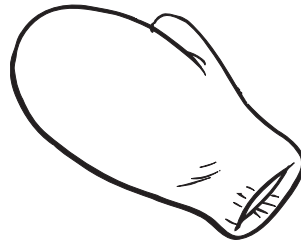
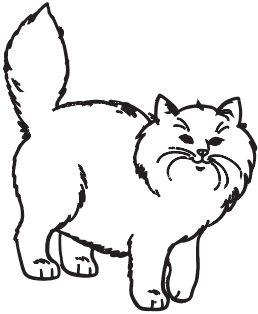
Let's Describe Kittens

Describe each kitten.



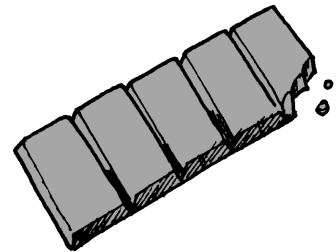
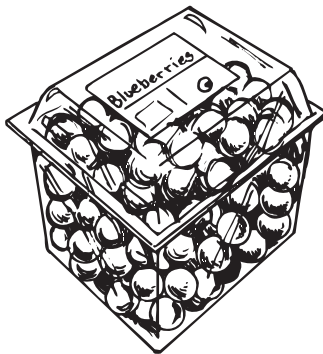
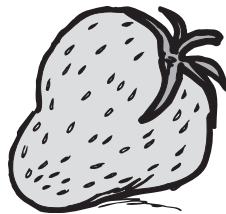
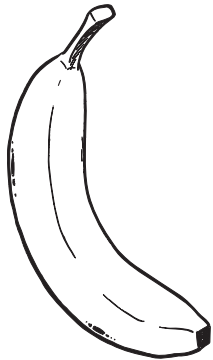
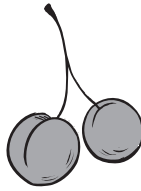
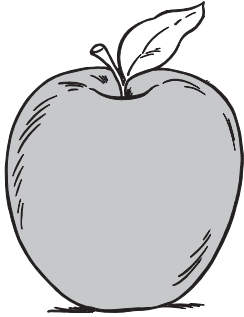
What Is This?

Name each item.



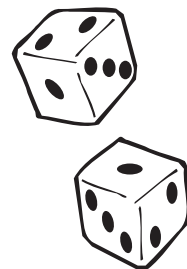
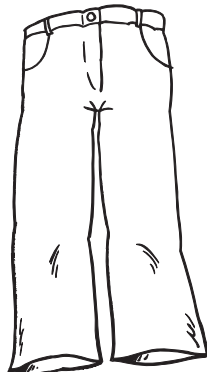
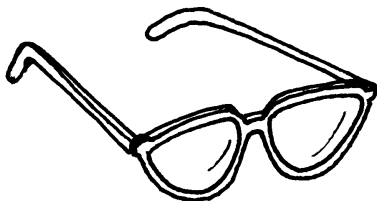
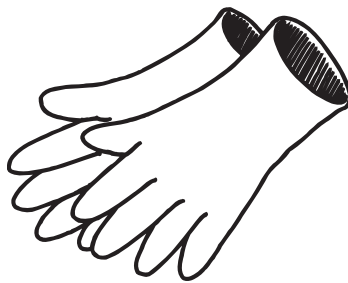
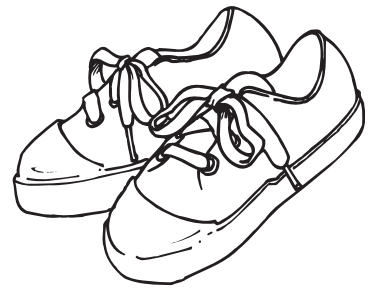
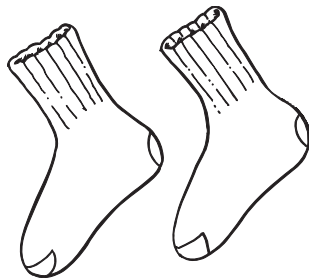
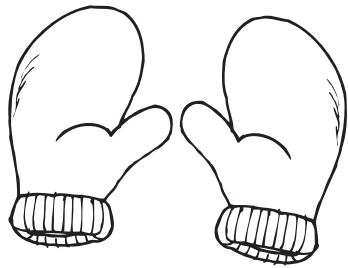
What Kind of Pie?

Name the type of pie each food item will make.



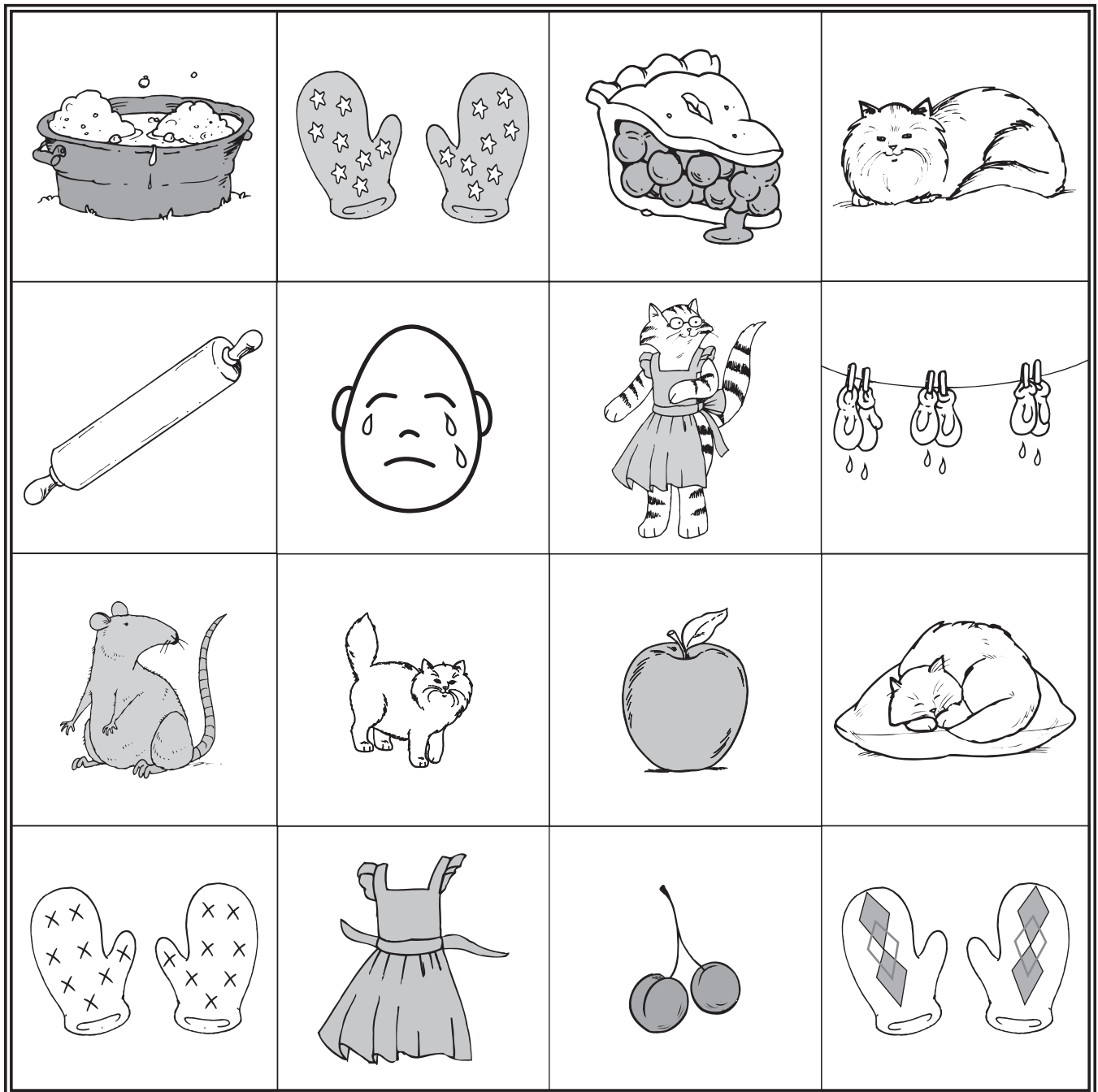
What Do You See?

Name each pair.



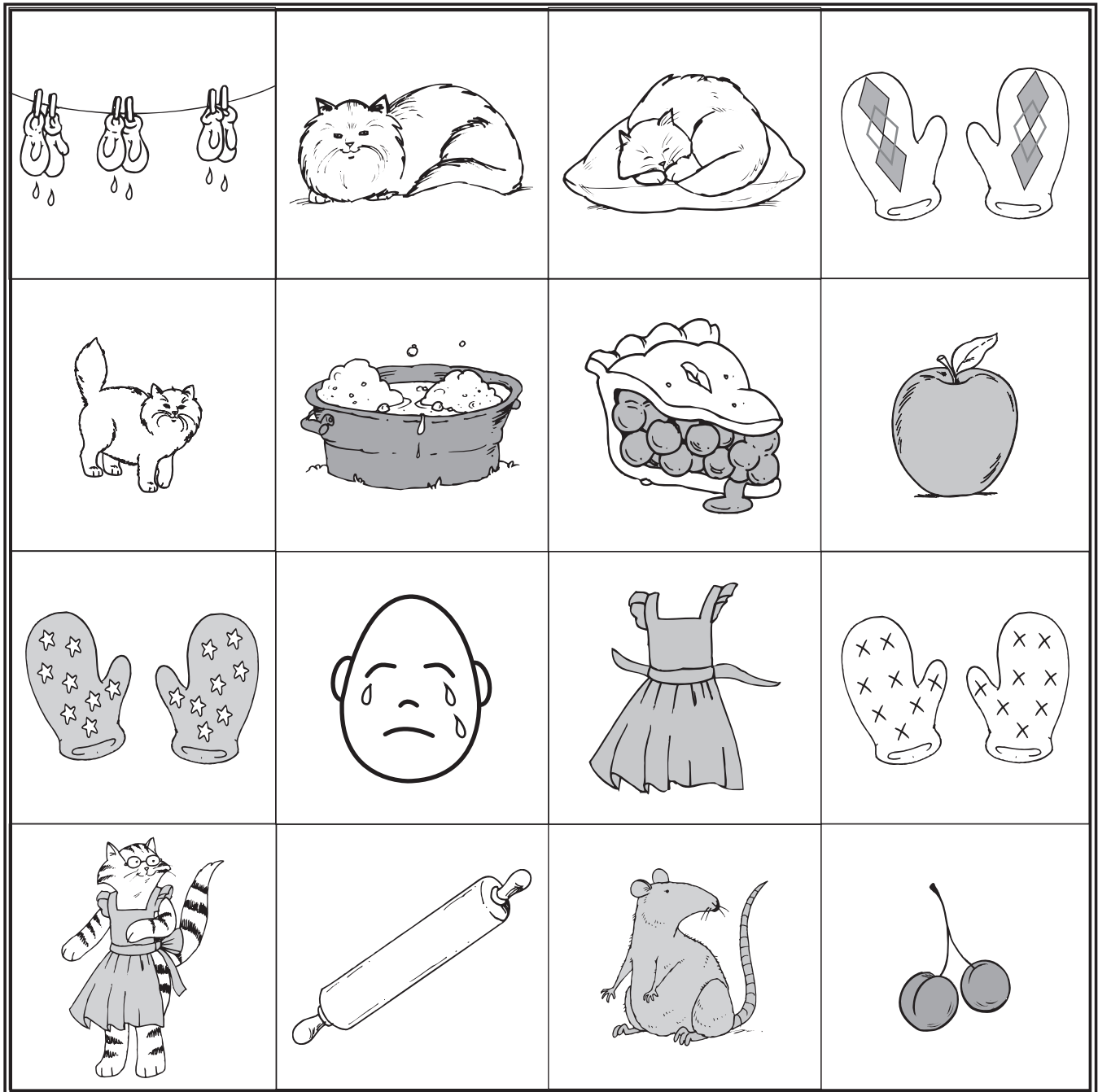
Kitten Bingo (Card 1)

Give each player a bingo card (below and on page 23). Use them to play bingo with the game cards on page 24.



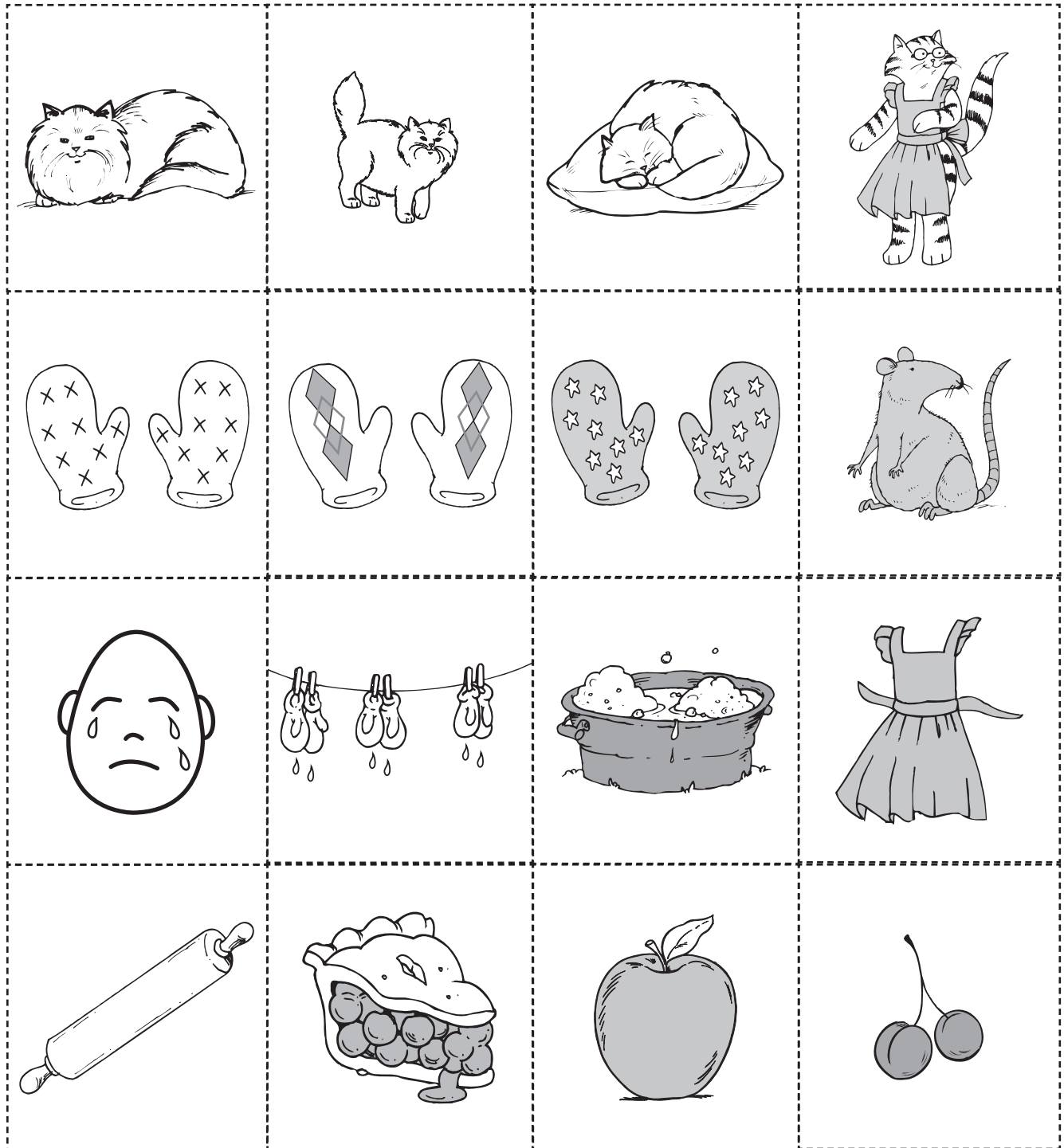
Kitten Bingo (Card 2)

Give each player a bingo card (below and on page 22). Use them to play bingo with the game cards on page 24.

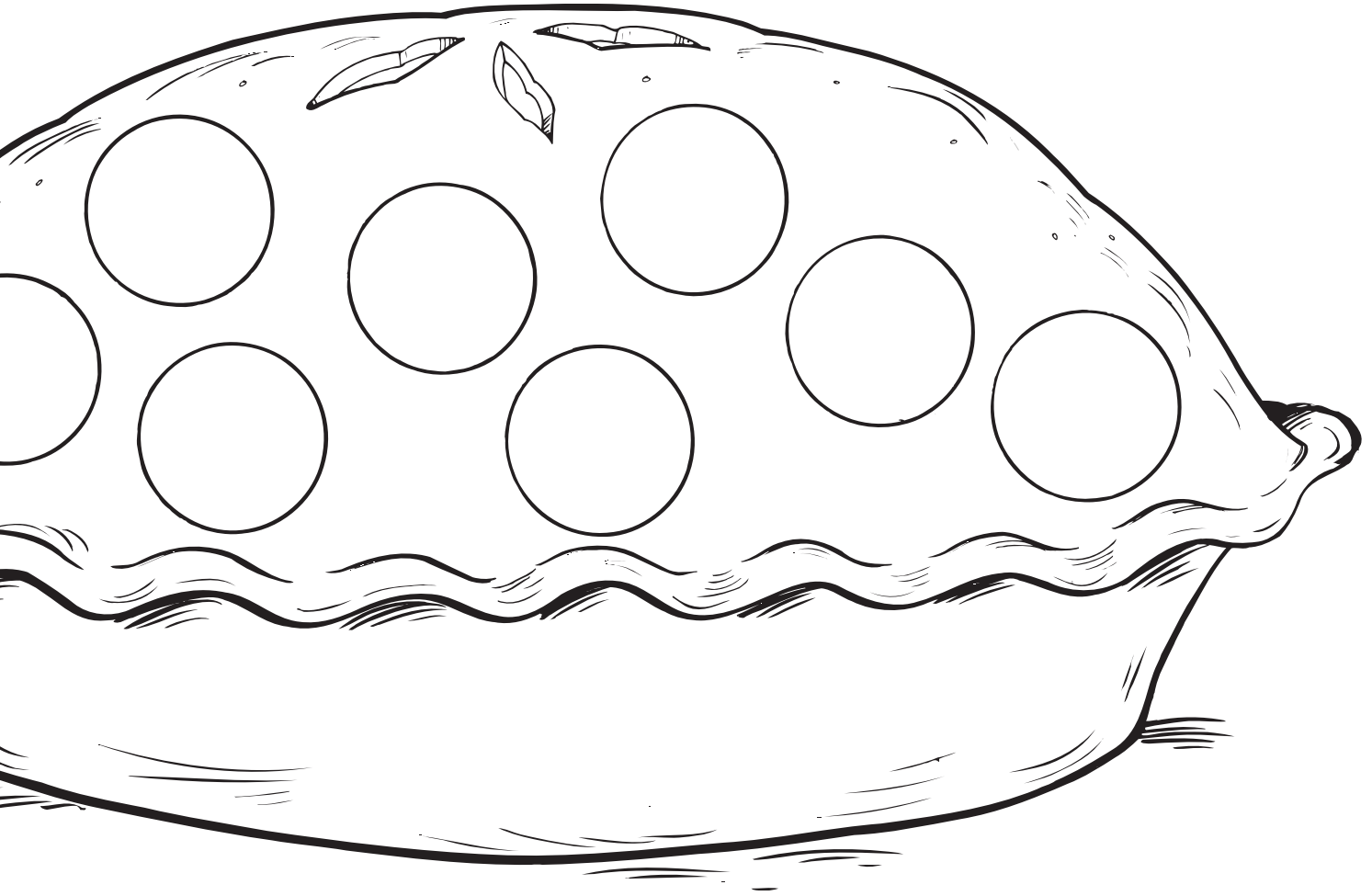


Kitten Bingo Game Cards

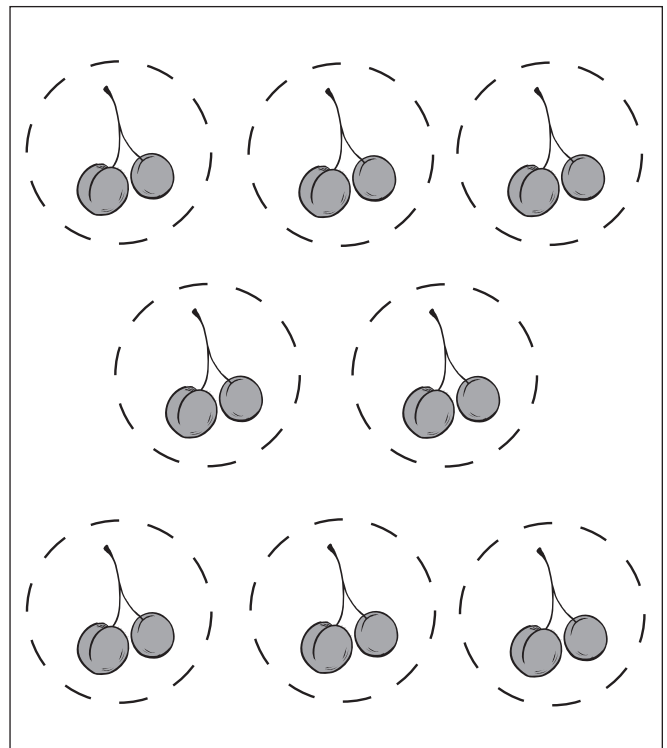
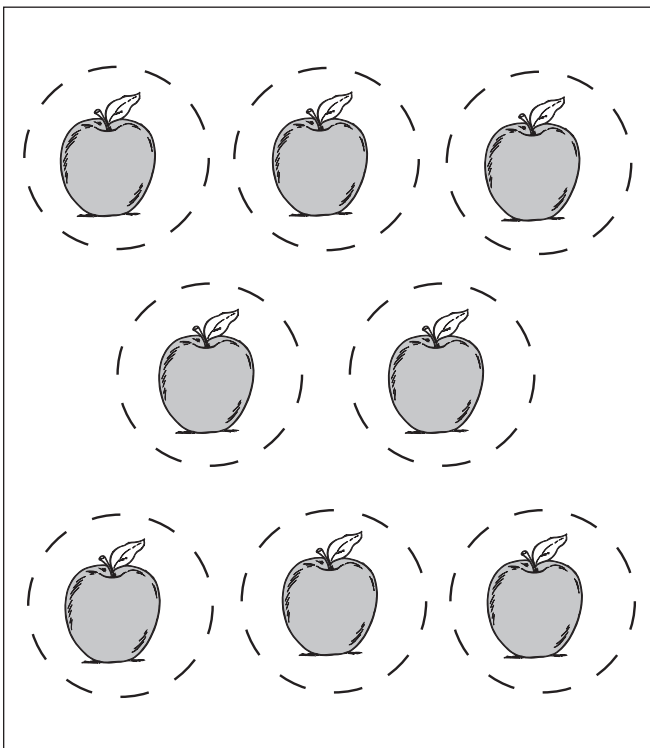
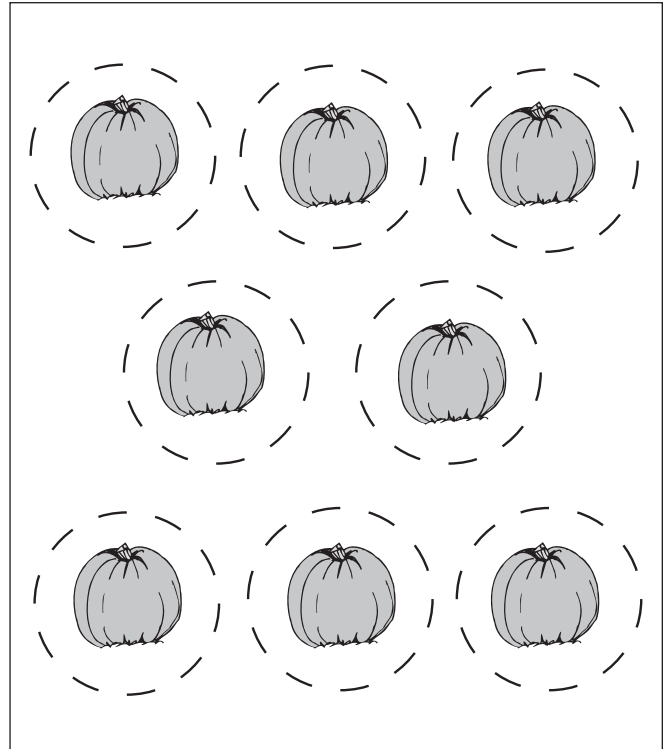
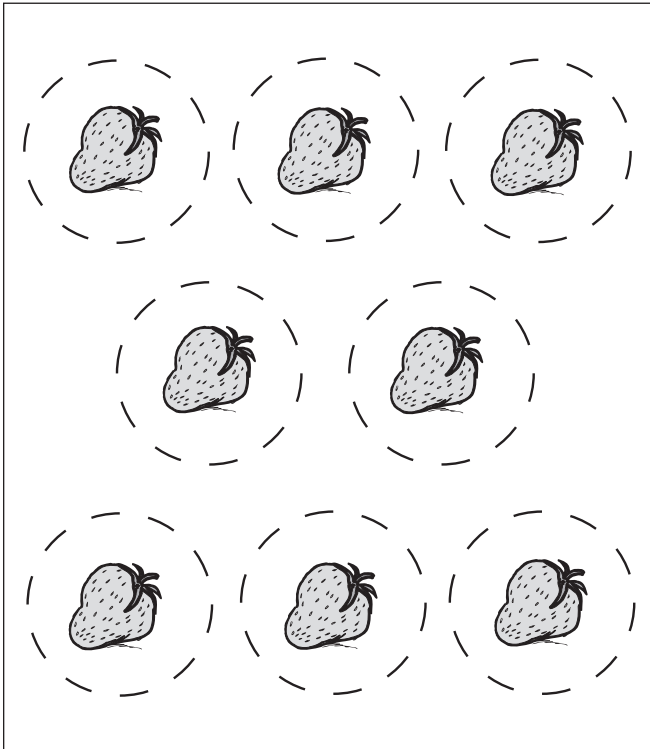
Cut out the game cards. Use them to play bingo with the cards on pages 22 and 23.



page so each player has one. Use the circles on page 26 to make pies.



Cut out the circles. Use them to make pies on page 25.



Missing Mitten Game


Cut out the mittens and put them in a bowl. Take one mitten from the bowl and keep it hidden. Then make pairs from the mittens in the bowl. Which mitten is missing?



The Three Little Kittens Rebus Story

Read the story aloud, pausing so the child can name the pictures.


The three little 
kittens

They lost their 
mittens


And they began to  .
cry

“Oh, Mother dear, we sadly fear,


Our  we have lost!”
mittens

“What? Lost your  ?
mittens

You naughty  !
kittens


Then you shall have no  .
pie


Meow, meow, meow!

No, you shall have no  !”
pie

The Three Little Kittens Rebus Story, continued


The three little 
kittens

They found their 
mittens


And they began to 
cry .

“Oh, Mother dear, see here, see here,


Our  we have found!”
mittens

“What? Found your  ?
mittens

You good little  !
kittens

Then you shall have some 
pie .


Purr, purr, purr,

Yes, you may have some  .”
pie


The Three Little Kittens Rebus Story, continued


The three little 
kittens

Put on their 
mittens

And soon ate up the  .
pie

“Oh, Mother dear, we sadly fear


Our 
mittens we have soiled!”


“What? Soiled your  ?
mittens


You naughty 
kittens !”

Then they began to sigh,


“Meow, meow, meow!”


The three little 
kittens

Washed their 
mittens

And hung them up to 
dry .

“Oh, Mother dear, look here, look here,

Our 
mittens we have washed.”

“What? Washed your 
mittens ?

You darling 
kittens !

But hush! I smell a 
rat close by.”

“Yes, we smell a 
rat close by!

Meow, meow, meow!”

The Three Little Kittens Rebus Story Questions

If the child can answer questions 1-5, proceed to 6-10, then 11-15.

Fill-in-the-Blanks

1. The three little kittens lost their _____.
2. They began to _____.
3. Mother said, "Then you shall have no _____."
4. The three little kittens washed their mittens and hung them up to _____.
5. The kittens smelled a _____.

Factual Questions

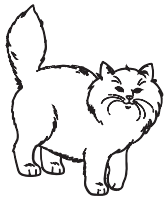
6. Who lost their mittens?
7. What was their mother baking?
8. How did the mittens get dirty?
9. What did the kittens do with their dirty mittens?
10. What did Mother smell?

Inferential Questions

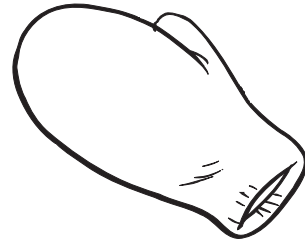
11. Why was Mother mad?
12. What made Mother happy?
13. The kittens ate the pie with their mittens on. What should they have done?
14. How did the kittens feel when they smelled a rat?
15. What will the kittens do if they catch the rat?

Sight Words

Match the word cards at the bottom of the page to the pictures/words.



kitten



mitten



Mother



rat

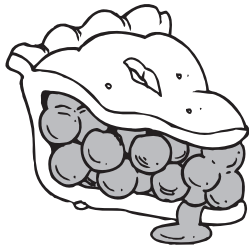
kitten

mitten

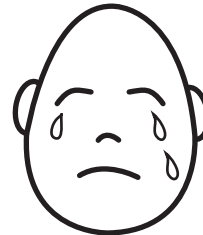
Mother

rat

Match the word cards at the bottom of the page to the pictures/words.



pie



cry



dry



wash

pie

cry

dry

wash

Sequence Pictures

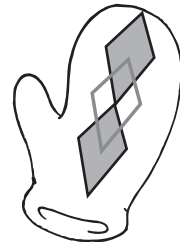
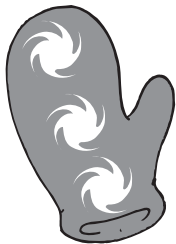
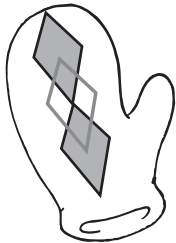
Cut apart the pictures and mix them up. Then have the child put them in the right order and retell the story.



Worksheet 1

Name _____

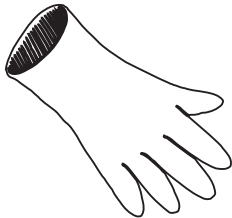
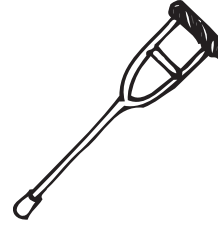
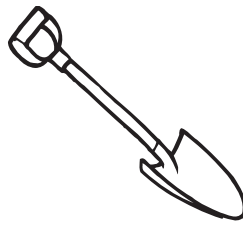
Draw a line from each mitten to its match.



Worksheet 2

Name _____

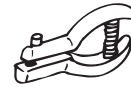
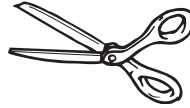
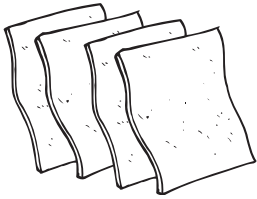
Look at the first picture. Circle the picture that goes with it to make a pair.



Making a Pair of Mittens

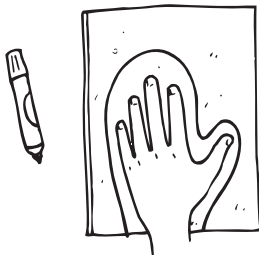
Have fun making a pair of mittens!

Things I Need:

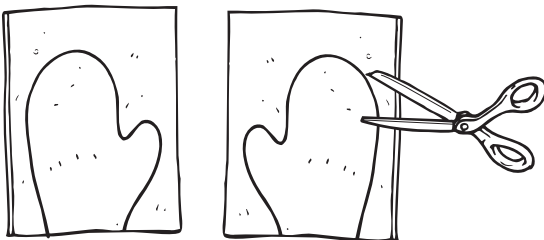


Steps I Follow:

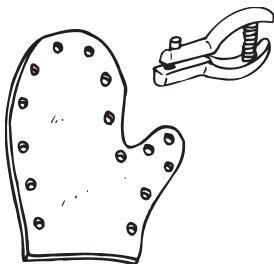
1.



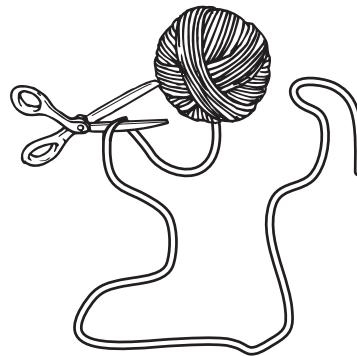
2.



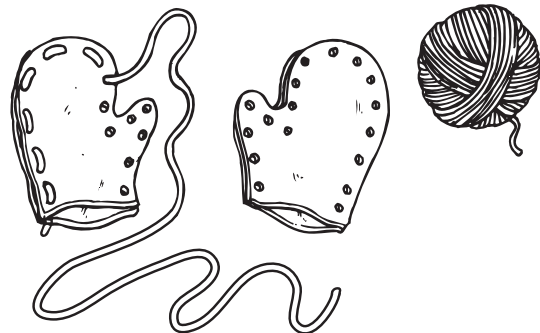
3.



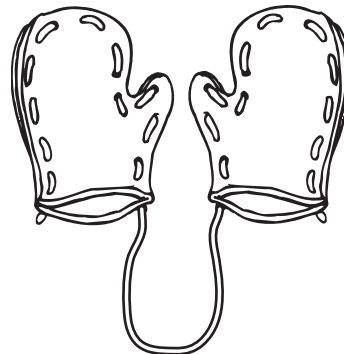
4.

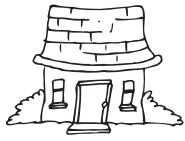


5.



6.





Unit 2: Goldilocks and the Three Bears

Language Target: Possession

Goldilocks and the Three Bears is a story about a girl who explores a bear family's home while they are away on a walk. When the bears return, they become upset when they discover that their possessions have been tampered with. They find Goldilocks asleep in Baby Bear's bed. Baby Bear cries out, causing Goldilocks to run out of the house in fright.

The story is very repetitive and predictable. The emotions and voices of the characters are fun to dramatize. Each bear has his/her own bowl, chair, and bed and the concept of "possession" is reinforced throughout the unit. The following vocabulary words are used repeatedly: Papa Bear, Mama Bear, Baby Bear, Goldilocks, house, woods, bowl, chair, and bed.

1. Mirror Work

Sit in front of a mirror with the child. A three-fold mirror works well because you can capture the child's eye contact from three different directions. Make sure you are at the child's eye level. Do not demand eye contact. Set the child up for eye contact by waiting for her to look at you before starting/continuing a high interest activity. Embed turn-taking in all tasks. Here are some activities that may capture the child's interest:

- ◆ Draw a bear with a grease pencil or washable marker on the mirror. The picture on page 44 will help you with your artwork. The child may want to refer to the picture for help in naming body parts. Ask the child to contribute ideas (e.g., "Draw the bear's head and then ask, 'What else does the bear need? Should I draw the eyes or the ears next?'"). Give the grease pencil/marker to the child so she can take a turn at drawing. She may need hand-over-hand assistance at first.
- ◆ Blow bubbles at the bear, waiting for eye contact before blowing again. If you wet the mirror with a spray bottle, the bubbles will stick. Hand the wand to the child so she can take a turn blowing. Remember to imitate and expand on what the child does. Once the child is familiar with the activity, close the lid on the bubble jar tightly so it is difficult for the child to open. She will then have a reason to ask for help.
- ◆ Ask the child to point to body parts (e.g., "Here is the bear's nose. Show me your nose.>").
- ◆ Wash and dry the mirror with window cleaner and a paper towel.
- ◆ Growl like a bear as you form the bear sign (palm-in claw hands crossed at wrists). See Appendix A, page 219.

- ◆ Play peek-a-boo with a stuffed bear or while wearing a bear mask (page 45). Remember to give the child an opportunity to use the props. You might make two masks, one for the child and one for yourself, and develop dialogue based on events from the story.
- ◆ Use a bear puppet to play imitation games (e.g., “The bear can clap his hands. Can you clap your hands too?”).

2. Naming Pictures

Ask the child to point to the pictures in a left to right order as she names them. A question prompt may be necessary on some or all of the pictures. Pause before correcting the child’s mistake as she may correct the mistake spontaneously if given the chance. Here are some naming activities:

- ◆ **Let’s Count Baby Bears** (page 46)
Have the child count the Baby Bears from one to ten. Once she can easily name the numbers in sequence, ask the child to name them backwards, by twos, out of sequence, etc.
- ◆ **Let’s Describe Baby Bears** (page 47)
Have the child color the Baby Bears using different colors. When she is finished, ask the child to first state the size of each bear (e.g., “It is big. It is little.”) and then the color of each bear. When she can easily state the size and color independently, combine the two features into one sentence (e.g., “It is a big, green bear.”).
- ◆ **Who Is This?** (page 48)
Ask the child to label each character (e.g., “This is Papa Bear. This is Mama Bear. This is Baby Bear.”).
- ◆ **What Is This?** (page 49)
Ask the child to name each item (e.g., “It is Papa Bear’s bowl. It is Mama Bear’s chair. It is Baby Bear’s bed.”).
- ◆ **Let’s Form Sentences** (page 50)
Have the child form a sentence about each pictured event (e.g., “Goldilocks is eating Papa Bear’s porridge. Goldilocks is sitting in Baby Bear’s chair. Goldilocks is sleeping in Mama Bear’s bed.”).

3. Game Time

Ask the child to select a game from the three provided. The child should assist in the setup and takedown of the game. Briefly explain and demonstrate the rules of the game before playing.

Establish a dialogue of the steps involved to develop the child's independence (e.g., "First I turn over two cards. I found the woods and Mama Bear's bowl. No match. It's your turn."). Repeat "your turn/my turn" frequently in the early stages of the game. Once the child understands the rules, make mistakes so she can catch and correct you (e.g., take two turns in a row, place the card on the wrong picture, act distracted when it's your turn). Develop a "good game" routine at the end of the game (e.g., Give a "high five" and say "nice game."). A small prize such as a sticker for the winner could also be part of the routine. Encourage the child to tell others why she got the prize.

◆ **Bear Bingo** (pages 51 – 53)

Cut out the game cards and place them facedown in a pile. Give each player a bingo card. Select a card from the pile and name it ("I found ____"). Allow all players to place poker chips (or other type of marker) on their bingo cards. Play proceeds until one player has four in a row (vertically, horizontally, or diagonally) and calls out "bingo!"

◆ **Tic-Tac-Toe Bear** (page 54)

Cut out the Baby Bear and Goldilocks squares on the bottom of the page. One player chooses Baby Bear and the other Goldilocks. Take turns placing the squares on the tic-tac-toe grid until one player gets three in a row (across, up and down, or diagonally).

◆ **Bear Memory Game** (pages 55 – 56)

Make two copies of the pictures on heavyweight paper. Cut apart the pictures and place them facedown on the table. Take turns turning over two cards to find a match. The player with the most pairs at the end of the game is the winner. Reduce the number of pairs as needed, depending on the child's ability.

4. **Rebus Story** (pages 57 – 60)

Read the rebus story aloud, pausing so the child can label the pictures. Read the dialogue with exaggerated expression to keep the child's attention (e.g., Use a loud deep voice for Papa Bear, a high squeaky voice for Mama Bear, and a crying voice for Baby Bear.). Accompanying the key words in the story with manual signs or gestures often aids comprehension. After reading the story, choose one or more of the following activities:

◆ **Answering Questions** (page 61)

Have the child fill in the blanks of questions 1 – 5 with the correct responses. Use rising inflection at the end of each sentence so the child recognizes the need to complete the phrase. If the child can answer questions 1 – 5, move on to the factual questions. Provide choices if the child has difficulty responding spontaneously. If the child can answer questions 1 – 10, move on to the inferential questions. Help the child make the connections necessary to answer the inferential questions by talking through the events of the story. If working with more than one child, have them take turns answering the questions. Encourage the children to help each other if one of them is uncertain of an answer.

◆ **Sight Words** (pages 62 and 63)

Have the child match the sight words on the bottom of the page to the pictures/words (e.g., “Put *house* on *house*.”). Next have the child point to the sight word when named (e.g., “Show me *bowl*.”). Then have the child read the sight words aloud.

◆ **Sequence Pictures** (page 64)

Cut apart the pictures and mix them up. Have the child place the pictures in the right order. Then encourage the child to retell the story using the pictures.

5. **Worksheet Practice** (pages 65 and 66)

Ask the child to do the worksheets independently after you explain and demonstrate the directions. Use hand-over-hand assistance for drawing lines and forming letters when needed. Remind the child to write her name on the top of the paper and place it in a designated spot when finished.

6. **Making a Brad Bear** (page 67)

The pictures illustrate what is needed and the steps to follow in making a brad bear. Written instructions are not provided so you and the child can figure out the craft together. Remember to:

- ◆ Ask open-ended questions (e.g., “What do we do first? What do you think the plates are for?”).
- ◆ Make mistakes so the child can catch and correct your errors.
- ◆ Follow the child’s lead in the interaction.
- ◆ Be creative! Some steps are purposefully left out (e.g., placing a newspaper on the table to reduce messes).
- ◆ Change the order of the steps to meet your needs (e.g., glue on the face and body parts before inserting the brads).
- ◆ Substitute materials when a pictured item is not available (e.g., black paper for brown paper, tape or glue for the brads).
- ◆ Have fun!

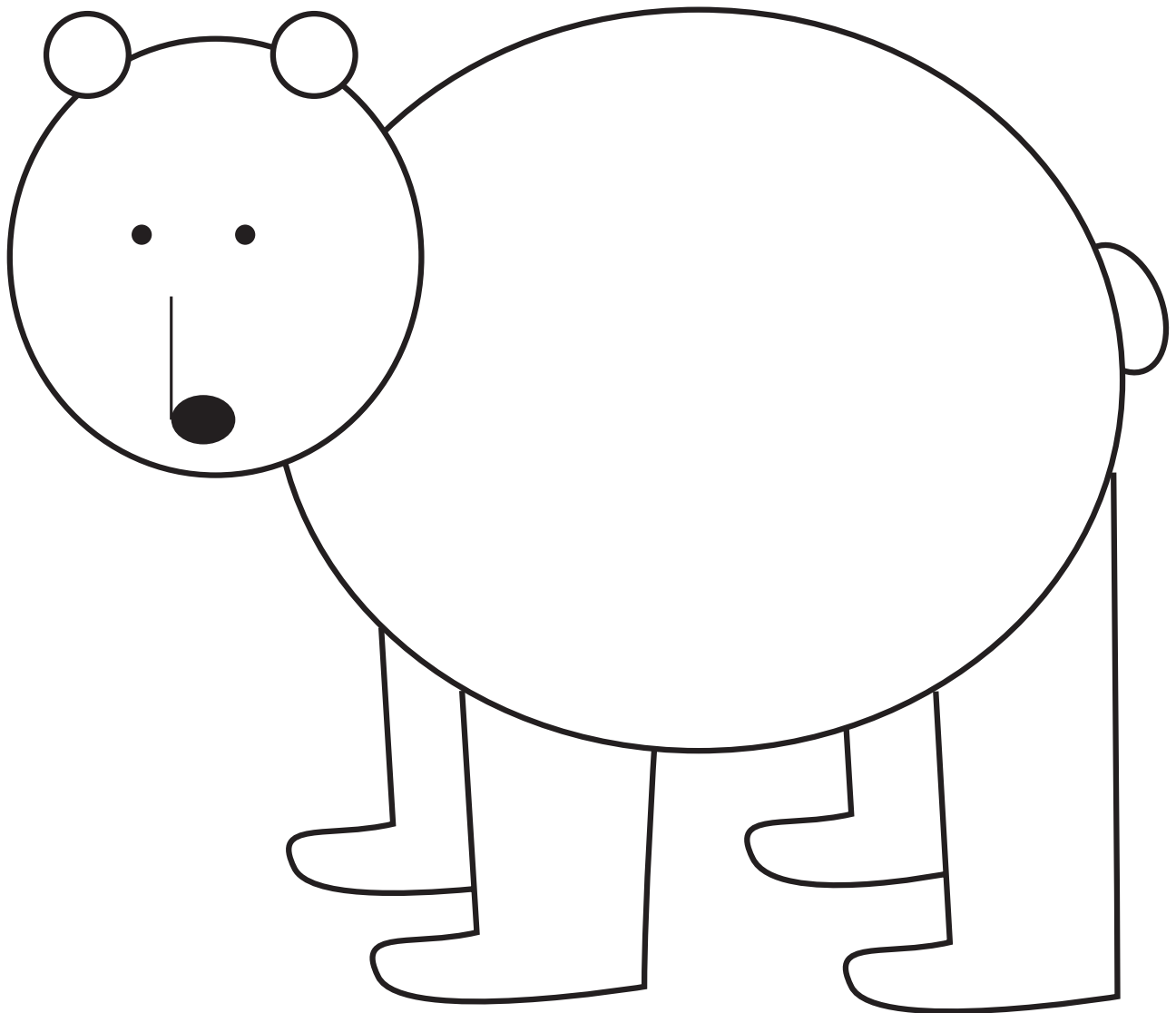
The purpose of this activity is not the end product, but the interaction and problem solving that happen along the way. Spreading the craft activity over several sessions is a good way to review and extend the exchange (e.g., “We need to let the paint dry. Let’s finish the bear tomorrow,” or “I need to buy some brads at the store. We can put the bear together next time.”).

Expansion Activities

1. Children with autism are slow at developing pretend play skills. Get out a playhouse or dollhouse, the furniture, three bottle lids (to use as bowls), a small girl doll (Goldilocks), and three bear counters. Act out the story with the child, encouraging expressive dialogue and complete, connected ideas.
2. Jan Brett has a beautifully illustrated version of *Goldilocks and the Three Bears*. Read it with the child, noticing the visual details, story line embellishments, and rich vocabulary. *The Three Bears* by Byron Barton has a very simple text. Encourage the child to read it, running her finger below the words as she reads.
3. The Jumpstart computer programs (e.g., *Jumpstart Toddler*, *Jumpstart Preschool*, *Jumpstart Kindergarten*) have bears and other animals leading various early learning activities. Talk to the bears as you try the activities with the child (e.g., “That bear looks like Baby Bear. Did Mama Bear fix some more porridge for you, Baby Bear?”). Don Johnston’s *Forgetful and Friends* has Molly eating porridge, sitting on chairs, and trying out beds in *Molly’s Day*.

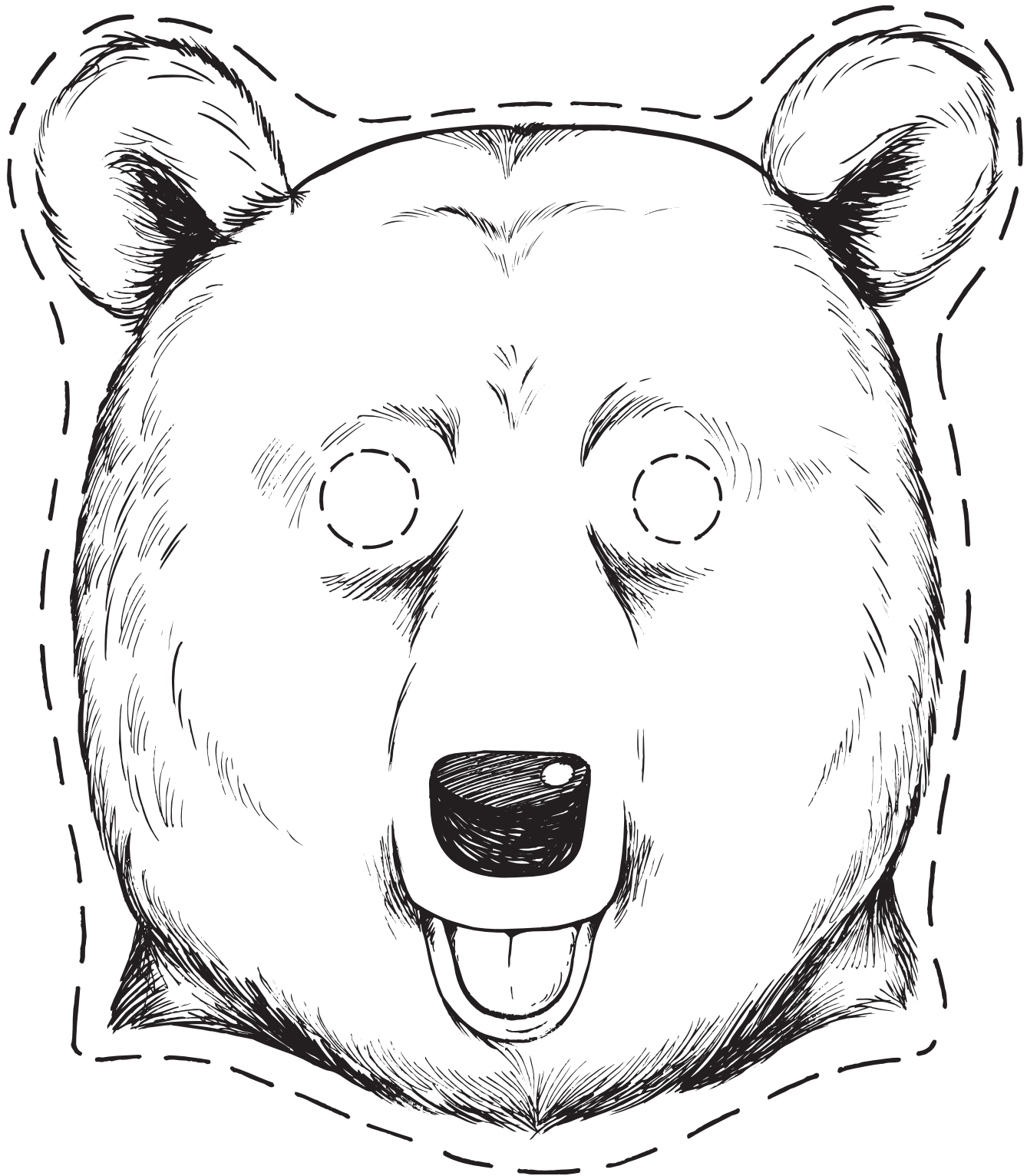
Mirror Work

Place this picture in front of the mirror to use as a guide when drawing the bear.



Bear Mask

Cut out the mask and eyes along the dotted lines. Tape a tongue blade or craft stick to the inside bottom of the mask.



Baby Bears

s from 1 to 10. Then count backwards, by twos, out of sequence, etc.



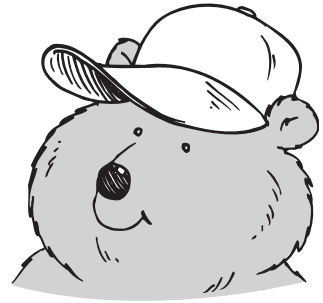
Let's Describe Baby Bears

Describe each Baby Bear.



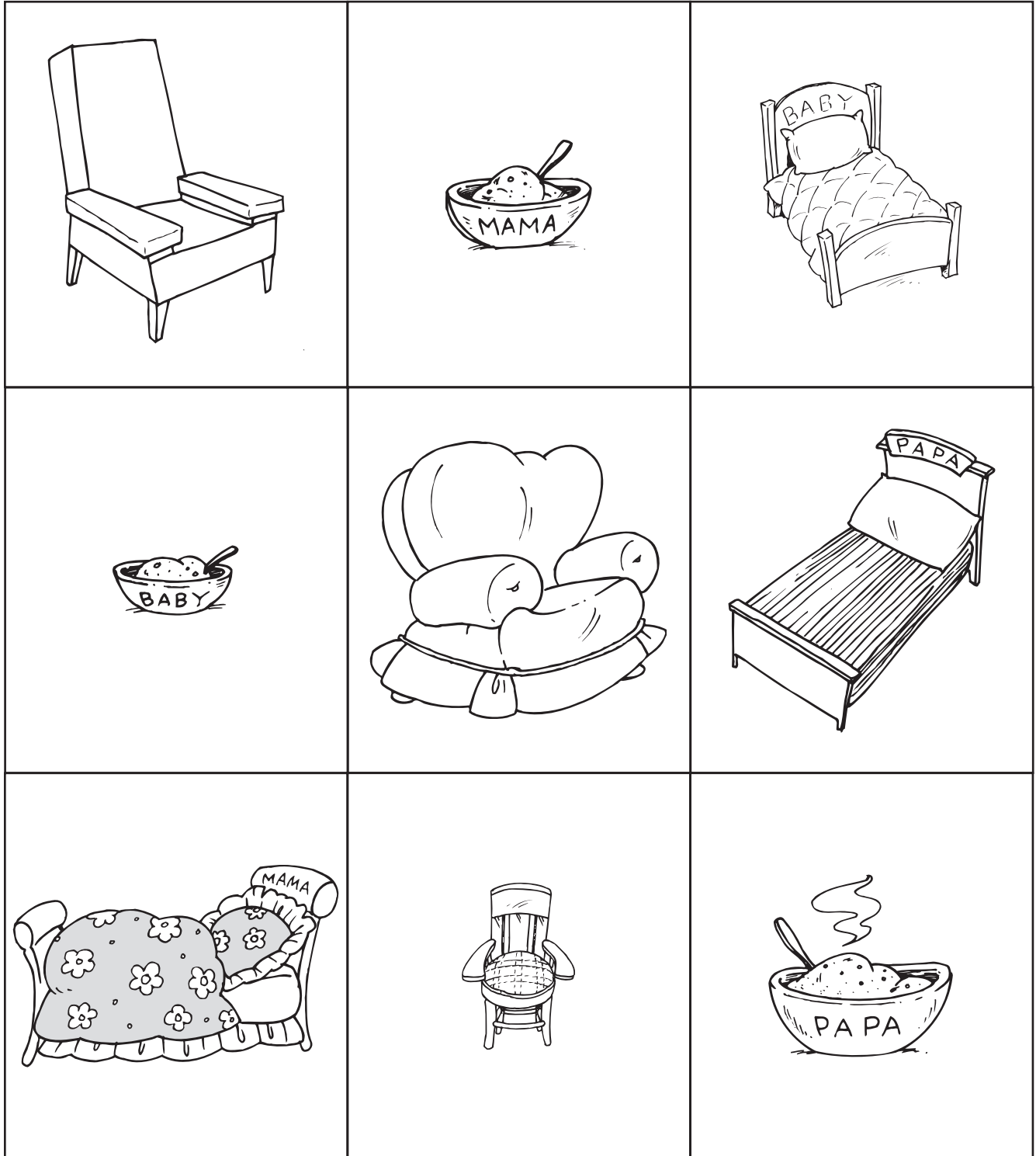
Who Is This?

Name each character.



What Is This?

Name each item.



Let's Form Sentences

Say a sentence about each picture using vocabulary from the unit.



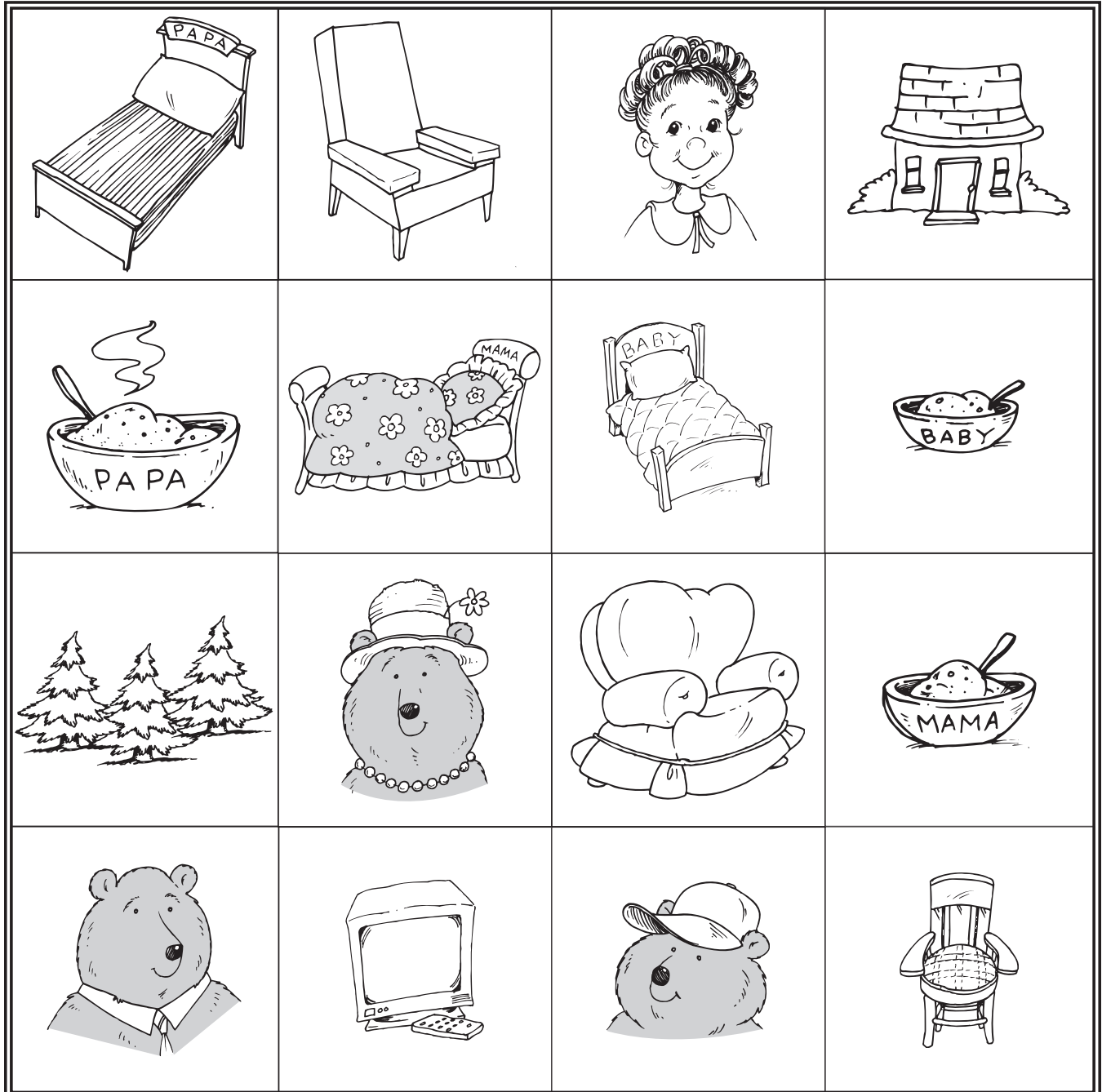
Bear Bingo (Card 1)

Give each player a bingo card (below and on page 52). Use them to play bingo with the game cards on page 53.



Bear Bingo (Card 2)

Give each player a bingo card (below and on page 51). Use them to play bingo with the game cards on page 53.



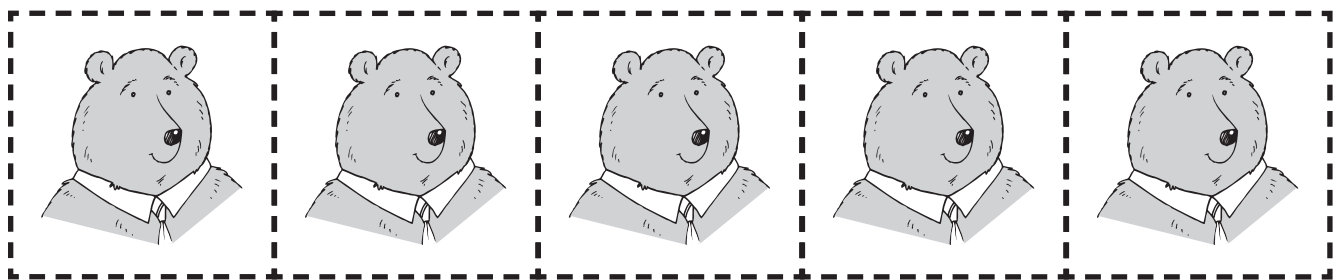
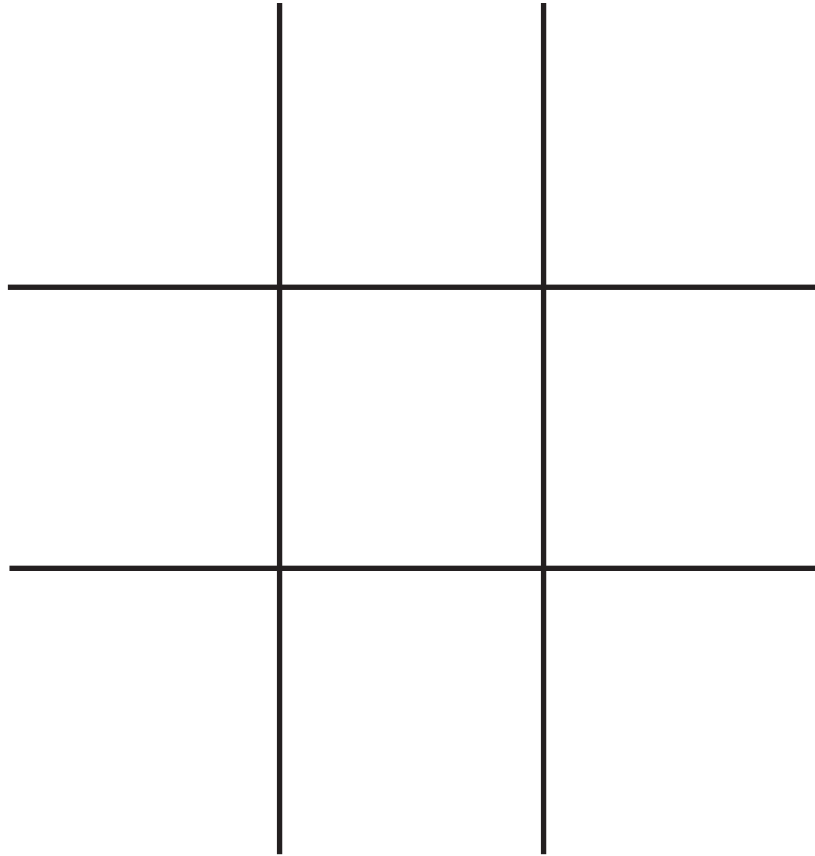
Bear Bingo Game Cards

Cut out the game cards. Use them to play bingo with the cards on pages 51 and 52.



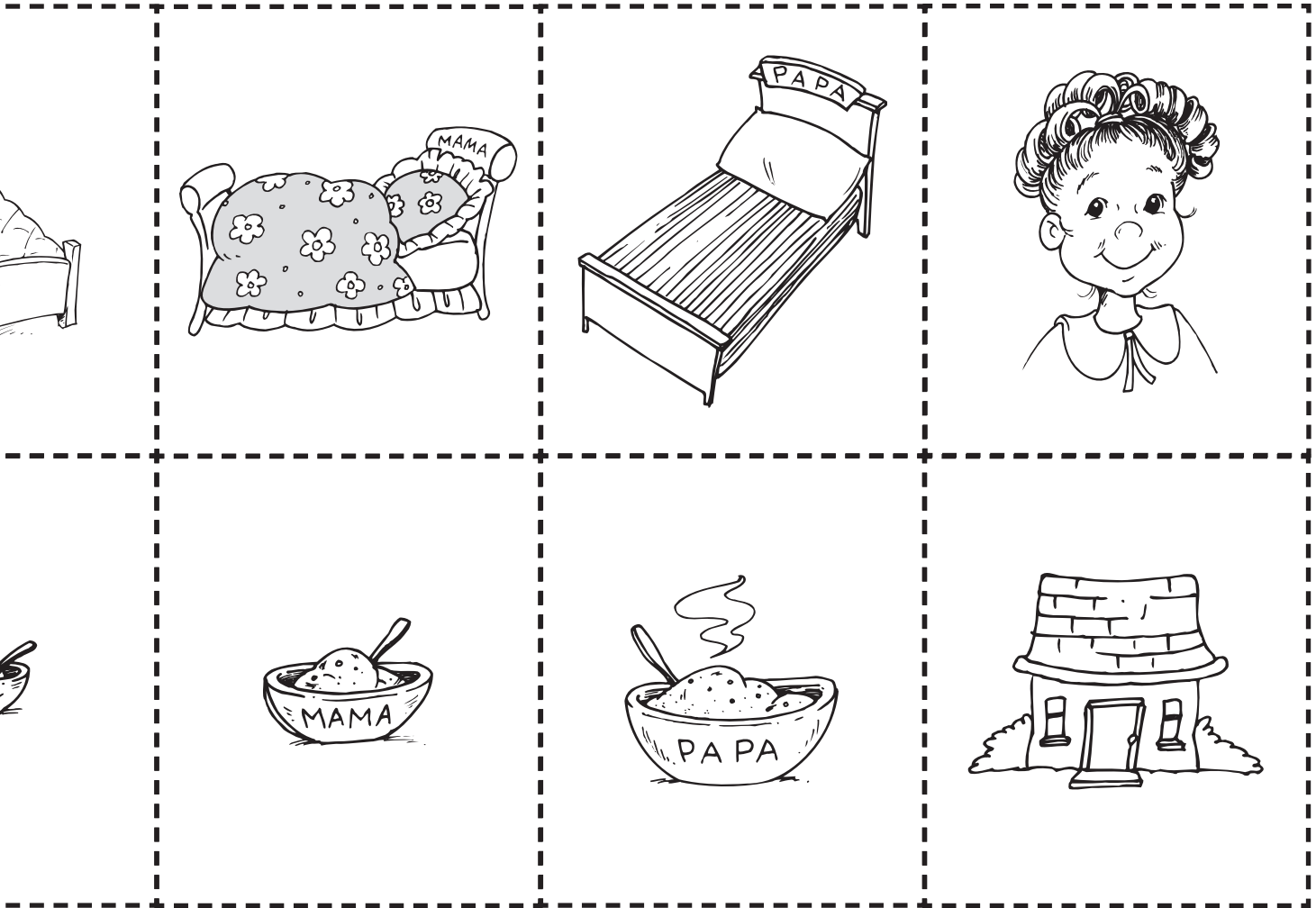
Tic-Tac-Toe Bear

Cut out the squares on the bottom of the page. Play tic-tac-toe.



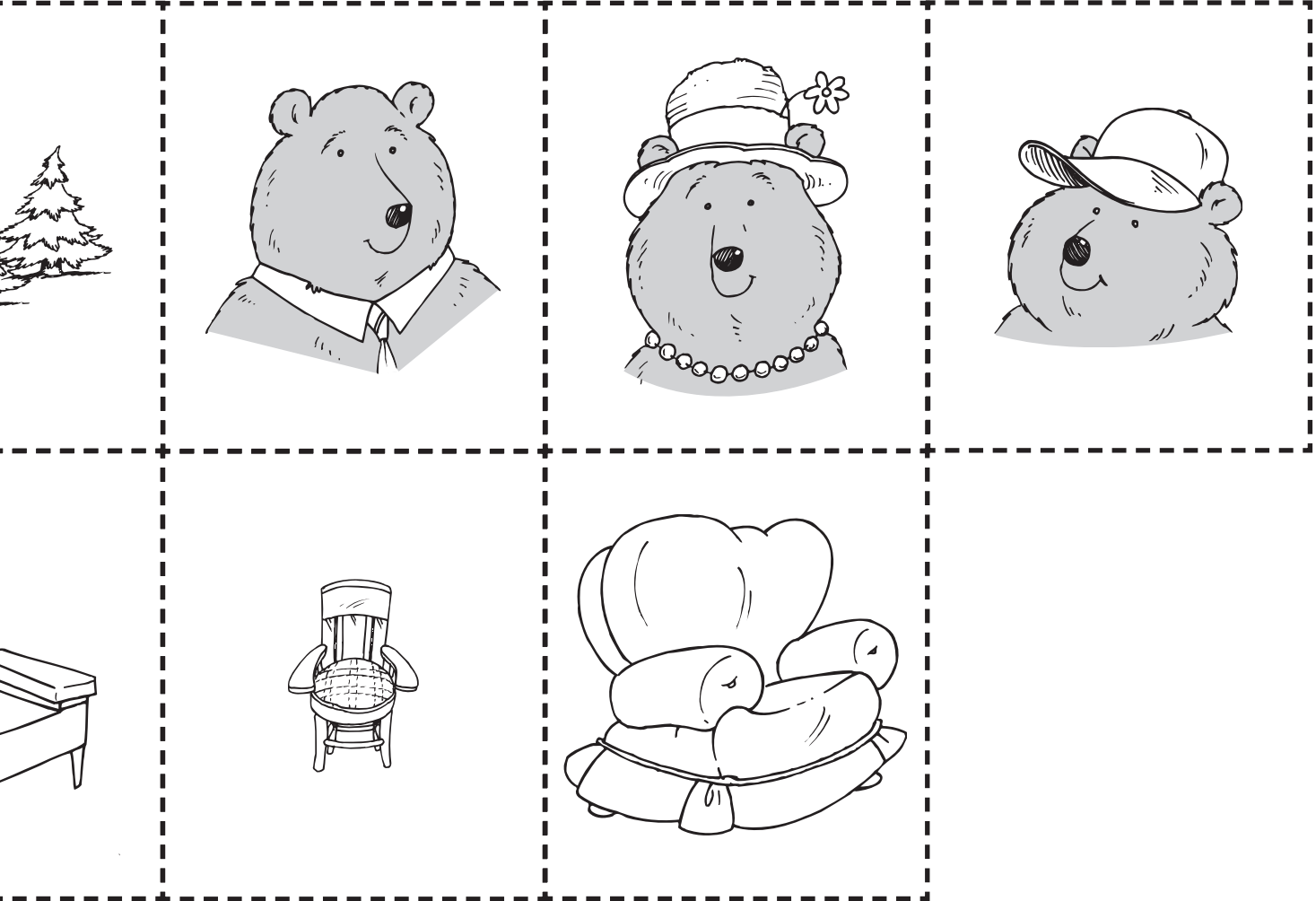
Memory Game

On a separate sheet of paper, make two copies of the cards below and on page 56. Cut apart the cards and place them facedown. See how many correct matches you can find.








Bear Memory Game, *continued*

per, make two copies of the cards below and on page 55.. Cut apart the cards and place them facedown. See
t matches.





Goldilocks and the Three Bears Rebus Story

Read the story aloud, pausing so the child can name the pictures.

Once upon a time, there were three bears —  ,  , and  . They lived in a  in the  .


Papa Bear Mama Bear

Baby Bear house woods

One day,  made some porridge. It was too hot to eat so the bears went for a walk in the  .


Papa Bear

woods

While they were gone, a little girl named  walked by their Goldilocks

 and peeked in. She saw the porridge on the table.

house

 was so hungry that she went inside.

Goldilocks

First  tasted the porridge in Papa Bear's  and said,

Goldilocks bowl

“This porridge is too hot!” Then she tasted the porridge in Mama

Goldilocks and the Three Bears Rebus Story, continued



Bear's  and said, "This porridge is too cold!" Finally she tasted

bowl

the porridge in Baby Bear's  and said, "This porridge is just

bowl

right" and ate it all up.

Then  decided to watch . First she sat in Papa Bear's

Goldilocks

TV




chair

and said, "This chair is too hard!" Then she sat in Mama


Bear's  and said, "This chair is too soft!" Finally she sat in

chair


Baby Bear's  and said, "This chair is just right!" But then, the

chair

chair broke!

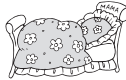

 was tired and decided to take a nap. First she tried Papa



Goldilocks





Bear's  and said, "This bed is too hard!" Then she tried




bed

Goldilocks and the Three Bears Rebus Story, continued




Mama Bear's  and said, "This bed is too soft!" Finally she
tried Baby Bear's  and said, "This bed is just right" and fell
fast asleep.


After a while, the bears came home from their walk.  looked
at his  and said, "Someone's been eating my porridge!"

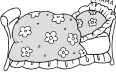


 looked at her  and said, "Someone's been eating my
porridge!"  looked at his  and cried, "Someone's been
eating my porridge and it's all gone!"



Then the three bears looked at their chairs.  said, "Someone's
been sitting in my !"  said, "Someone's been sitting in


Goldilocks and the Three Bears Rebus Story, continued

my   cried, "Someone's been sitting in my  and it's broken!"

The bears checked their bedroom.  looked at his  and said, "Someone's been sleeping in my bed!"

  looked at her  and said, "Someone's been sleeping in my bed!"

 looked at his  and cried, "Someone's been sleeping in my bed and there she is!"

Just then,  woke up and saw the three bears. She jumped out of bed and ran home as fast as she could.

Goldilocks and the Three Bears Rebus Story Questions

If the child can answer questions 1-5, proceed to 6-10, then 11-15.

Fill-in-the-Blanks

1. The bears lived in a house in the _____.
2. The porridge was too _____.
3. The bears went outside for a _____.
4. Goldilocks thought Baby Bear's things were "_____."
5. Goldilocks ran all the way _____.

Factual Questions

6. Who went in the bears' house?
7. What did Goldilocks eat?
8. What did Goldilocks break?
9. Where did the bears find Goldilocks?
10. What did Goldilocks do when she saw the bears?

Inferential Questions

11. Why did Goldilocks go in the bears' house?
12. Why did Baby Bear's chair break?
13. How long were the bears gone?
14. Why did Goldilocks run home as fast as she could?
15. What did Goldilocks learn?

Sight Words

Match the word cards at the bottom of the page to the pictures/words.



Papa Bear



Mama Bear



Baby Bear



Goldilocks

Papa Bear

Mama Bear

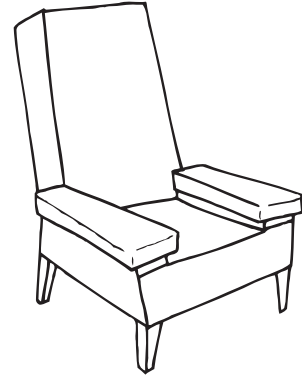
Baby Bear

Goldilocks

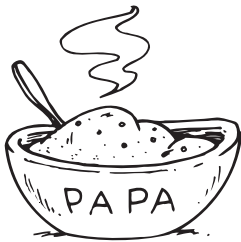
Match the word cards at the bottom of the page to the pictures/words.



house



chair



bowl



bed

house

chair

bowl

bed

Sequence Pictures

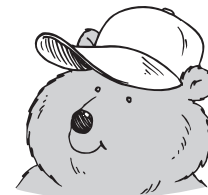
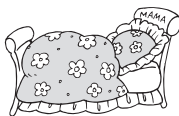
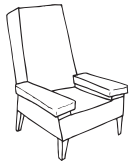
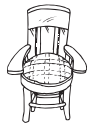
Cut apart the pictures and mix them up. Then have the child put them in the right order and retell the story.



Worksheet 1

Name _____

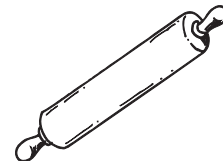
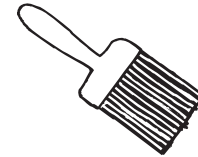
Draw a line from each object to the bear it belongs to.



Worksheet 2

Name _____

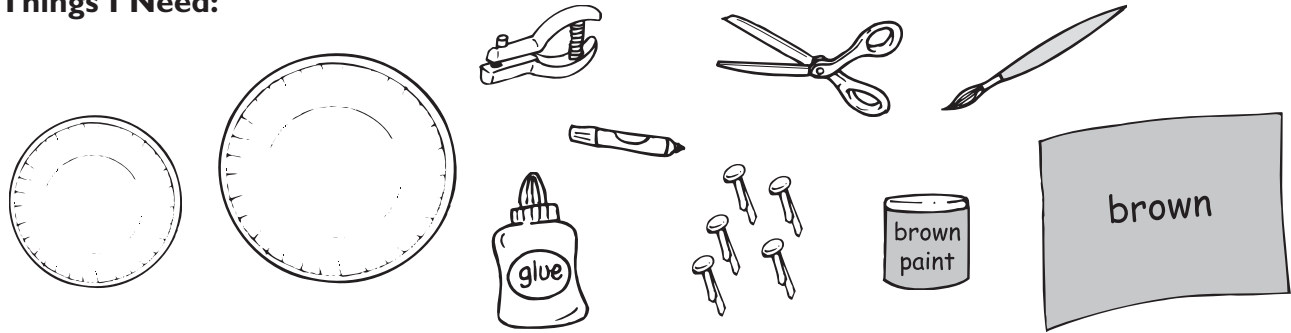
Draw a line from the person to the things they use.



Making a Brad Bear

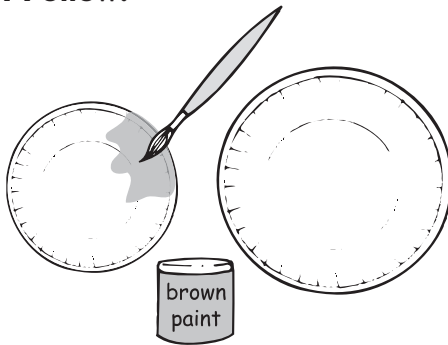
Have fun making the bear!

Things I Need:

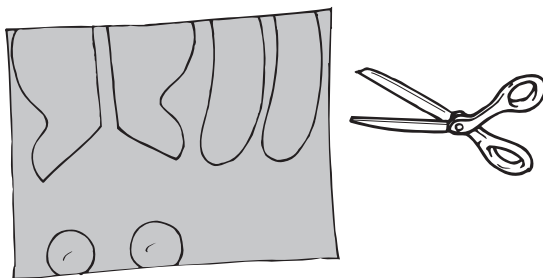


Steps I Follow:

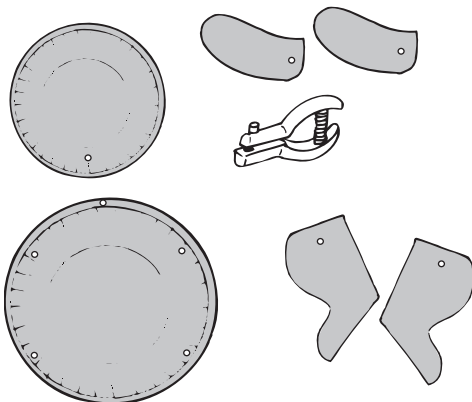
1.



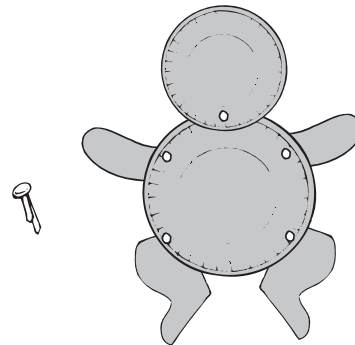
2.



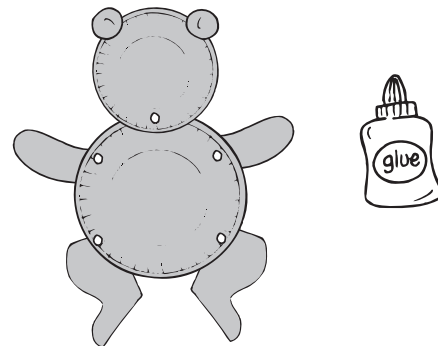
3.



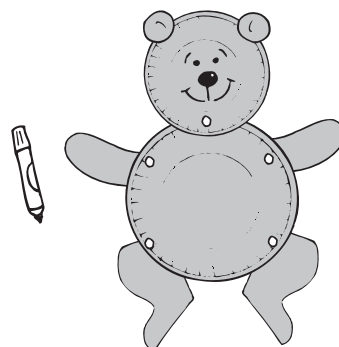
4.



5.



6.





Unit 3: *The City Mouse and the Country Mouse*

Language Target: Associations

The City Mouse and the Country Mouse is a story about the advantages and disadvantages of life in a city versus life in the country. City Mouse visits Country Mouse and is soon bored by the simplicity of life. He persuades Country Mouse to visit him in the city. Country Mouse discovers that the city is a dangerous place to live and promptly returns home.

This story is not repetitive and predictable so the child needs to follow the story line closely. City Mouse and Country Mouse have very different life styles and preferences. The concept of “association” is reinforced throughout the unit. The following vocabulary words are used repeatedly: mouse, city, country, hole, log, flowers, peas, nuts, soup, strawberries, cupboard, house, kitchen, cheese, bread, cake, jelly, and cat.

1. **Mirror Work**

Sit in front of a mirror with the child. A three-fold mirror works well because you can capture the child’s eye contact from three different directions. Make sure you are at the child’s eye level. Do not demand eye contact. Set the child up for eye contact by waiting for him to look at you before starting/continuing a high interest activity. Embed turn-taking in all tasks. Here are some activities that may capture the child’s interest:

- ◆ Draw a mouse with a grease pencil or washable marker on the mirror. The picture on page 73 will help you with your artwork. The child may want to refer to the picture for help in naming body parts. Ask the child to contribute ideas (e.g., Draw the mouse’s head and then ask, “What else does the mouse need? Should I draw the eyes or the ears next?”). Give the grease pencil/marker to the child so he can take a turn at drawing. He may need hand-over-hand assistance at first.
- ◆ Blow bubbles at the mouse, waiting for eye contact before blowing again. If you wet the mirror with a spray bottle, the bubbles will stick. Hand the wand to the child so he can take a turn blowing. Remember to imitate and expand on what the child does. Once the child is familiar with the activity, close the lid on the bubble jar tightly so it is difficult for the child to open. He will then have a reason to ask for help.
- ◆ Ask the child to point to body parts (e.g., “Here are the mouse’s ears. Show me your ears.”).
- ◆ Wash/dry the mirror with window cleaner and a paper towel.
- ◆ Squeak like a mouse as you form the mouse sign (flick your index finger past your nose several times). See Appendix A, page 219.

Unit 3: The City Mouse and the Country Mouse, *continued*

- ◆ Play peek-a-boo with a stuffed mouse or while wearing a mouse mask (page 74). Remember to give the child an opportunity to use the props. You might make two masks, one for the child and one for yourself, and develop dialogue based on events from the story.
- ◆ Use a mouse puppet to play imitation games (e.g., “The mouse can tap the table. Can you tap the table too?”).

2. Naming Pictures

Ask the child to point to the pictures in a left to right order as he names them. A question prompt may be necessary on some or all of the pictures. Pause before correcting a child's mistake as he may correct the mistake spontaneously if given the chance. Here are some naming activities:

- ◆ **Let's Count Mice** (page 75)
Have the child count the mice from one to ten. Once he can easily name the numbers in sequence, ask the child to name them backwards, by twos, out of sequence, etc.
- ◆ **Let's Describe Mice** (page 76)
Have the child color the mice using different colors. When he is finished, ask the child to first state the size of each mouse (e.g., “It is big. It is little.”) and then the color of each mouse. When he can easily state the size and color independently, combine the two features into one sentence (e.g., “It is a little, blue mouse.”).
- ◆ **Who Is This?** (page 77)
Ask the child to label each character (e.g., “This is City Mouse. This is Country Mouse. This is the house cat.”).
- ◆ **What Does He Eat?** (page 78)
Ask the child to associate the animal with the food it eats (e.g., “Country Mouse eats peas. City Mouse eats cheese. A dog eats a bone.”).
- ◆ **Where Does It Live?** (page 79)
Ask the child to associate the animal with where it lives (e.g., “City Mouse lives in the city. Country Mouse lives in the country. A dog lives in a doghouse.”).

3. Game Time

Ask the child to select a game from the three provided. The child should assist in the setup and takedown of the game. Briefly explain and demonstrate the rules of the game before playing. Establish a dialogue of the steps involved to develop the child's independence (e.g., "First I pick a card. I found a log. The log belongs to the Country Mouse. I put a chip on one of the pictures of the Country Mouse. Now it's your turn."). Repeat "your turn/my turn" frequently in the early stages of the game. Once the child understands the rules, make mistakes so he can catch and correct you (e.g., take two turns in a row, place the card on the wrong picture, act distracted when it's your turn). Develop a "good game" routine at the end of the game (e.g., Give a "high five" and say "nice game."). A small prize such as a sticker for the winner could also be part of the routine. Encourage the child to tell others why he got the prize.

◆ **Mouse Bingo** (pages 80 – 82)

Cut out the game pieces and place them facedown on the table. Give each player a bingo card. Have players take turns selecting a game piece and stating which mouse the picture on the game piece is associated with (e.g., "The cheese belongs to the City Mouse."). The player places the game piece on the appropriate mouse and the next player takes a turn. Play proceeds until one player has four in a row (vertically, horizontally, or diagonally) and calls out "bingo!"

◆ **Scat Cat!** (pages 83 and 84)

Make two copies of the pictures on heavyweight paper. Cut out the cards and discard one cat. Deal all of the remaining cards. Players take turns asking for an item to make pairs. Pairs are placed on the table in front of each player. The person left with the cat in his hand tells the cat to "Scat!" (Game is played similar to "Old Maid.")

◆ **I Wanna Go Home!** (pages 85 and 86)

Each player selects a City Mouse or a Country Mouse game board. Use a penny or token for a game piece. Take turns rolling a die to help the mouse on the game board get home. When a player lands on a cat, he gets an extra turn. The first player to get his mouse home is the winner.

4. Rebus Story (pages 87 – 89)

Read the rebus story aloud, pausing so the child can label the pictures. Read the dialogue with exaggerated expression to keep the child's attention (e.g., Use a scared voice when the City Mouse yells "Run."). Accompanying the key words with manual signs or gestures will aid comprehension. After reading the story, choose one or more of the activities on the following page.

Unit 3: The City Mouse and the Country Mouse, *continued*

◆ **Answering Questions** (page 90)

Have the child fill in the blanks of questions 1 – 5 with the correct responses. Use rising inflection at the end of each sentence so the child recognizes the need to complete the phrase. If the child can answer questions 1 – 5, move on to the factual questions. Provide choices if the child has difficulty responding spontaneously. If the child can answer questions 1 – 10, move on to the inferential questions. Help the child make the connections necessary to answer the inferential questions by talking through the events of the story. If working with more than one child, have them take turns answering the questions. Encourage the children to help each other if one of them is uncertain of an answer.

◆ **Sight Words** (pages 91 and 92)

Have the child match the sight words on the bottom of the page to the pictures/words (e.g., “Put *city* on *city*.”). Next have the child point to the sight word when named (e.g., “Show me *bread*.”). Then have the child read the sight words aloud.

◆ **Sequence Pictures** (page 93)

Cut apart the pictures and mix them up. Have the child place the pictures in the right order. Then encourage the child to retell the story using the pictures.

5. **Worksheet Practice** (pages 94 and 95)

Ask the child to do the worksheets independently after you explain and demonstrate the directions. Use hand-over-hand assistance for drawing lines and forming letters when needed. Remind the child to write his name on the top of the paper and place it in a designated spot when finished.

6. **Making a Paper Bag Mouse Puppet** (page 96)

The pictures illustrate what is needed and the steps to follow in making a paper bag mouse puppet. Written instructions are not provided so you and the child can figure out the craft together. Remember to:

- ◆ Ask open-ended questions (e.g., “What do we do next? How do we make the puppet work?”).
- ◆ Make mistakes so the child can catch and correct your errors.
- ◆ Follow the child’s lead in the interaction.
- ◆ Be creative! Dress the mouse as a City Mouse or a Country Mouse by cutting clothes out of construction paper.
- ◆ Change the order of the steps to meet your needs (e.g., glue on the tail first).
- ◆ Substitute materials when a pictured item is not available or to make the craft more interesting (e.g., use a black pom-pom for a nose, use pink instead of gray paper).
- ◆ Have fun!

Unit 3: The City Mouse and the Country Mouse, *continued*

The purpose of this activity is not the end product, but the interaction and problem solving that happen along the way. Spreading the craft activity over several sessions is a good way to review and extend the exchange (e.g., “Your mom is here. Let’s finish the mouse tomorrow,” or “I need to buy some pipe cleaners at the store. We can add the whiskers next time.”).

Expansion Activities

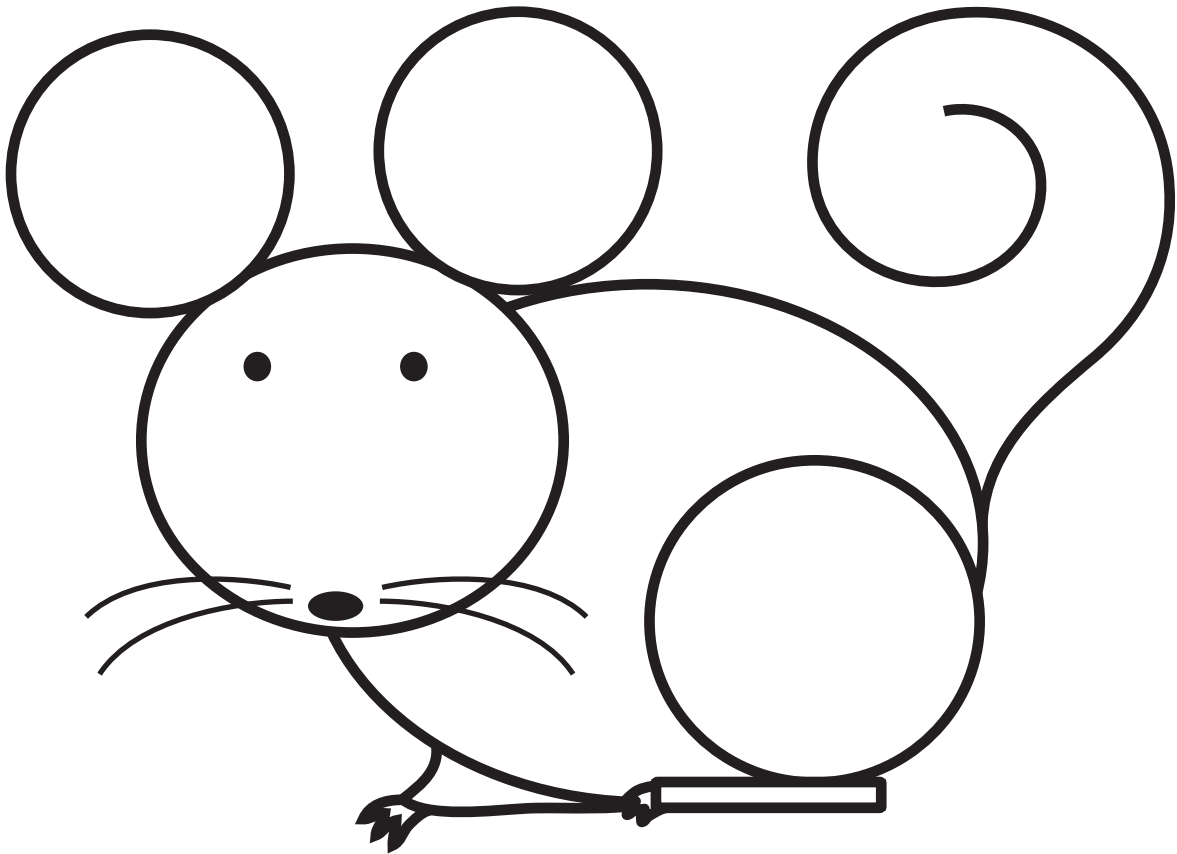
1. Practice the nursery rhyme *Hickory, Dickory, Dock* to develop more appropriate prosodic characteristics in the child’s speech. Clap, sway, march, etc. to the beat.

Hickory Dickory Dock!
The mouse ran up the clock.
The clock struck one.
The mouse ran down.
Hickory Dickory Dock!

2. *Milly and Tilly: The Story of a Town Mouse and a Country Mouse* by Kate Summers adds interesting detail to the fairy tale. Enjoy it together.
3. Follow Matt the Mouse through the *Preschool Reader Rabbit* computer software program. Is Matt a City Mouse or a Country Mouse? The *Old MacDonald* cause-and-effect software program by Don Johnston, Inc. has a “country mouse” and *Humpty & Friends* by the same company has a “city mouse.”

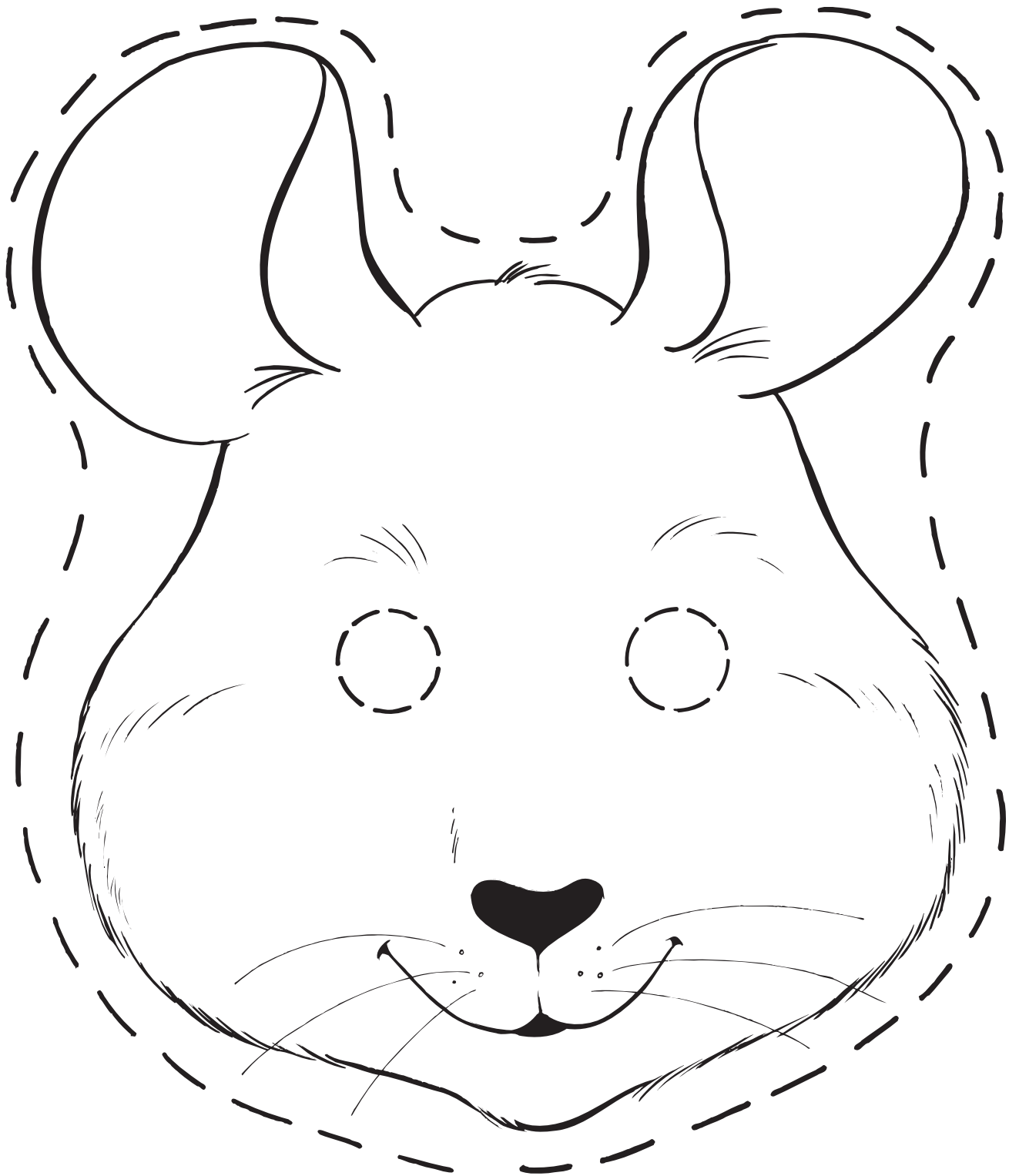
Mirror Work

Place this picture in front of the mirror to use as a guide when drawing the mouse.



Mouse Mask

Cut out the mask and eyes along the dotted lines. Tape a tongue blade or craft stick to the inside bottom of the mask.



Let's Count Mice

Count the mice from 1 to 10. Then count backwards, by twos, out of sequence, etc.

