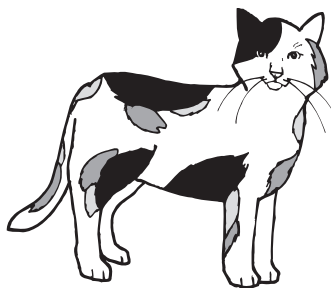
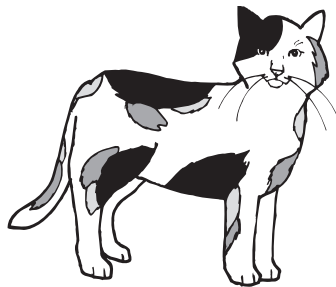
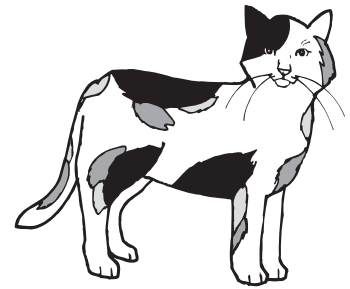

Let's Describe Mice

Describe each mouse.



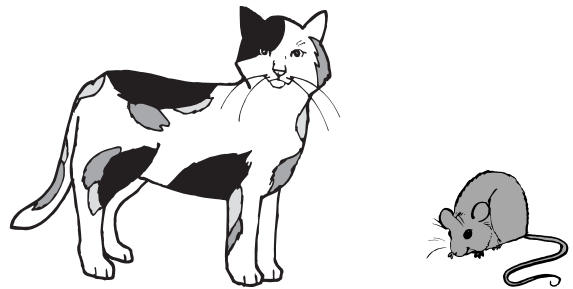
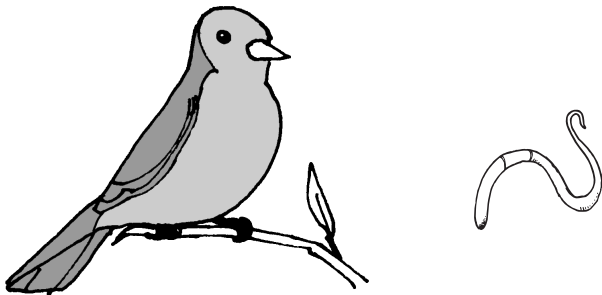
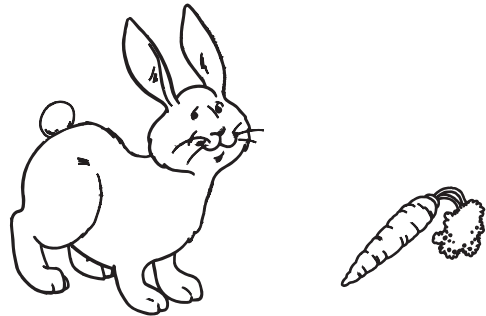
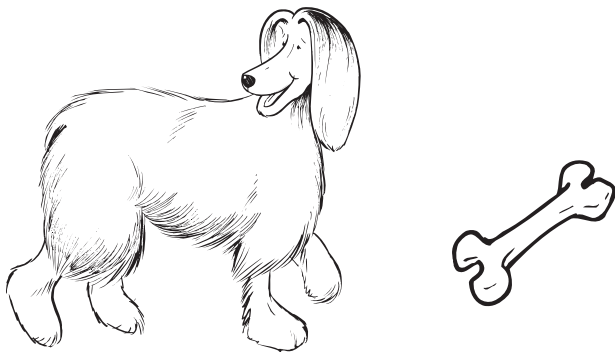
Who Is This?

Name each character.



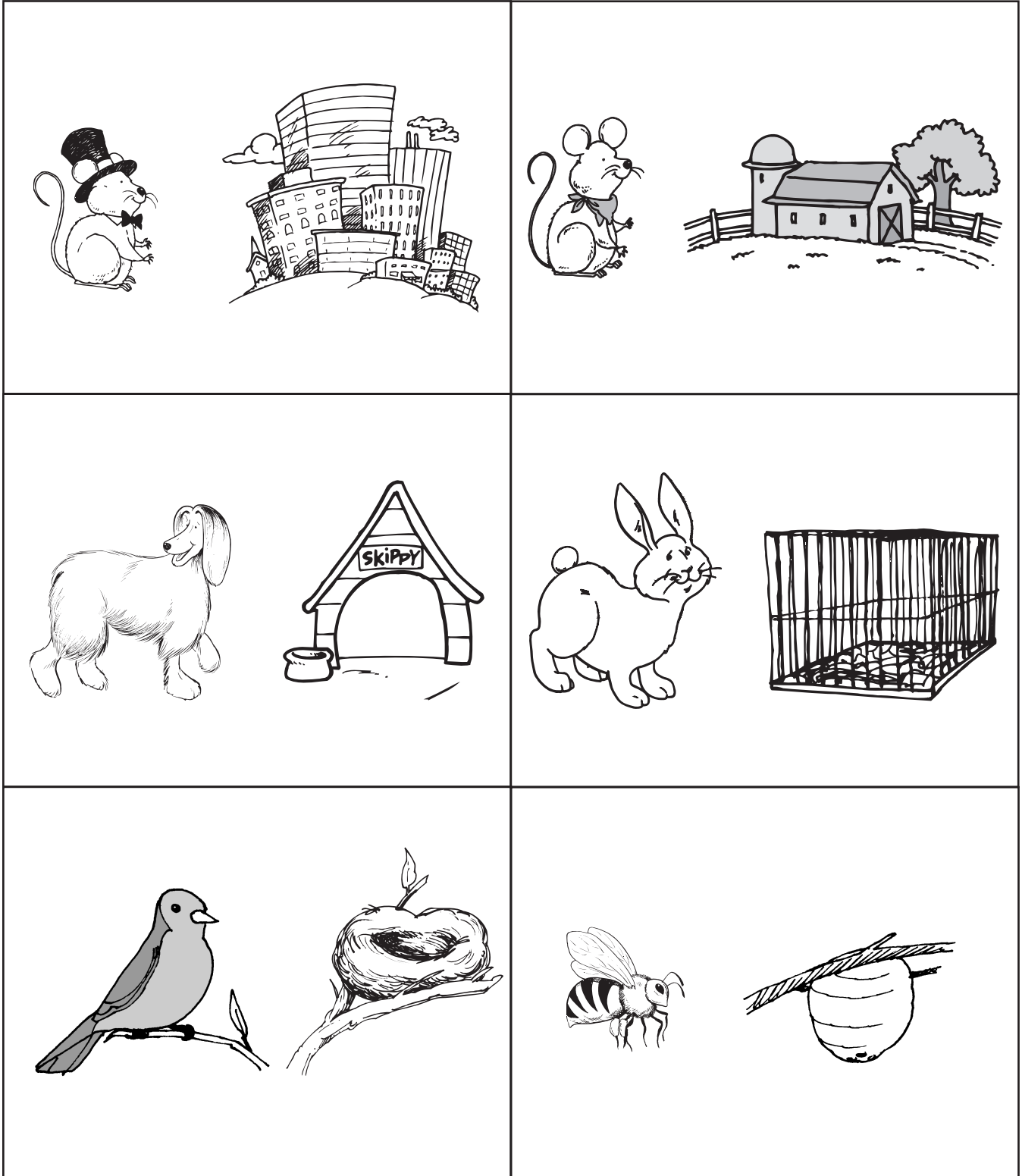
What Does He Eat?

Talk about each animal and the food he eats.



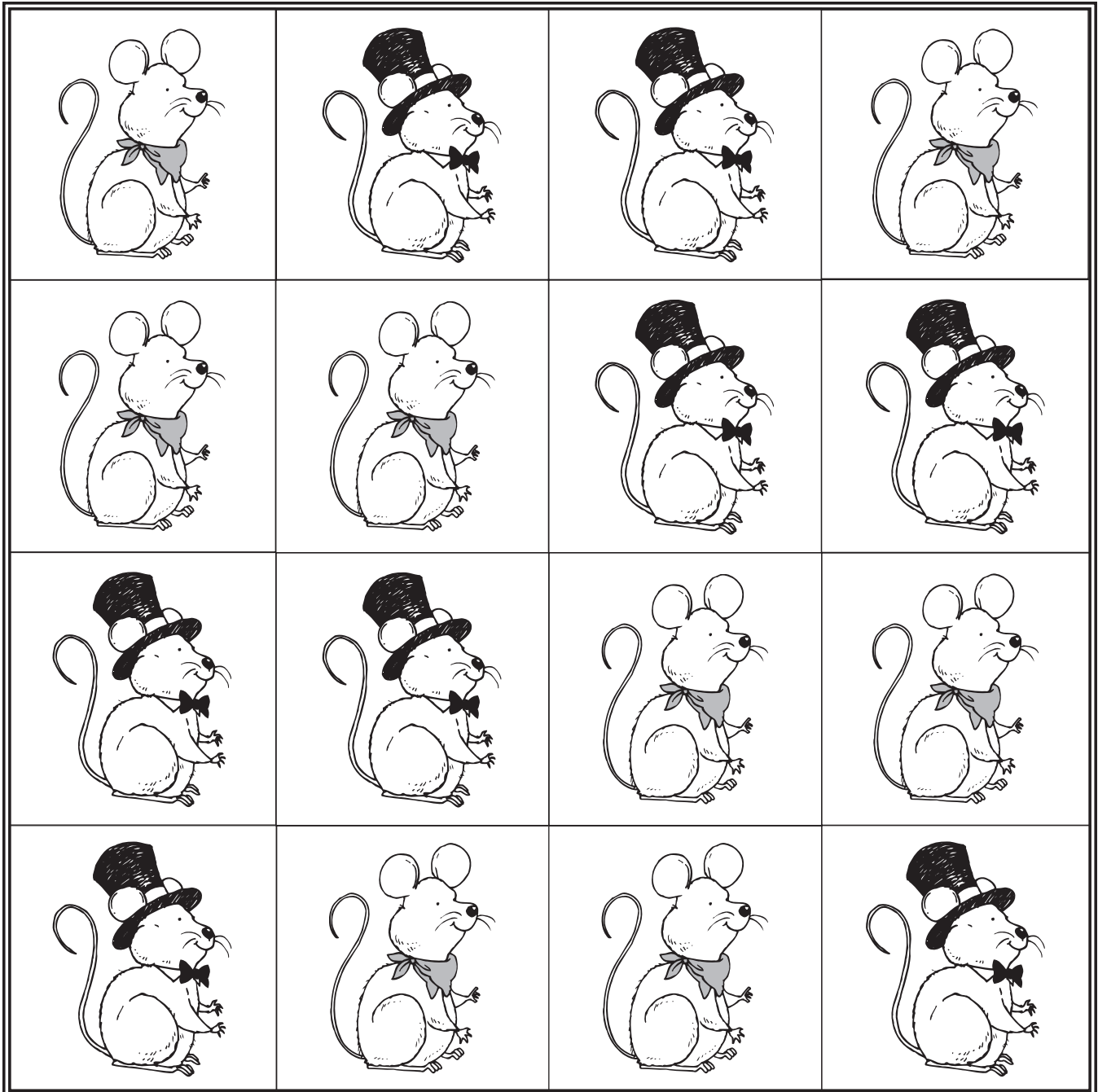
Where Does It Live?

Talk about each animal and where it lives.



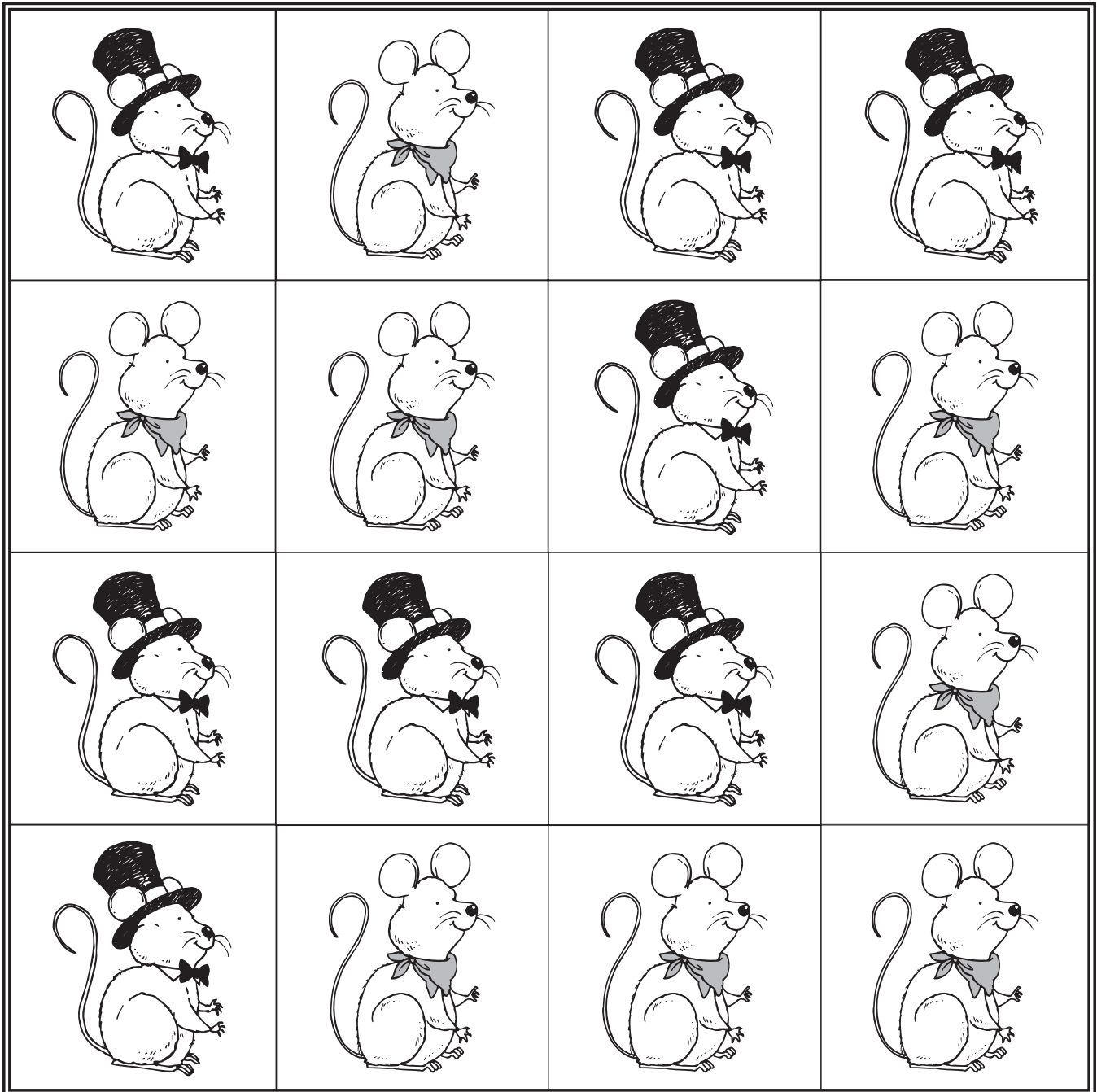
Mouse Bingo (Card 1)

Give each player a bingo card (below and on page 81). Use them to play bingo with the game cards on page 82.



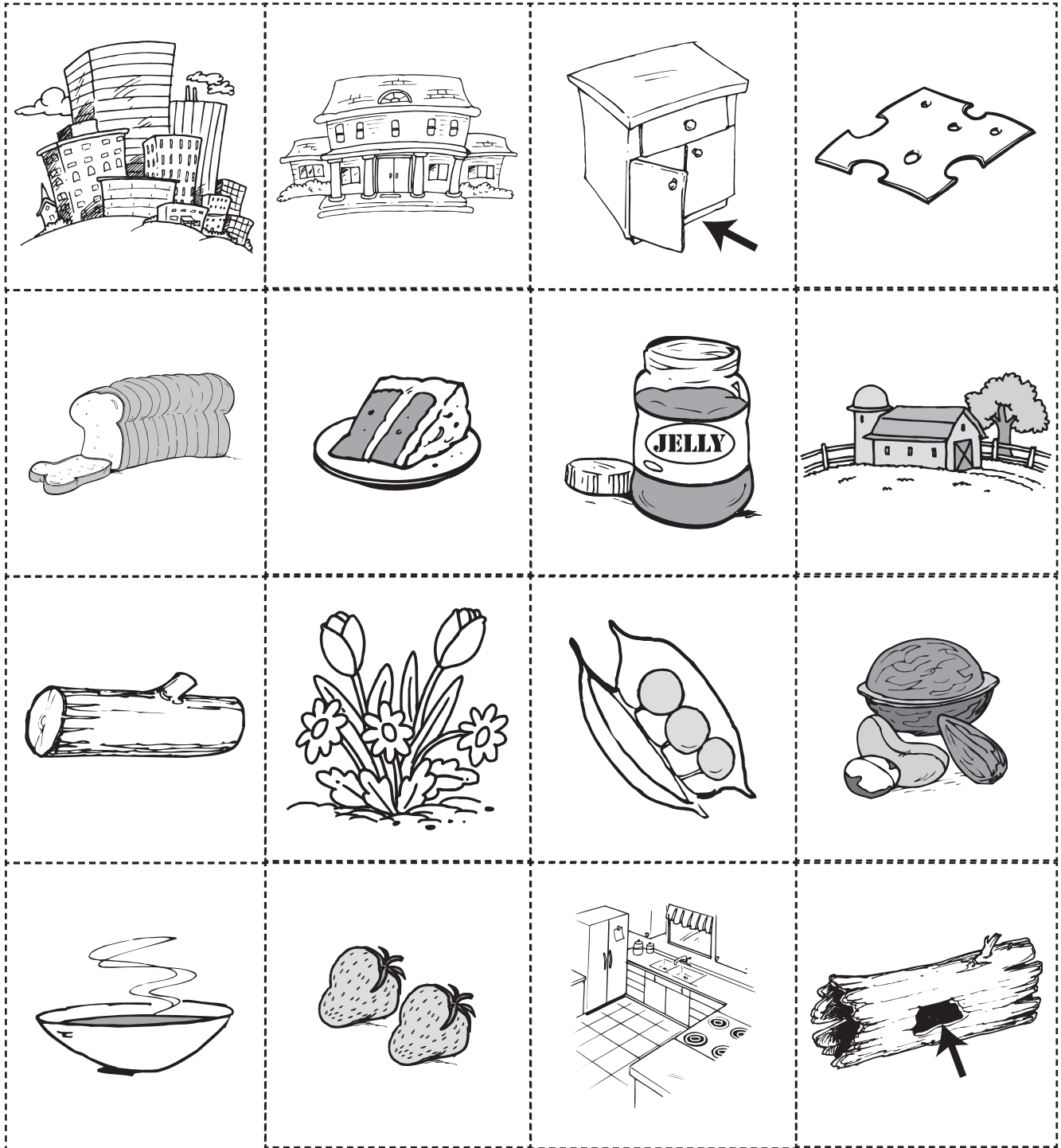
Mouse Bingo (Card 2)

Give each player a bingo card (below and on page 80). Use them to play bingo with the game cards on page 82.

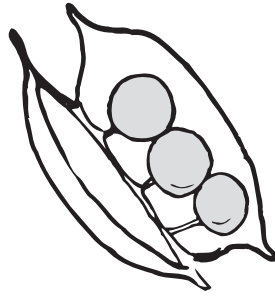
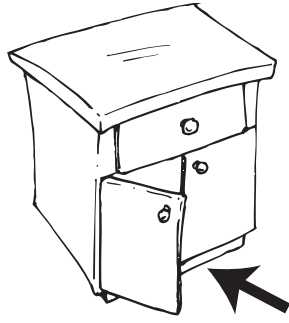


Mouse Bingo Game Cards

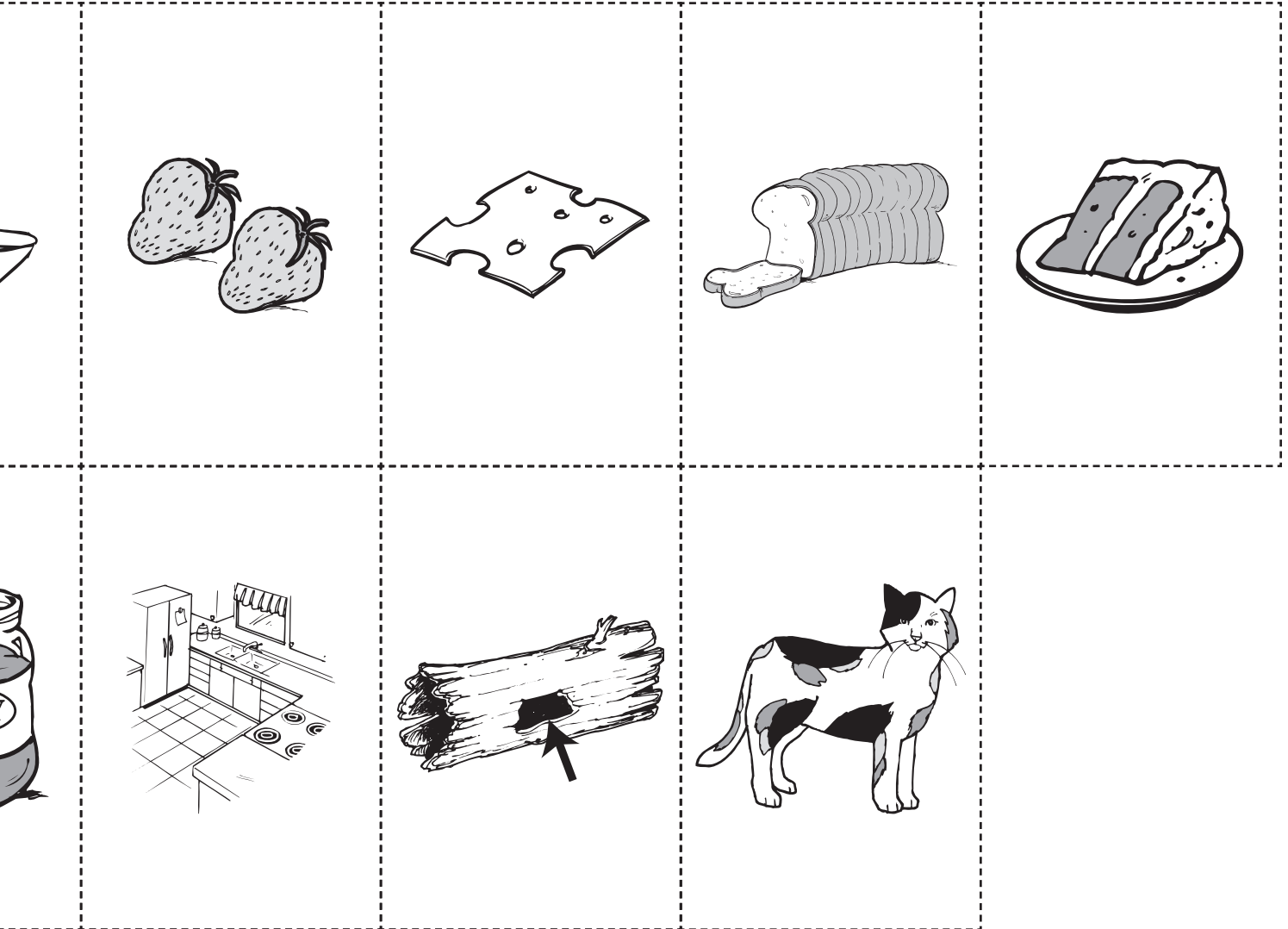
Cut out the game cards. Use them to play bingo with the cards on pages 80 and 81.



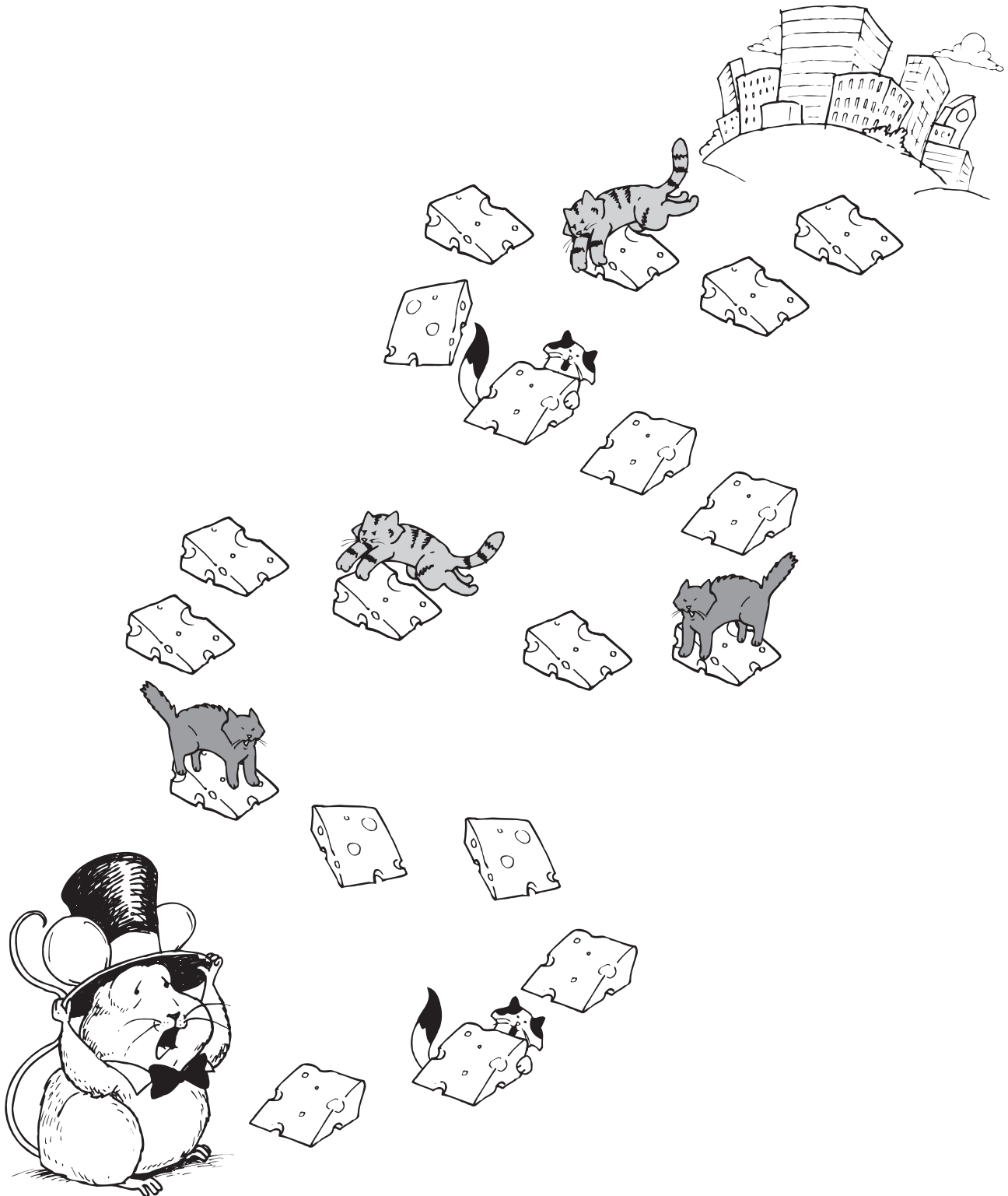
Maid" with the cards below and on page 84. The person left with the cat in his hand tells the cat to "Scat!"



Maid" with the cards below and on page 83. The person left with the cat in his hand tells the cat to "Scat!"



Help the City Mouse get home.



The City Mouse and the Country Mouse Rebus Story

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



City Mouse

went to visit his cousin in the

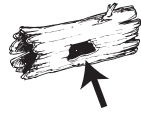


country



Country Mouse

lived in a snug little



hole

in an old



log

in a field of wild



flowers



Country Mouse

was excited to see



City Mouse

so he prepared the

best supper he had to offer.



Country Mouse

served dried



peas

, roasted



nuts

, cabbage



soup

and fresh



strawberries

. But



City Mouse

just picked and nibbled at the food

on his plate. “How can you live like this?”



City Mouse

asked. “Your





food is so simple and your life is so dull. You must come to the






city

to see what you are missing.”


The City Mouse and the Country Mouse Rebus Story, continued

So  and  set off at once for the  . 

City Mouse Country Mouse city City Mouse

lived in a cozy little  in the  of a big fancy  .

cupboard kitchen house


After their long journey,  was hungry. He politely asked,

Country Mouse

“May I have something to eat?”

“Of course,” replied  , “follow me.” They tiptoed through




City Mouse

the  and into the dining room. On the table were the


kitchen

leftovers from a fine supper.  and  began munching

City Mouse Country Mouse

on the rich  , buttered  , chocolate  , and

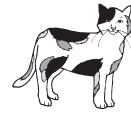
cheese bread cake

sweet raspberry  .

jelly

The City Mouse and the Country Mouse Rebus Story, continued

Just then the doors burst open and in flew a large house



cat

“Run!” yelled



City Mouse

. They ran for their lives back to the



cupboard

in the



kitchen

“Whew,” said



Country Mouse

, “the



city

is such a dangerous place to

live! I think the



country

is the place for me.” So the next day,



Country Mouse

returned to his simple, dull, safe life in the



country

The City Mouse and the Country Mouse

Rebus Story Questions

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

Fill-in-the-Blanks

1. Country Mouse lives in a snug little hole in a _____.
2. City Mouse lives in a cozy little cupboard in a _____.
3. City Mouse visited Country Mouse. Then Country Mouse visited _____.
4. In the city, Country Mouse and City Mouse were chased by a large house _____.
5. Country Mouse thought that life in the city was _____.

Factual Questions

6. Where does Country Mouse live?
7. What did Country Mouse serve City Mouse for supper?
8. Did City Mouse like the food that Country Mouse gave him?
9. Where does City Mouse live?
10. Does the cat catch the mice?

Inferential Questions

11. Why does Country Mouse like living in the country?
12. Why does City Mouse like living in the city?
13. Where would you like to live? Why?
14. Why did the cat chase the mice?
15. Which mouse will live longer? Why do you think so?

Sight Words

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



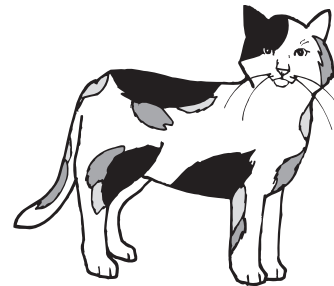
city



mouse



country



cat

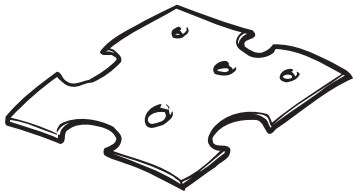
city

mouse

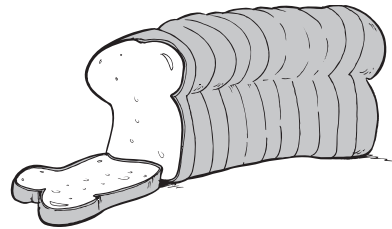
country

cat

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



cheese



bread



soup



nuts

cheese

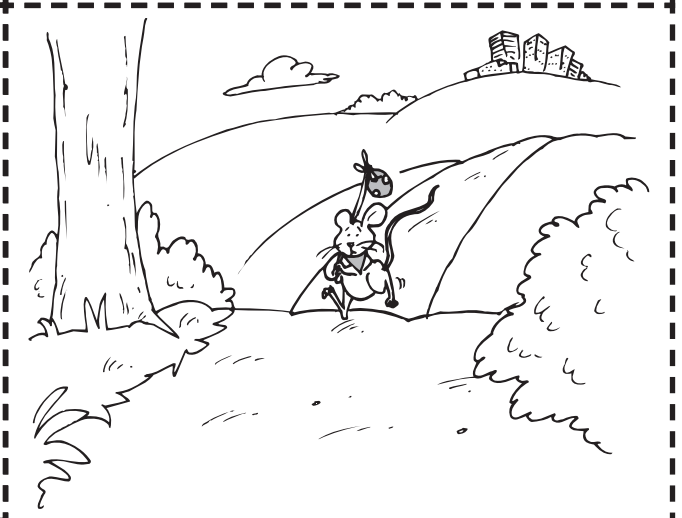
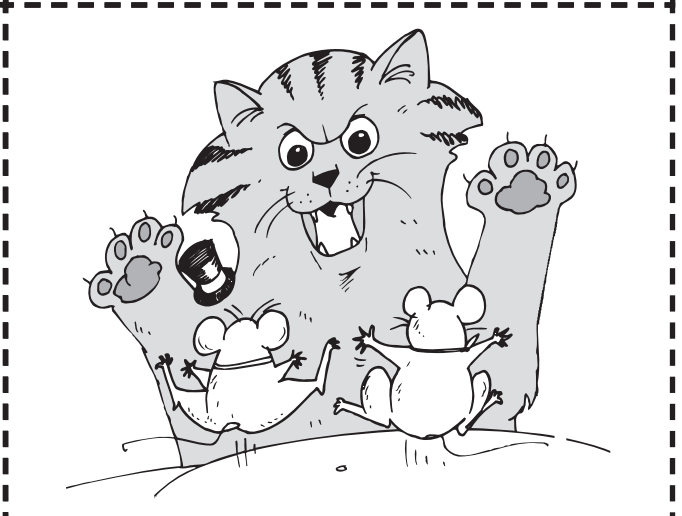
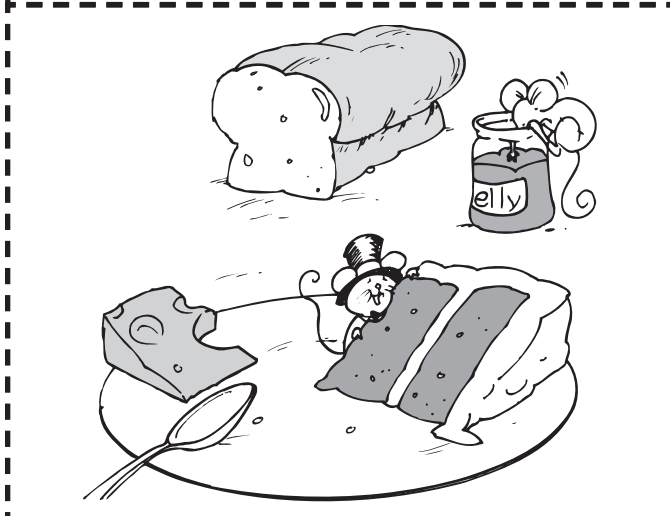
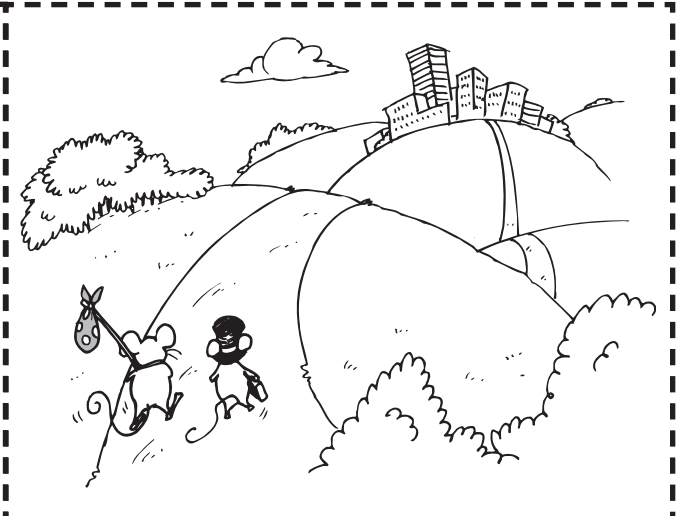
bread

soup

nuts

Sequence Pictures

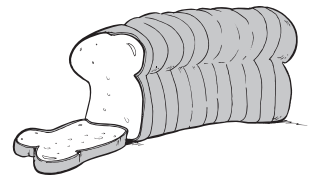
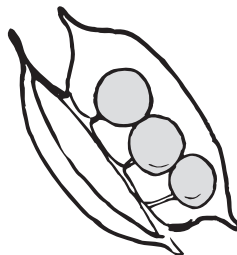
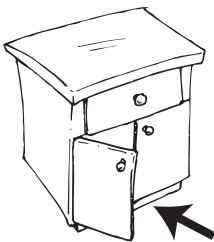
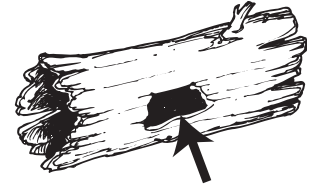
Cut apart the pictures and mix them up. Then have the child put them in the right order and retell the story.



Worksheet 1

Name _____

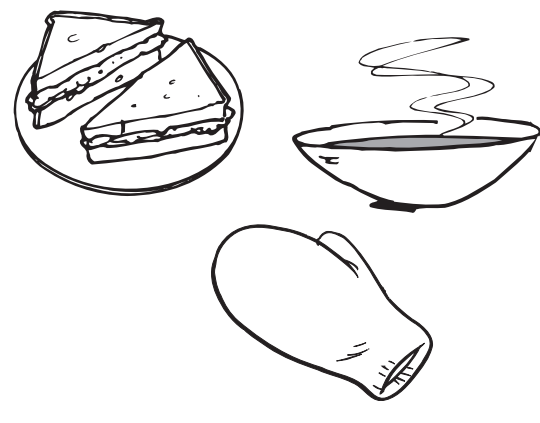
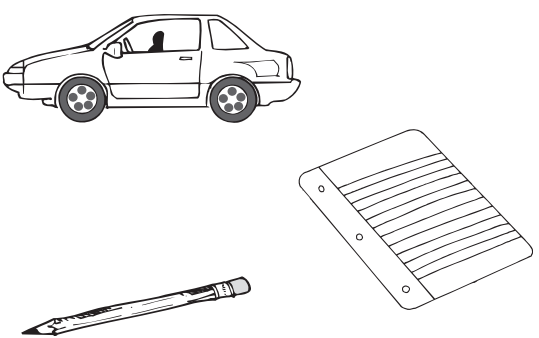
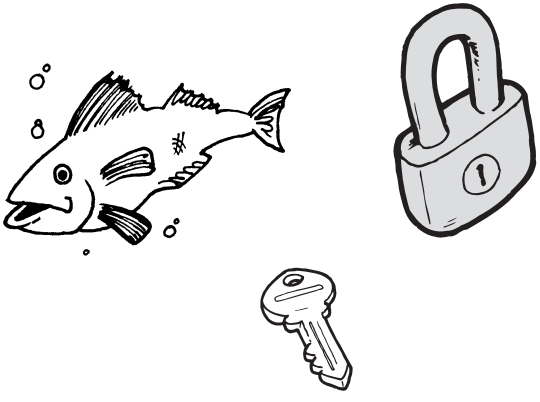
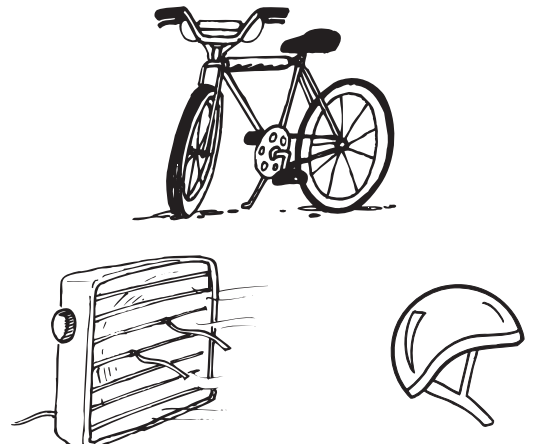
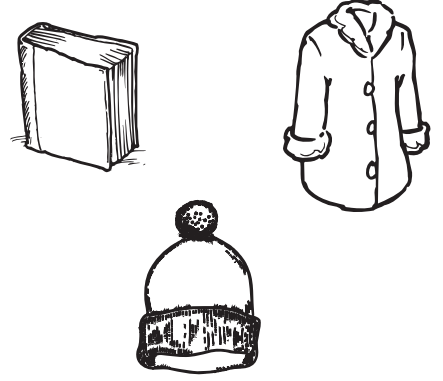
Draw a line from each object to the mouse it belongs to.



Worksheet 2

Name _____

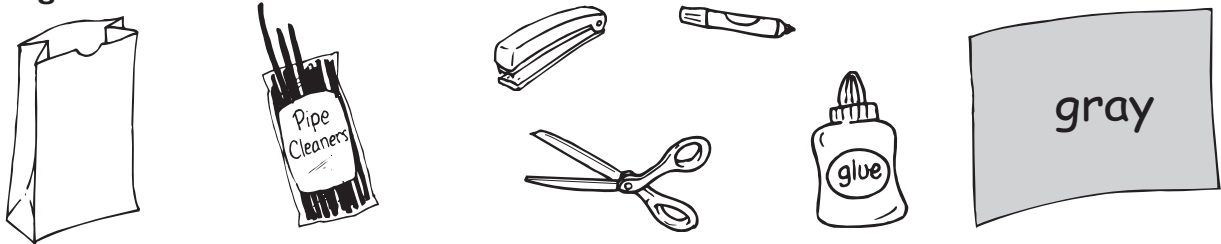
Look at each group of pictures. Circle the pictures that belong together.

Making a Paper Bag Mouse Puppet

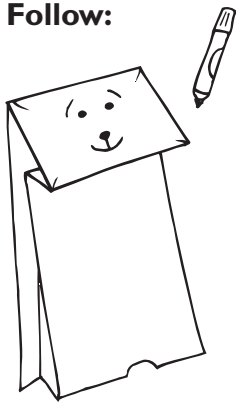
Have fun making your puppet!

Things I Need:

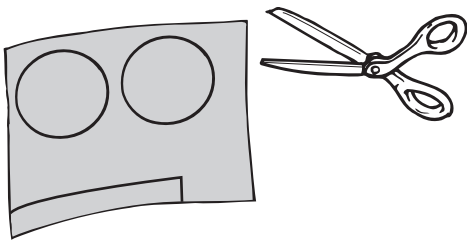


Steps I Follow:

1.



2.



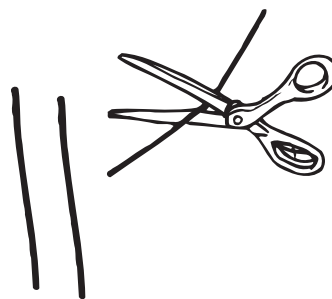
3.



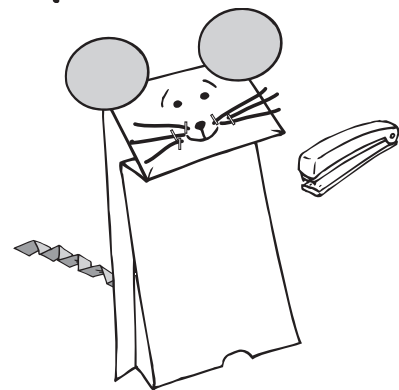
4.



5.



6.





Unit 4: **The Ugly Duckling**

Language Target: Negation

The Ugly Duckling is a story about a mother duck and her four ducklings. One of her ducklings is gray and much larger than the others. He is called the “Ugly Duckling.” The farm animals make fun of the Ugly Duckling so he runs away from home. In the spring, the Ugly Duckling flies to a lake and discovers that he is now a beautiful swan.

This is an emotional story about not belonging; something many children can relate to. The concept of “negation” is reinforced throughout this story as it turns out that the Ugly Duckling is not a duckling at all. The following vocabulary words are used repeatedly: Mother Duck, eggs, nest, duckling, Ugly Duckling, river, wings, garden, sheep, barn, summer, fall, winter, spring, and swan.

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 swan with a grease pencil or washable marker on the mirror. The picture on page 102 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 swan’s body and then ask, “What else does the swan need? Should I draw the neck or the feathers?”). 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 swan, 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 are the swan’s eyes. Show me your eyes.”).
- ◆ Wash/dry the mirror with window cleaner and a paper towel.
- ◆ Glide your hand from one side of the mirror to the other as you form the swan sign (right elbow is placed on the left hand as the right hand forms an “s” with the fingers pointed out). See Appendix A, page 219.
- ◆ Play peek-a-boo with a stuffed swan or while wearing a swan mask (page 103). 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 swan puppet to play imitation games (e.g., “The swan can turn his head. Can you turn your head 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 a child’s mistake as she may correct the mistake spontaneously if given the chance. Here are some naming activities:

- ◆ **Let’s Count Swans** (page 104)
Have the child count the swans from one to ten. Once the child can easily name the numbers in sequence, ask her to name them backwards, by twos, out of sequence, etc.
- ◆ **Let’s Describe Swans** (page 105)
Have the child color the swans using different colors. When she is finished, ask the child to first state the size of each swan (e.g., “It is big. It is little.”) and then the color of each swan. When she can easily state the size and color independently, combine the two features into one sentence (e.g., “It is a big, orange swan.”).
- ◆ **Who Is This?** (page 106)
Ask the child to label each character (e.g., “This is Mother Duck. This is a duckling. This is the Ugly Duckling.”).
- ◆ **Let’s Make Sentences** (page 107)
Ask the child to form a sentence about each group of pictures starting with the words “The Ugly Duckling is not a _____ (duckling, goose, peacock, etc.)” End with “The Ugly Duckling is a swan!”
- ◆ **What’s Silly?** (page 108)
Ask the child to form a sentence about each picture starting with the words “A swan does not _____ (drive a car, wear a hat, ride a bike, etc.)”

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 ask you for a card. You give it to me. I put the pair on the table. 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 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.

◆ **Swan Bingo** (pages 109 – 111)

Cut out the 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!"

◆ **Go Fish** (pages 112 and 113)

Make two copies on heavyweight paper. Then cut out the cards. Shuffle and deal seven cards to each player. Place the remaining cards in a pile. Players ask each other for a card to make pairs. If the other player does not have the requested card, she states, "Go Fish" and draws a card from the pile. Pairs are placed faceup on the table. The winner is the person with the most pairs at the end of the game.

◆ **The Ugly Duckling Game** (pages 114 and 115)

Copy the game boards (one for each player) and the game cards on heavyweight paper and cut them out. Give each player a game board. Turn the game cards facedown on the table. Have players take turns drawing a game card, stating either "The Ugly Duckling is a swan," or "The Ugly Duckling is not a ____ (duck, chicken, etc.)." When an animal other than a swan is drawn, the game card is set aside. Swan game cards are placed in the squares next to the Ugly Duckling. The first player to get five swans on her game board is the winner.

4. **Rebus Story** (pages 116 – 119)

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 voice when the Ugly Duckling runs away from home.). Accompanying the key words with manual signs or gestures will aid comprehension. After reading the story, choose one or more of the following activities:

◆ **Answering Questions** (page 120)

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 121 and 122)

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

◆ **Sequence Pictures** (page 123)

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 124 and 125)

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 3-D Swan Lake** (page 126)

The pictures illustrate what is needed and the steps to follow in making a swan lake. 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 we will do with the plastic wrap?”).
- ◆ Make mistakes so the child can catch and correct your errors.
- ◆ Follow the child’s lead in the interaction.
- ◆ Be creative! You might add a sun and flowers to the scene.
- ◆ Change the order of the steps to meet your needs (e.g., glue each part of the scene on the tray after you cut it).
- ◆ Substitute materials when a pictured item is not available (e.g., use an old cookie sheet instead of a Styrofoam meat tray, substitute plastic holiday grass for the construction paper grass).
- ◆ Have fun!

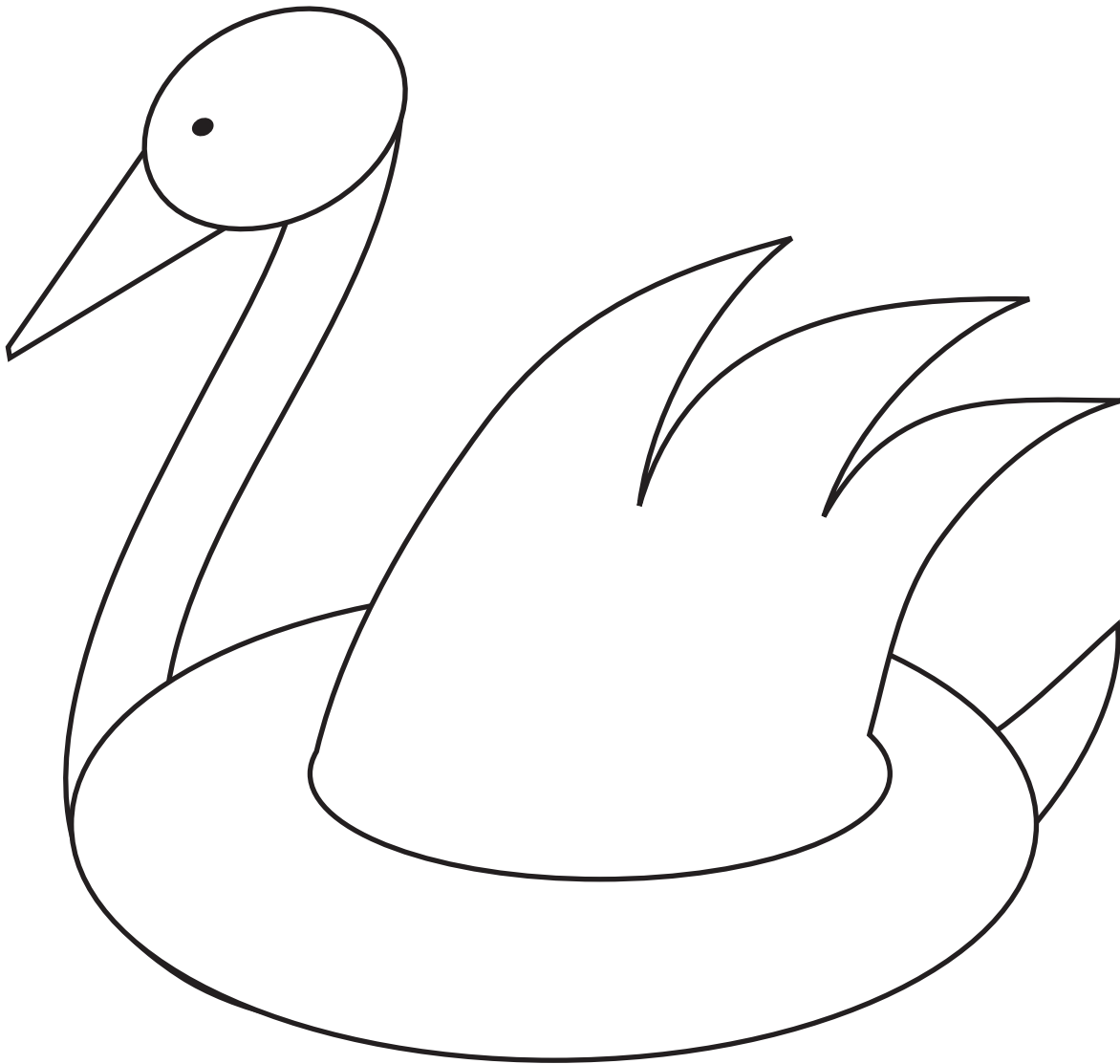
The purpose of this activity is not the end product, but the interaction and problem solving that happen along the way. Spreading the craft activity over several sessions is a good way to review and extend the exchange (e.g., “It’s time to go. We can finish it tomorrow,” or “I need to buy some plastic wrap at the store. We can finish the swan lake next time.”).

Expansion Activities

1. If your city has a park with ducks or swans, encourage the child's parents/caregivers to take the child to feed the ducks/swans. The experience will help the story come alive for the child.
2. *The Ugly Duckling* by Jerry Pinkney is a lovely version of Hans Christian Andersen's fairy tale. Share it with the child. Find a comfortable spot to read like a beanbag chair or under a shade tree.
3. The Don Johnston catalogue carries wonderful cause-and-effect computer programs. *Eensey & Friends* includes a section on *The Five Little Ducks*. A good computer program with activities on seasons (*Let's Visit Acorn Farm*) and negation (*It's a Sorting Machine*) is *Sammy's Science House* by Edmark.

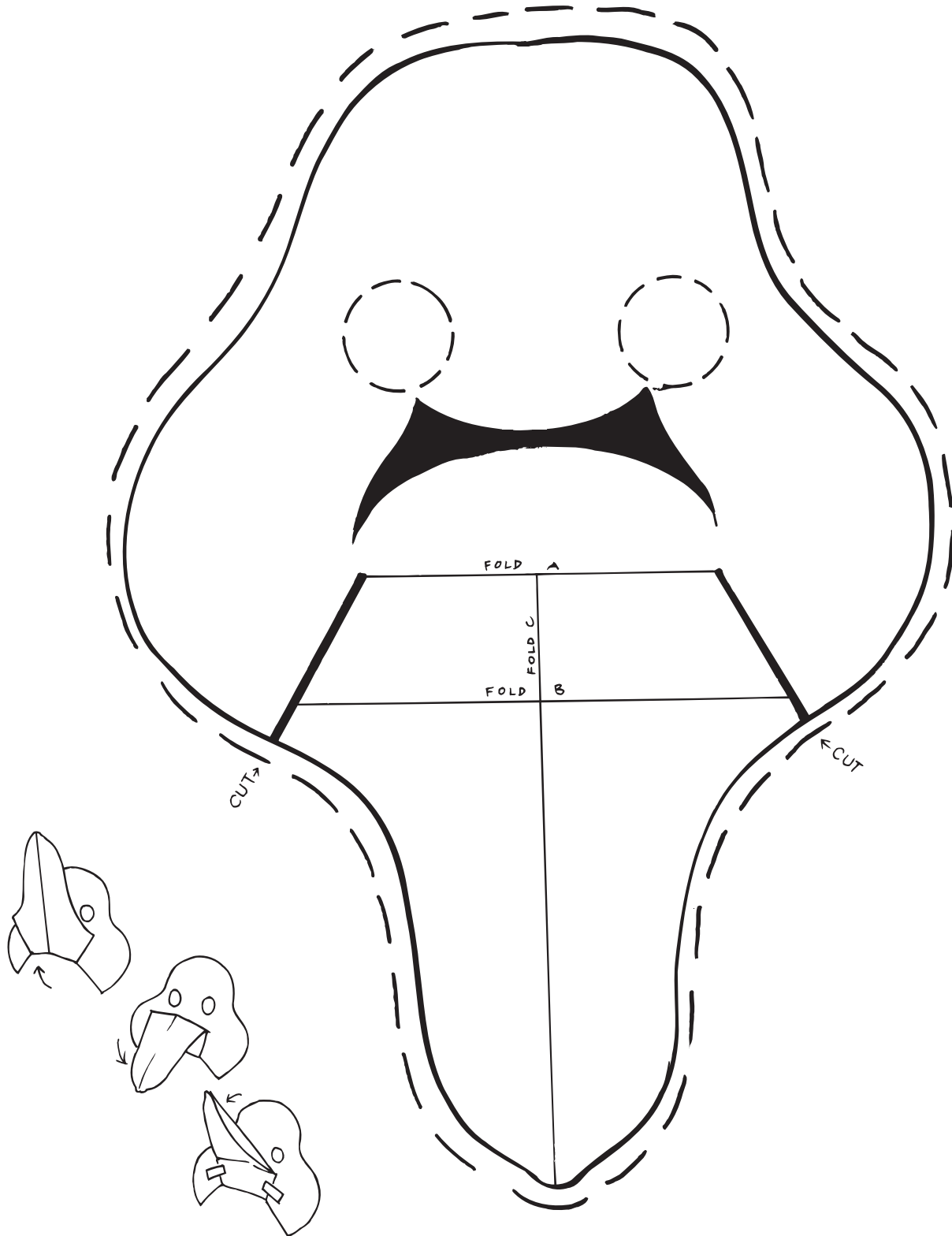
Mirror Work

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



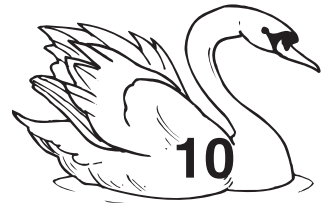
Swan Mask

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



Swans

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



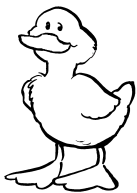
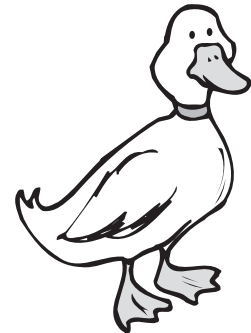
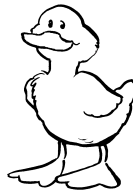
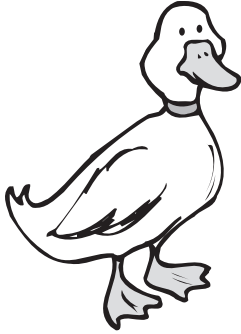
Let's Describe Swans

Describe each swan.



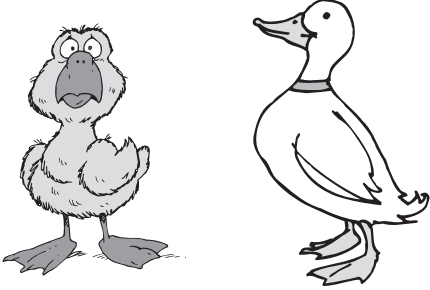
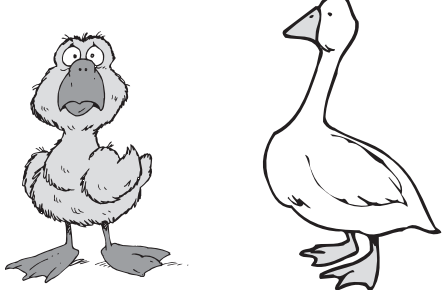

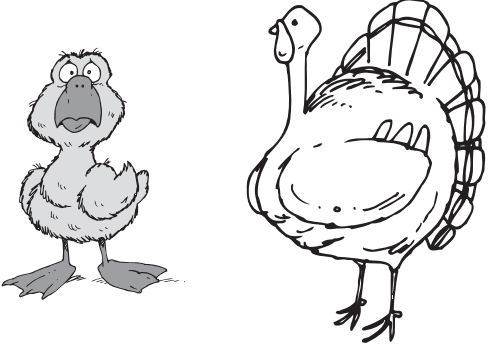
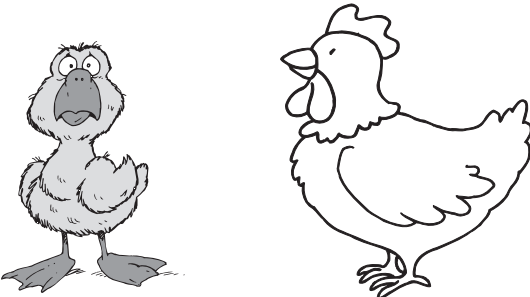
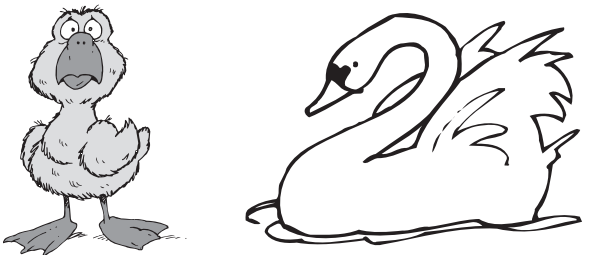
Who Is This?

Name each character.



Let's Make Sentences

Say a sentence about each set of pictures using vocabulary from the unit.

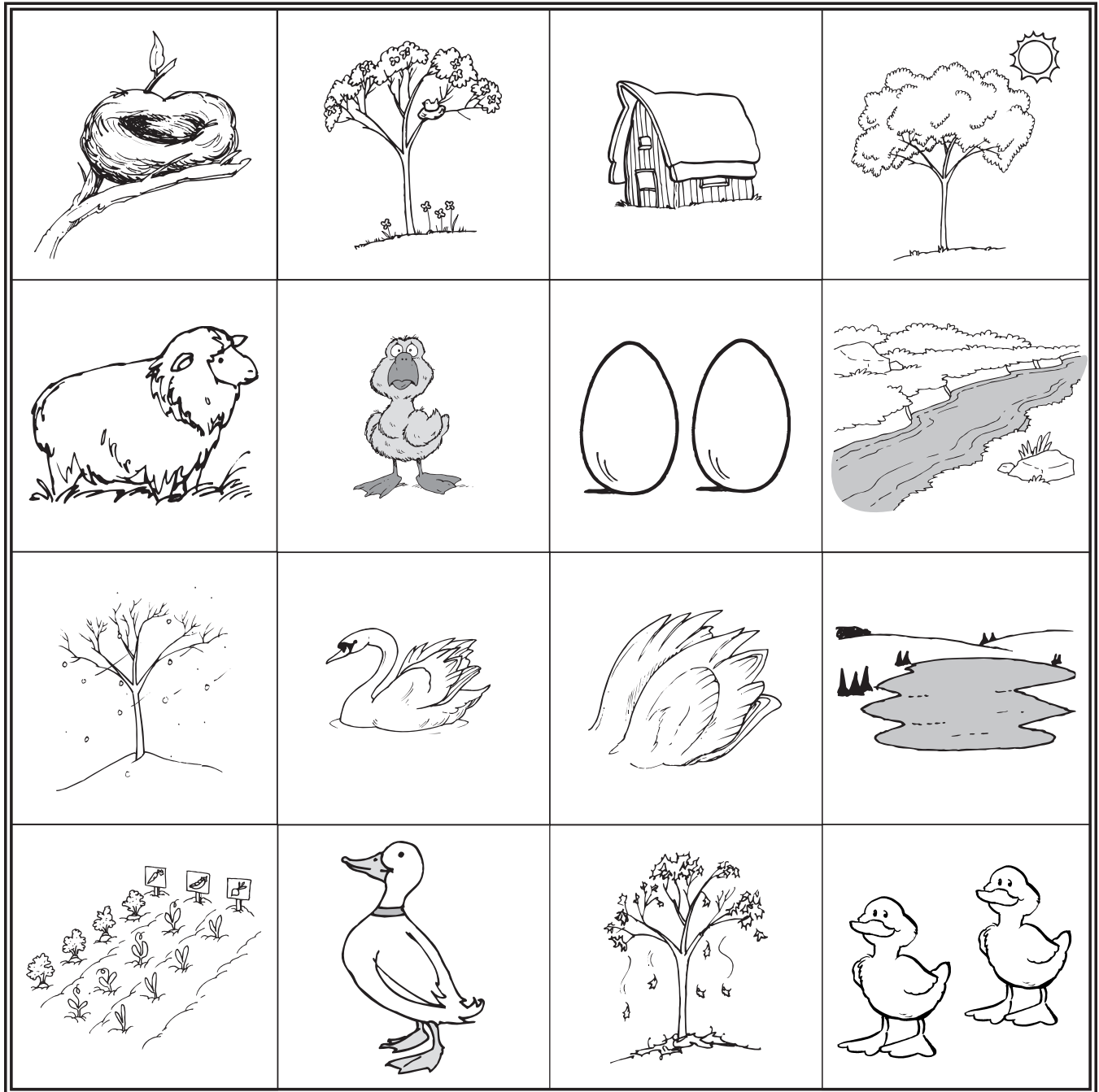
What's Silly?

Say a sentence about each picture. Begin each sentence by saying, "A swan does not _____."



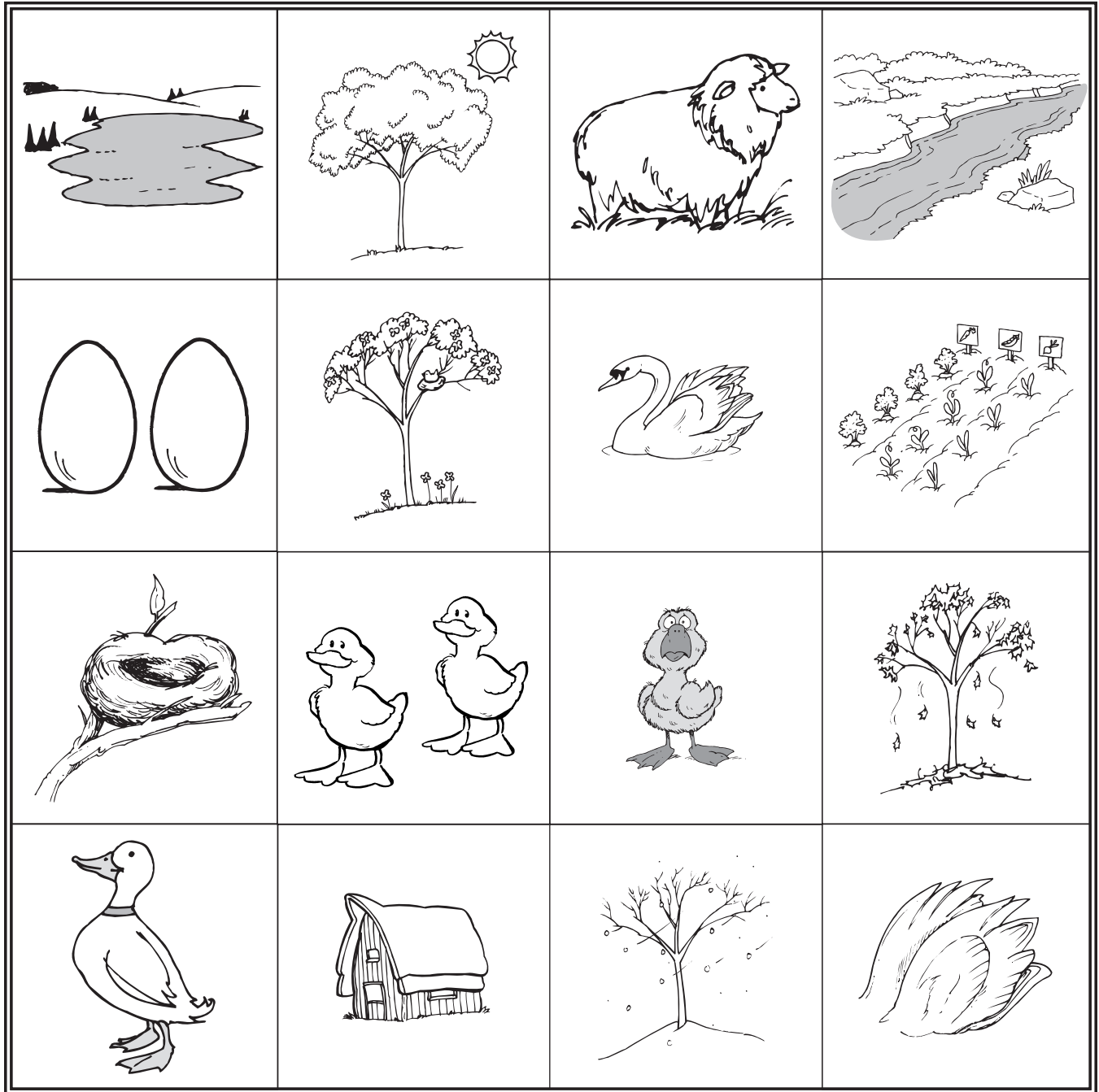
Swan Bingo (Card 1)

Give each player a bingo card (below and on page 110). Use them to play bingo with the game cards on page 111.



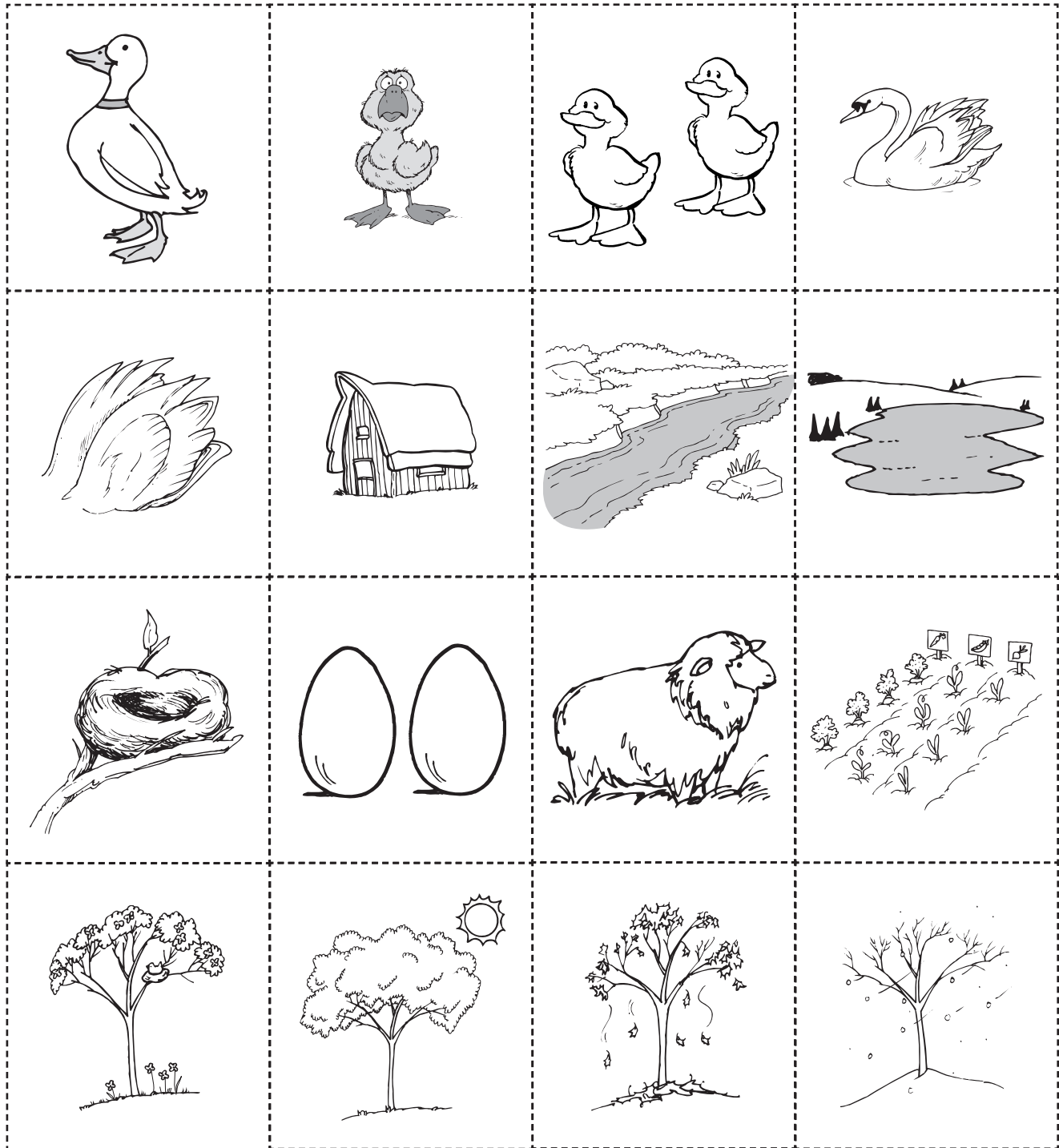
Swan Bingo (Card 2)

Give each player a bingo card (below and on page 109). Use them to play bingo with the game cards on page 111.

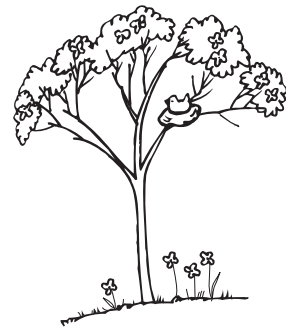
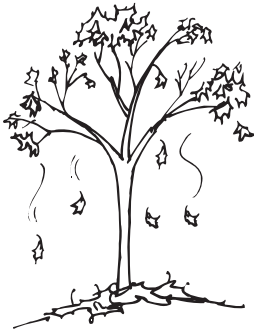
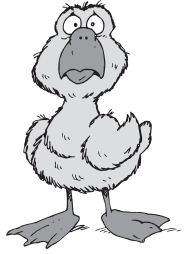
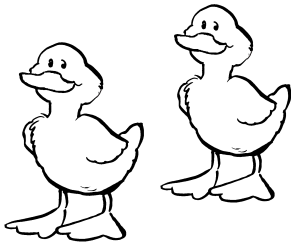


Swan Bingo Game Cards

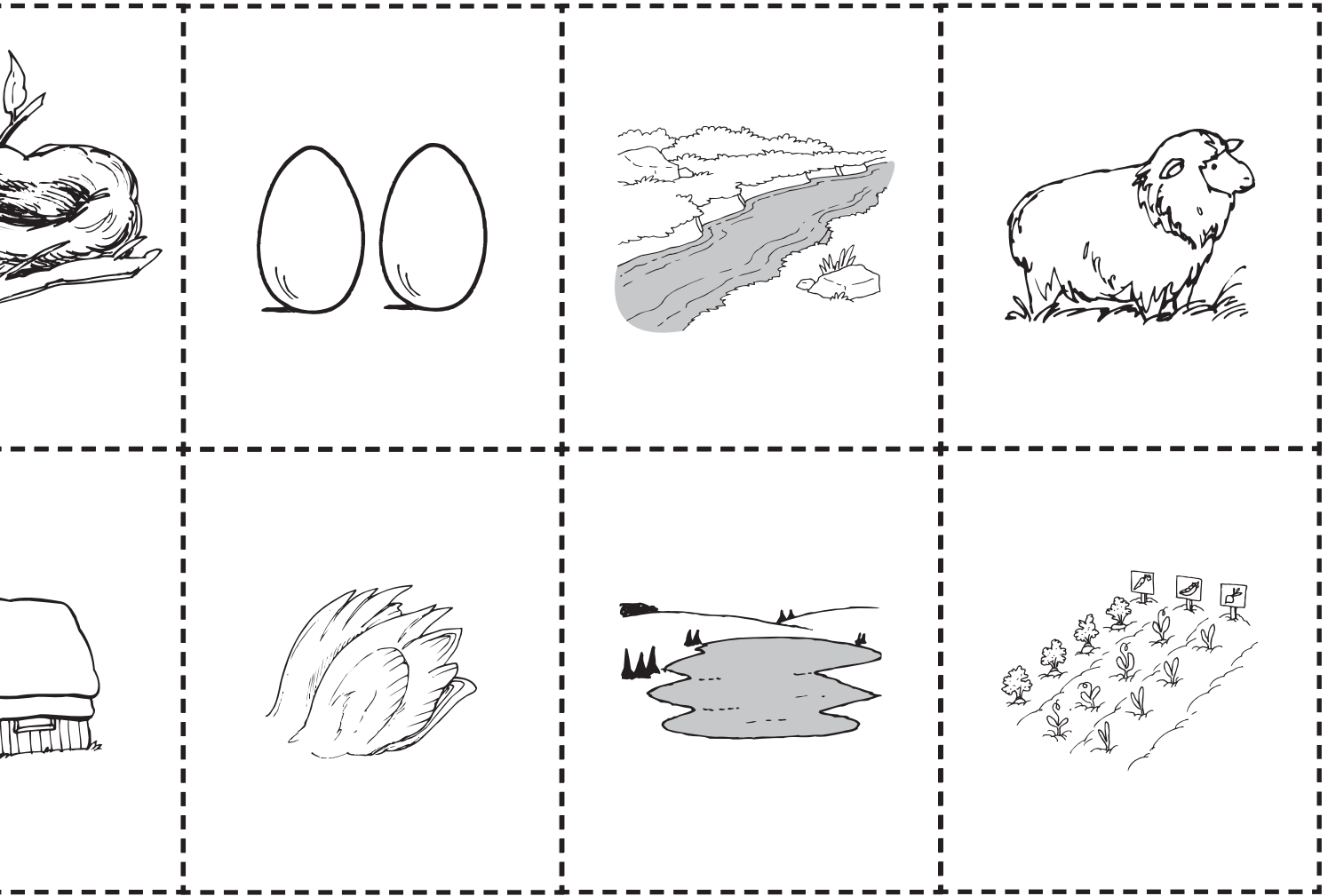
Cut out the game cards. Use them to play bingo with the cards on pages 109 and 110.



ne game cards below and on page 113 onto heavyweight paper. Cut apart the cards and play "Go Fish."

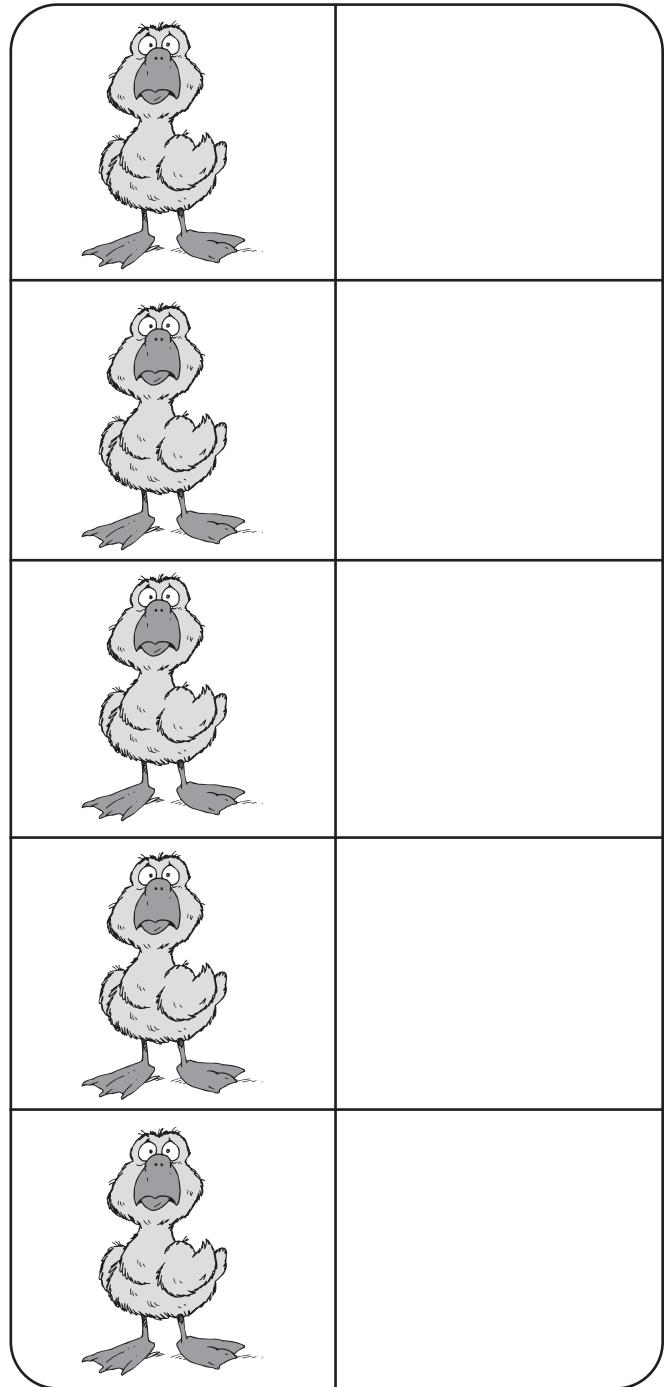
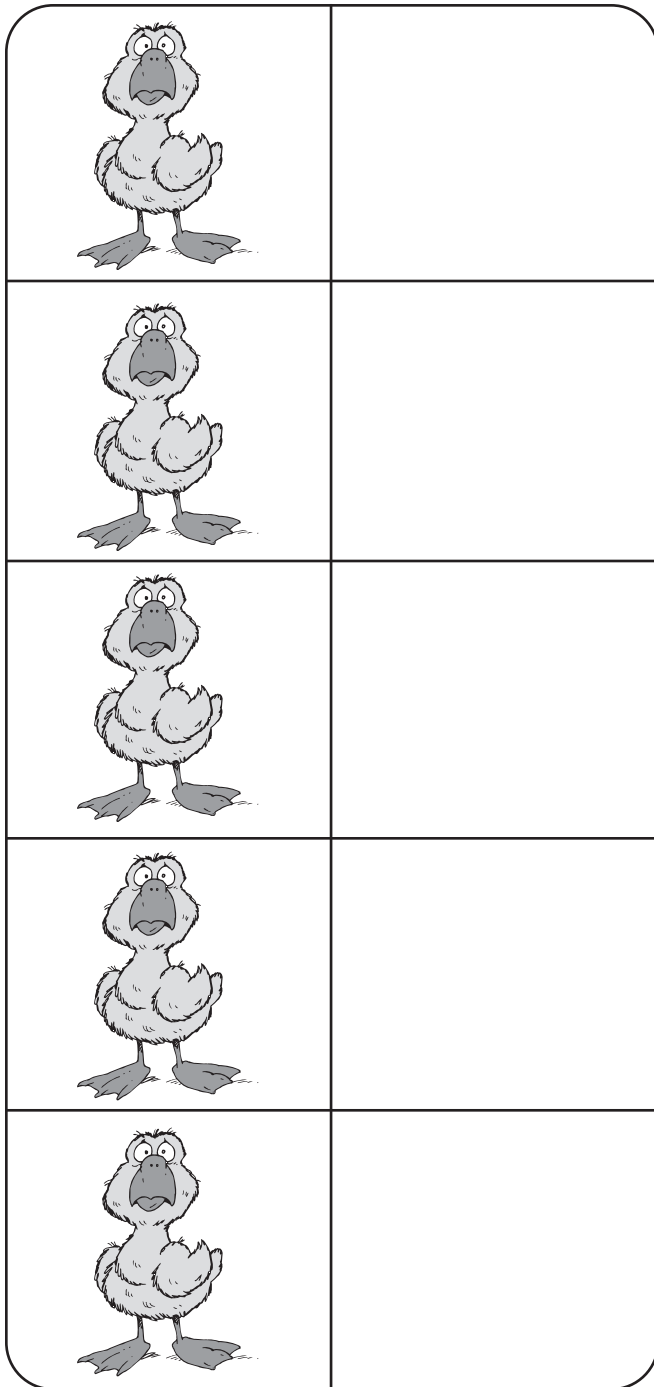


Print the game cards below and on page 112 onto heavyweight paper. Cut apart the cards and play "Go Fish."



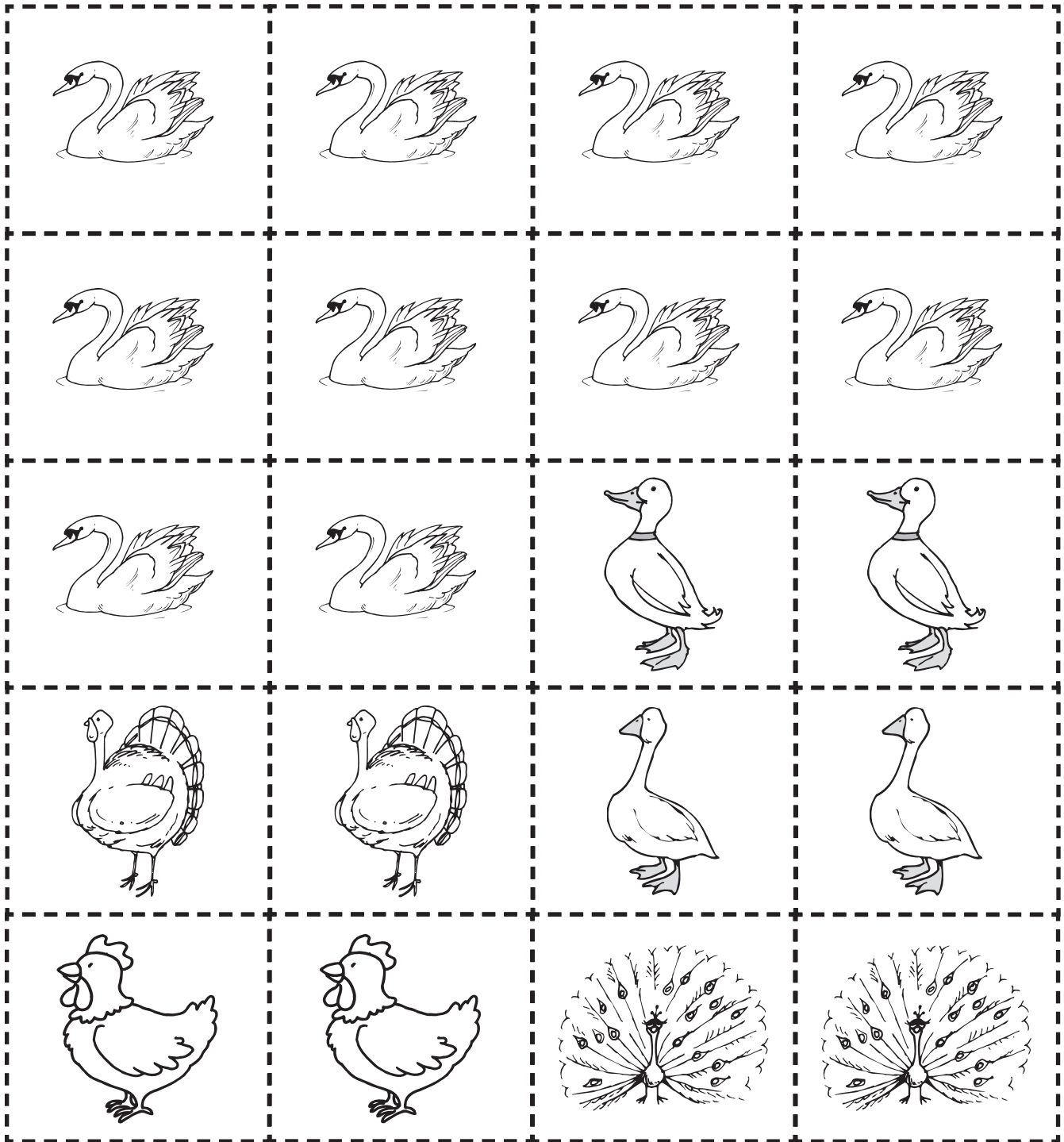
The Ugly Duckling Game

Copy the game boards on heavyweight paper. Cut out the game boards and use them with the game pieces on page 115. Have players take turns drawing game cards, stating either "The Ugly Duckling is a swan," or "The Ugly Duckling is not a ____." The first player to get five swans on her game board is the winner.









The Ugly Duckling Game, *continued*

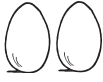
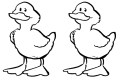

Copy the game pieces on heavyweight paper. Cut them out and use them to play the game on page 114.






The Ugly Duckling Rebus Story

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

One  day,  sat patiently on her , keeping
four  warm. Crack! One  cracked and out tumbled a
fuzzy, yellow  .
duckling

Crack! Crack! Two more  opened up and two more fuzzy,
yellow  greeted the world. The last  was bigger than
ducklings egg

the others and took much longer to hatch. Crack! It finally
cracked and out popped a very big and very ugly, gray  .
duckling

“Oh my!” exclaimed  . “What a strange, big  you are!”
Mother Duck duckling

The Ugly Duckling Rebus Story, *continued*



Mother Duck

took her ducklings to the



river

to teach them how to

swim. When the other



ducks

saw the gray



duckling

, one of them

asked, "Why is that one so ugly?"

When



summer

turned to



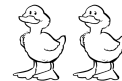
fall

,



Mother Duck

took her

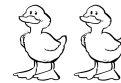


ducklings

to

the farmyard to meet the other animals. The animals smiled and

cooed when they saw the fuzzy, yellow



ducklings

. But when they

saw the gray



duckling

, they stopped and stared. One



sheep

exclaimed, "What an ugly



duckling

!" From then on, the gray



duckling


was known as the



Ugly Duckling

.



The  was very sad and decided to run away from home. He
Ugly Duckling

walked and walked until he found an old . He spent the
barn



winter

there.

When  arrived, the  had the urge to spread his
spring Ugly Duckling



wings

and fly. He rose up into the air and soon found himself

over a  in a large . He flew down to get a closer
lake garden



look. On the , he saw a group of beautiful 
lake swans

swimming toward him.

“I wish I looked like you,” said the . One  replied,
Ugly Duckling swan

“You do. Look down.” The  looked down at his reflection
Ugly Duckling

in the water. What a surprise he found! He wasn't ugly and he

wasn't a  ! He was a beautiful  .

duck swan

The Ugly Duckling Rebus Story Questions

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

Fill-in-the-Blanks

1. Mother Duck sat patiently on her _____.
2. She took her ducklings to the river to teach them how to _____.
3. She took her ducklings to the farmyard to meet the other _____.
4. The Ugly Duckling ran away from _____.
5. The Ugly Duckling wasn't a duck; he was a beautiful _____.

Factual Questions

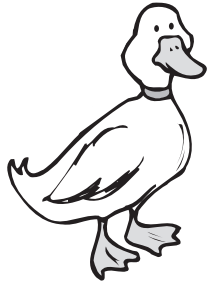
6. What color was the Ugly Duckling?
7. What color were the other ducklings?
8. Which animal on the farm named him the "Ugly Duckling"?
9. Where did the Ugly Duckling spend the winter?
10. How did the Ugly Duckling get to the lake in the garden?

Inferential Questions

11. How do you think Mother Duck felt toward the Ugly Duckling?
12. Why did the Ugly Duckling run away from home?
13. Was the Ugly Duckling happy in the barn all winter? Why?
14. How do you think the Ugly Duckling felt when he looked at his reflection in the lake?
15. Where do you think the Ugly Duckling will make his home? Why?

Sight Words

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



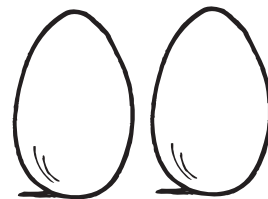
duck



swan



nest



eggs

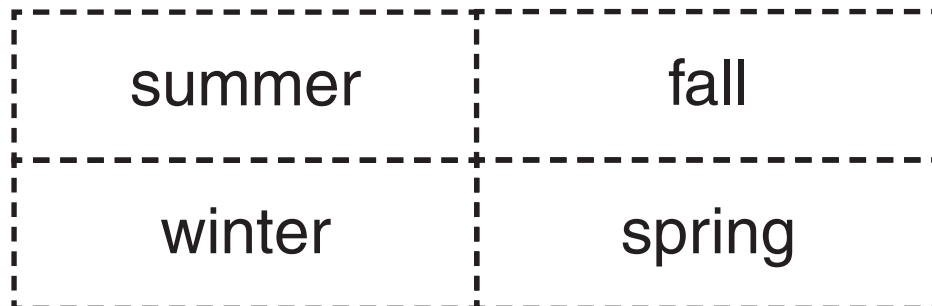
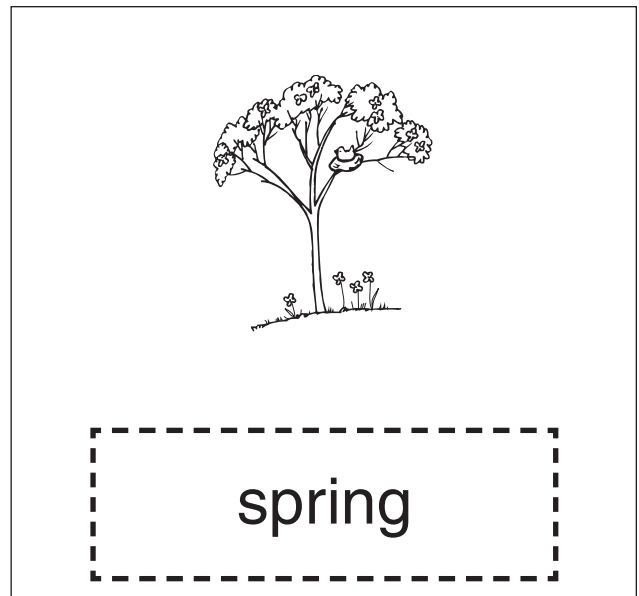
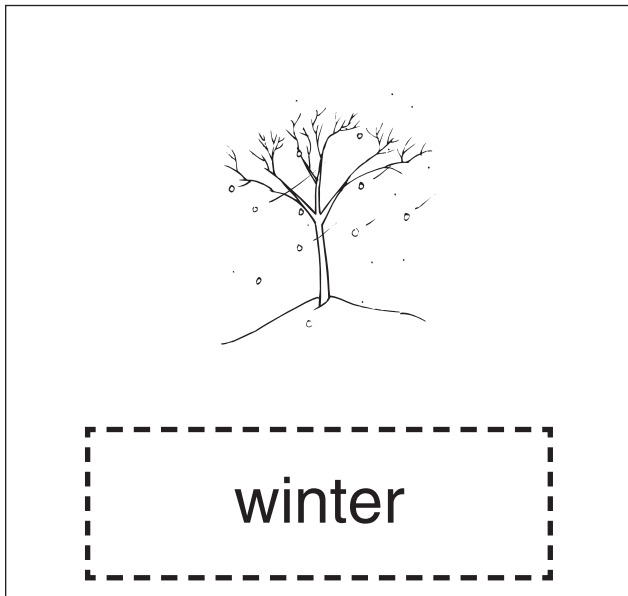
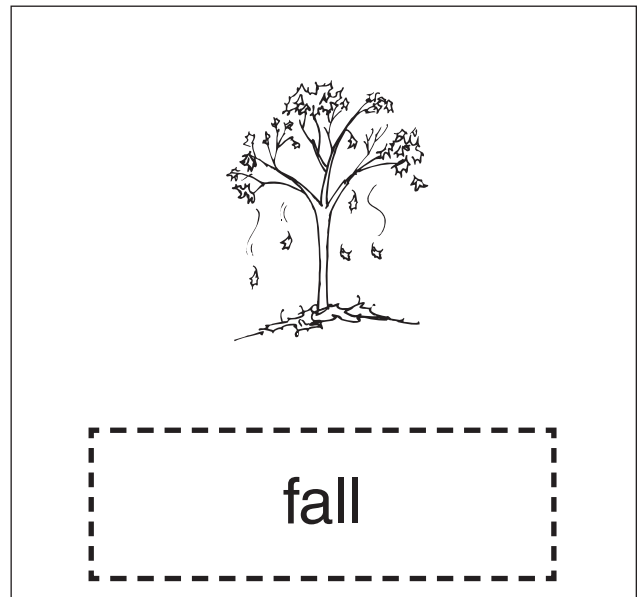
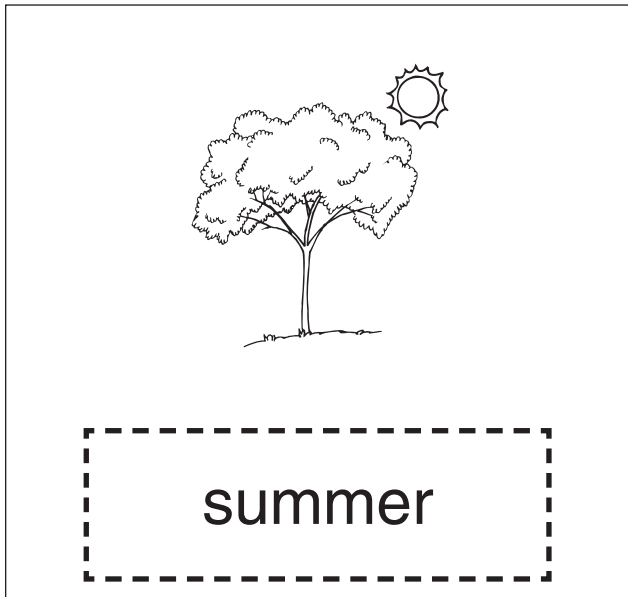
duck

swan

nest

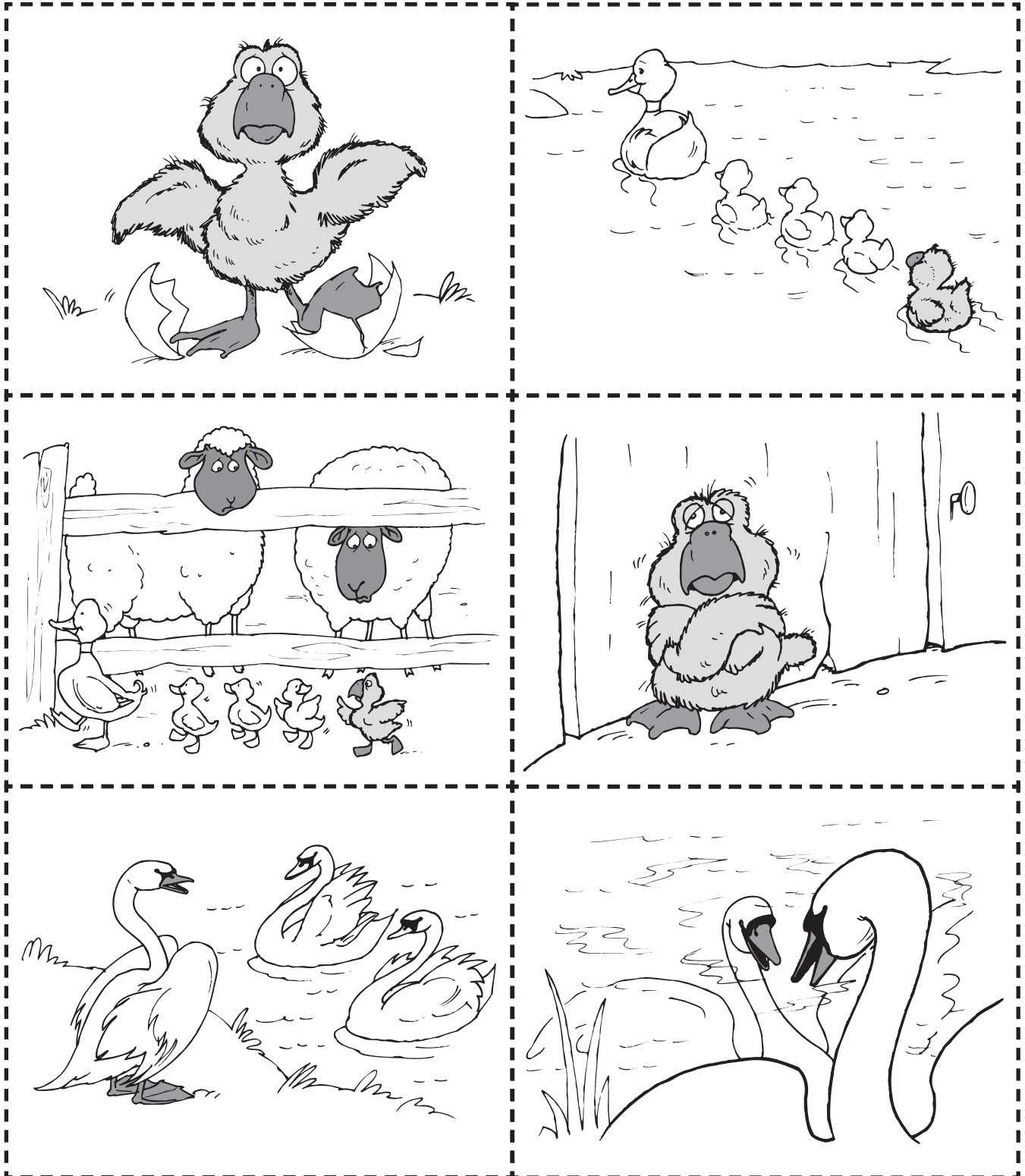
eggs

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



Sequence Pictures

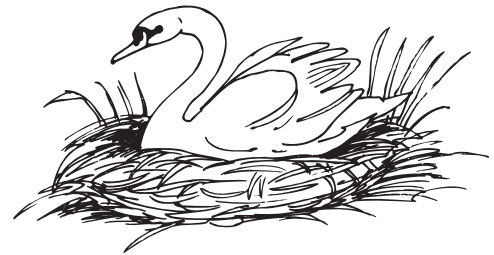
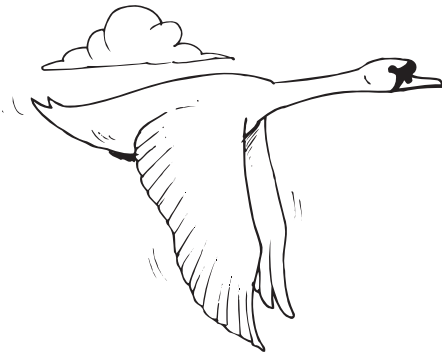
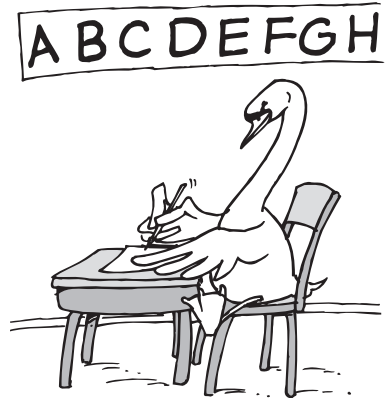
Cut apart the pictures and mix them up. Then have the child put them in the right order and retell the story.



Worksheet 1

Name _____

Circle the pictures that show what a swan does NOT do.



at don't make sense.

