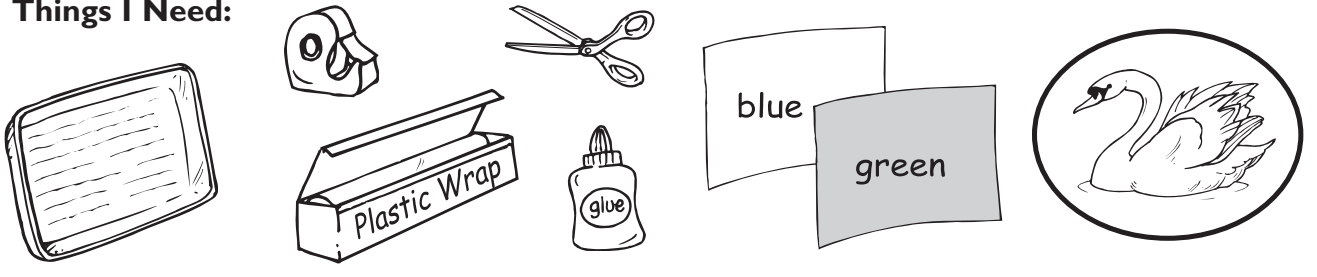


Making a 3-D Swan Lake

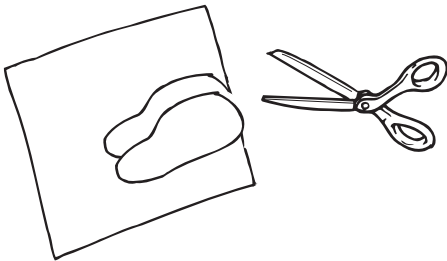
Have fun making a swan lake!

Things I Need:

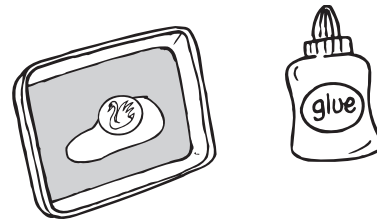


Steps I Follow:

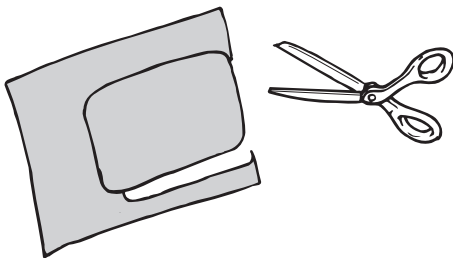
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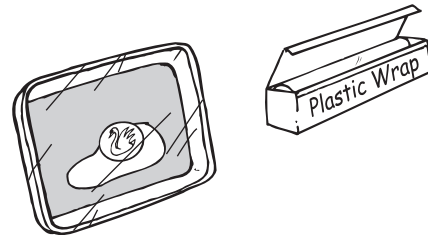
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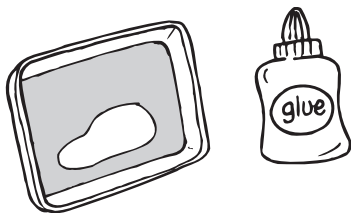
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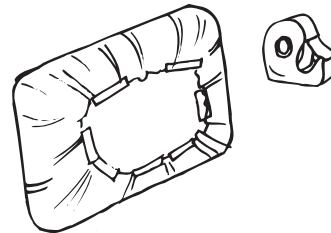
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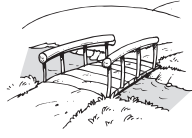


3.



6.





Unit 5: **The Three Billy Goats Gruff**

Language Target: Prepositions

In *The Three Billy Goats Gruff*, the goat brothers want to go *across* the bridge to the other side of the river to eat grass. A mean, ugly troll lives *under* the bridge and threatens to eat them. The troll waits for the Big Billy Goat Gruff who tosses him *over* the bridge and *into* the river *below*.

The story is repetitive and predictable. The dialogue invites the use of different voices. Many prepositions are used in the story and are reinforced throughout the unit. The following vocabulary words are used repeatedly: goat, troll, bridge, grass, hill, valley, horns, river, across, top, under, out, into, and off.

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 goat with a grease pencil or washable marker on the mirror. The picture on page 132 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 goat's head and then ask, "What else does the goat 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 goat, 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 goat's legs. Show me your legs.").
- ◆ Wash/dry the mirror with window cleaner and a paper towel.
- ◆ Say "maa" as you form the goat sign (flick two fingers on your chin, then on your forehead). See Appendix A, page 220.
- ◆ Play peek-a-boo with a stuffed goat or while wearing a billy goat mask (page 133). 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 goat puppet to play imitation games (e.g., “The goat can turn around. Can you turn around too?”).
- ◆ Ask the child to point to body parts (e.g., “Here is the goat’s nose. Show me your nose.”).

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. Sign language (page 157) is an effective way to cue preposition labels. 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 Goats** (page 134)
Have the child count the goats 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 Goats** (page 135)
Have the child color the goats using different colors. Ask the child to first state the size of each goat (e.g., “It is big. It is little.”) and then the color of each goat. When he can easily state the size and color independently, combine the two features into one sentence (e.g., “It is a little, yellow goat.”).
- ◆ **Who Is This?** (page 136)
Have the child label each character (e.g., “This is Little Billy Goat Gruff. This is Middle Billy Goat Gruff.”).
- ◆ **Let’s Make Sentences** (page 137)
Ask the child to form a sentence about each picture using a preposition (e.g., “The troll lives under the bridge. Little Billy Goat Gruff is on top of the bridge.”).
- ◆ **More Sentences** (page 138)
Ask the child to form more sentences about each picture using a preposition (e.g., “The ant is on top of the hill. The cat is under the box. The bird is in the cage.”).

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 look for a matching tile in my hand. I don’t have one. I draw a card until I find a match.”). 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.

◆ **Billy Goat Bingo** (pages 139 – 141)

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!"

◆ **Preposition Match-Up** (pages 142 and 143)

Make one copy of the game board and game pieces for each player. Cut out all the game pieces and put them in a bowl. Have players take turns choosing a game piece, forming a sentence with the preposition depicted (e.g., "The troll is in the river."), and placing the game piece on the appropriate preposition symbol. If the player already has the game piece on his game board, he puts it back in the bowl and it becomes the next player's turn. When a game piece marked "free" is drawn, the player can place it on the symbol of his choice. The winner is the first person to cover all the squares on his game board.

◆ **Billy Goat Dominoes** (pages 144 and 145)

Make a copy of both pages on heavyweight paper and cut out the domino cards (tiles). Give each player seven tiles. Put the rest of the tiles facedown in a pile. Turn over the top tile of the draw pile and place it in the center of the table. The first player looks at his tiles to see if he has a picture that matches one of the pictures on the tile in the center of the table. If he does, he places his tile next to the tile on the table matching the tile ends or the center of a tile showing the same two pictures. Play moves to the next person. If the first player does not have a tile in his hand that matches a tile on the table, he draws a tile from the facedown pile until he finds one that matches. The first person to "domino" (i.e., run out of tiles) is the winner.

4. **Rebus Story** (pages 146 – 149)

Read the rebus story aloud, pausing so the child can label the pictures. Read the dialogue with exaggerated expression to get the child's attention (e.g., Use a soft, high voice for Little Billy Goat Gruff; a normal voice for Middle Billy Goat Gruff; and a loud, deep voice for Big Billy Goat Gruff.). 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 150)

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, 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 151 and 152)

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

◆ **Sequence Pictures** (page 153)

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 154 and 155)

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 Play Dough Troll** (page 156)

The pictures illustrate what is needed and the steps to follow in making a play dough troll. 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 did we do wrong?”).
- ◆ Make mistakes so the child can catch and correct your errors.
- ◆ Follow the child’s lead in the interaction.
- ◆ Change the order of the steps to meet your needs (e.g., make the hair before placing the eyes).
- ◆ Be creative! Some steps are purposefully left out (e.g., explaining how to bend the pipe cleaners).
- ◆ Substitute materials when a pictured item is not available (e.g., use toothpicks instead of pipe cleaners for hair, make play dough eyes).
- ◆ Have fun!

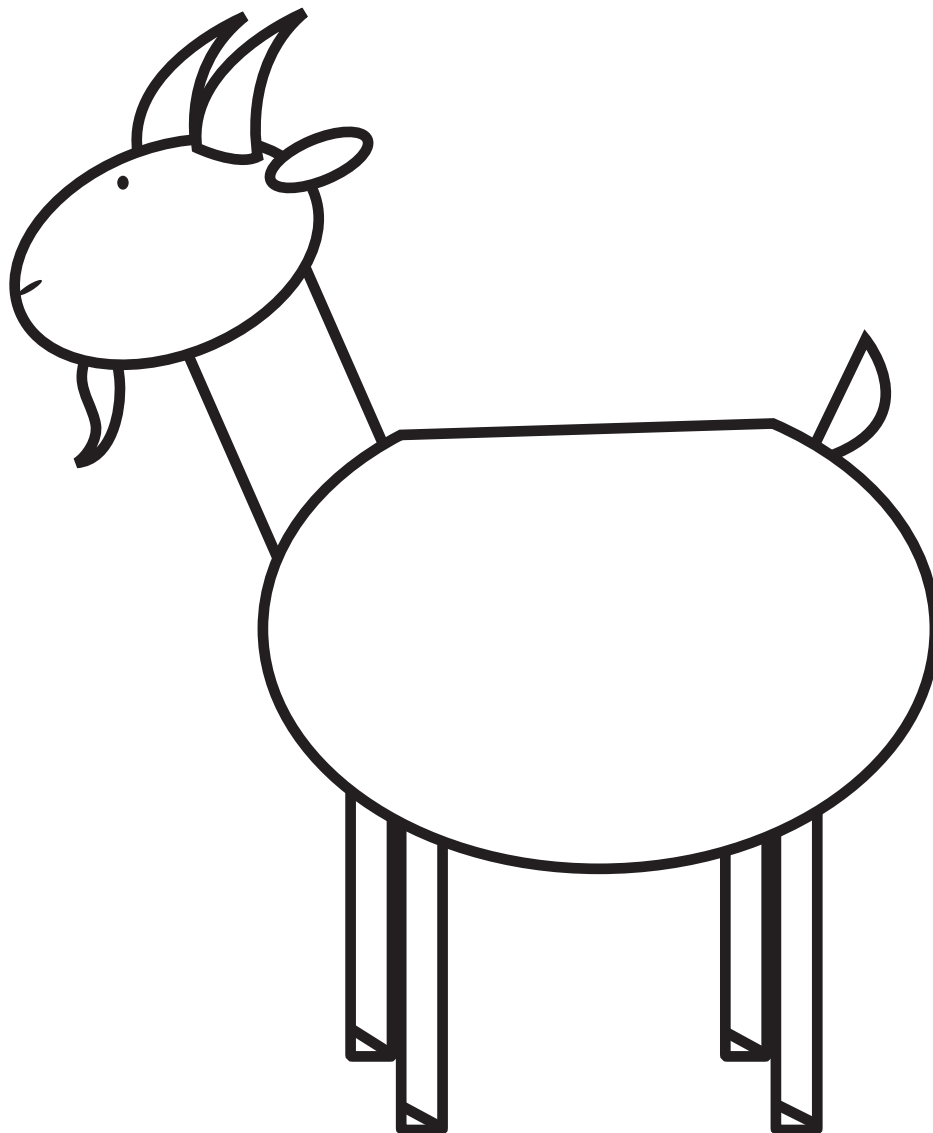
The purpose of this activity is not the end product, but the interaction and problem solving that happen along the way. Spreading the craft activity over several sessions is a good way to review and extend the exchange. For example, “Let’s let the troll dry before you take it home,” or “I need to buy some eyes at the store. We can make the troll tomorrow.”

Expansion Activities

1. Expand on the story by planting grass seeds in a paper cup. Water the seeds frequently and have fun watching it grow. Draw an ugly face on the cup to make a grass-haired troll.
2. *The Gruff Brothers* by William H. Hooks is a rebus story that includes color words and other animals. Check it out from the library and read it with the child.
3. *Bailey's Book House* by Edmark has a cute preposition activity called *Edmo and Houdini*. A computer program stressing *little*, *middle*, and *big* can be found in *Millie's Math House* by Edmark (*Here Are Little, Middle, and Big*). Don Johnston's *Forgetful and Friends* shows Bobby going *across* a river, *up* a rope, *in* a cave, etc. in *Bobby's Bear Hunt*.

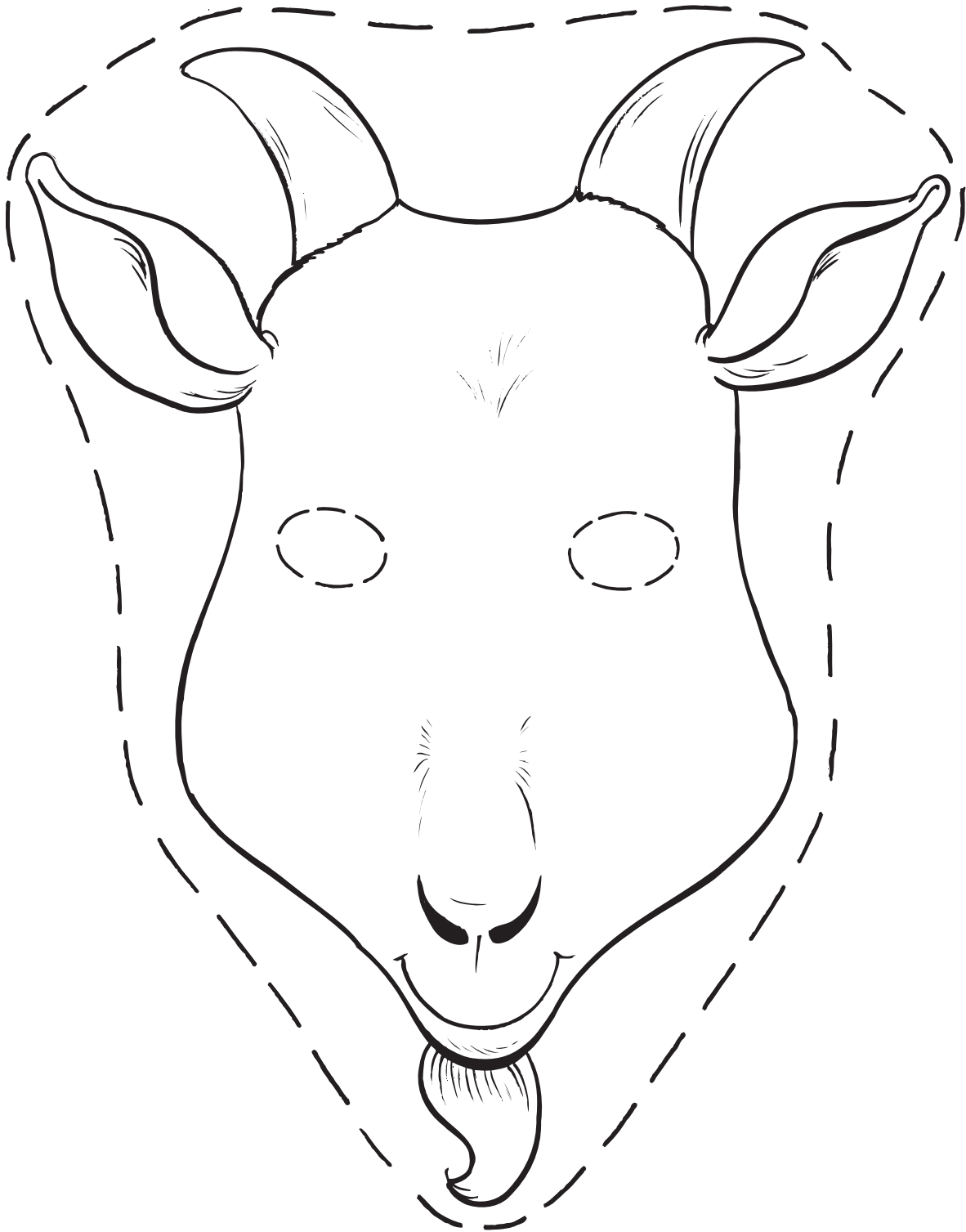
Mirror Work

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



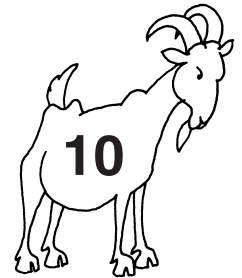
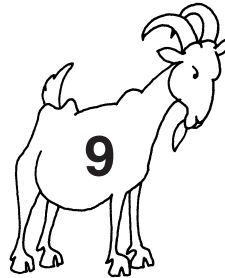
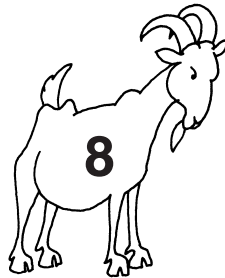
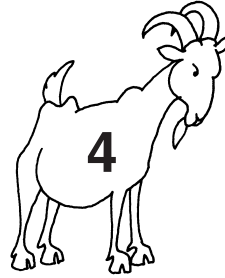
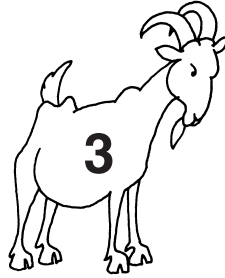
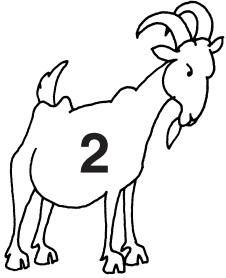
Billy Goat Mask

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



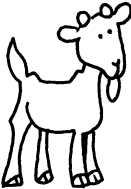
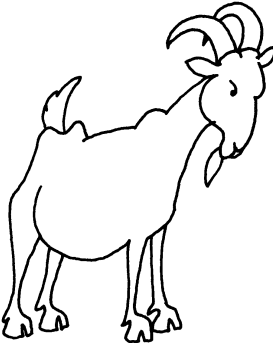
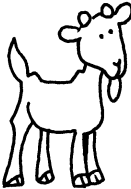
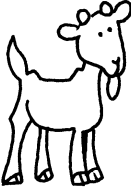
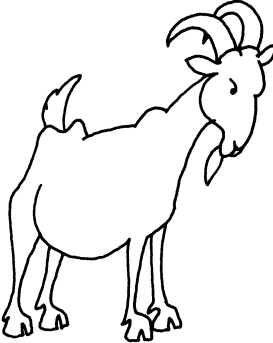
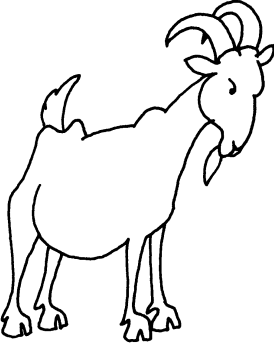
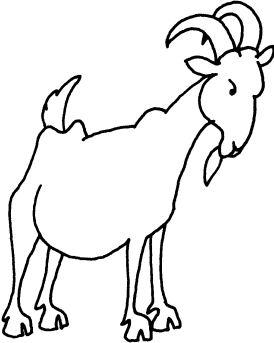
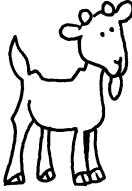
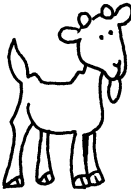
Goats

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



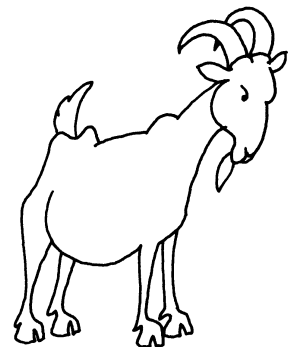
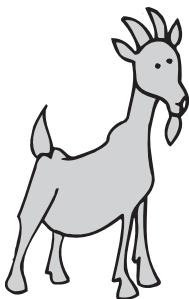
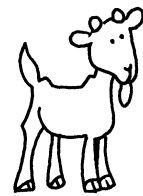
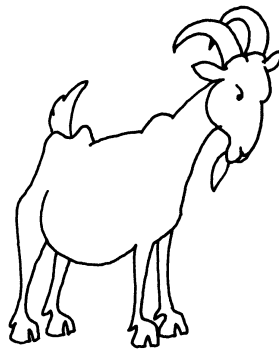
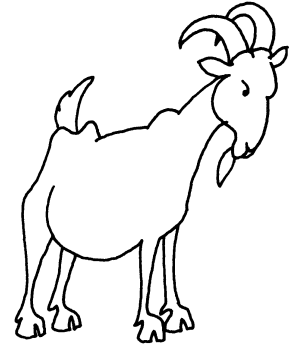
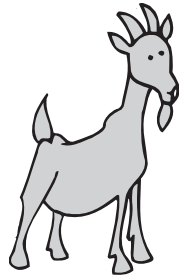
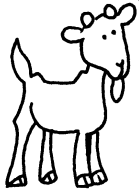
Let's Describe Goats

Describe each goat.



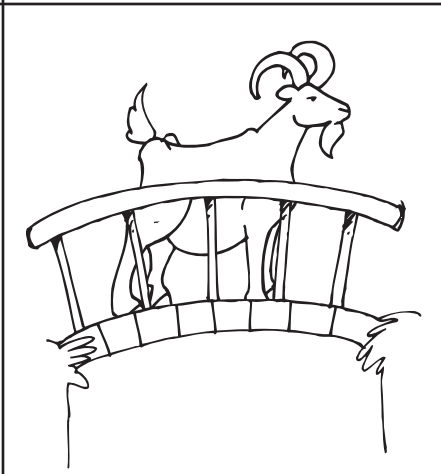
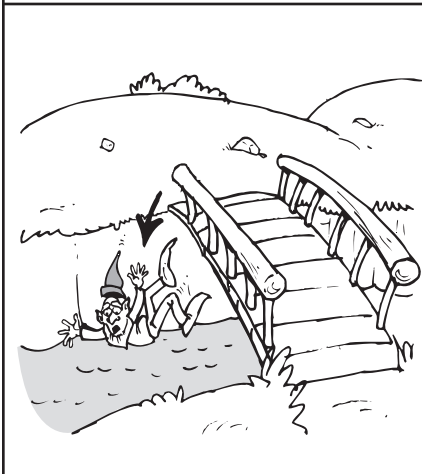
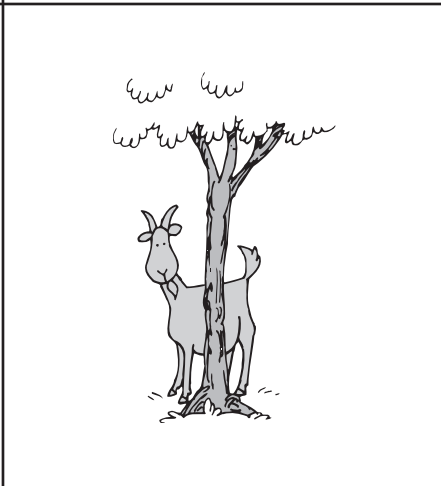
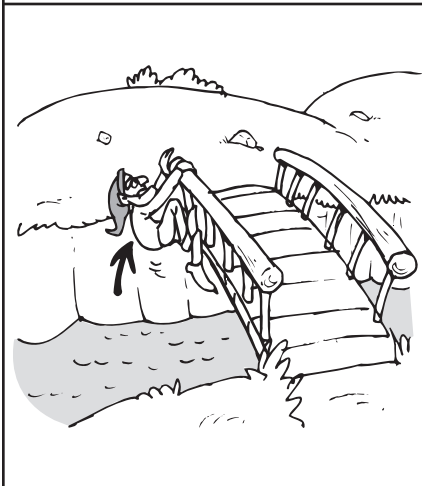
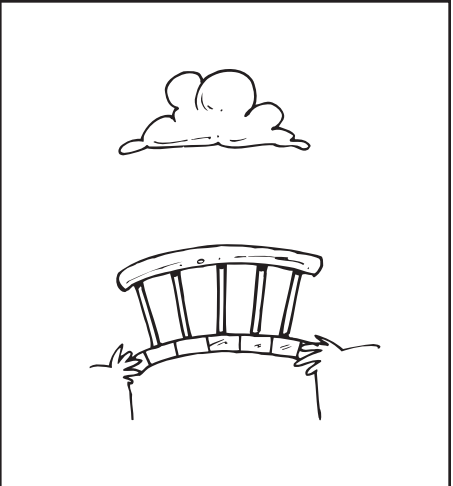
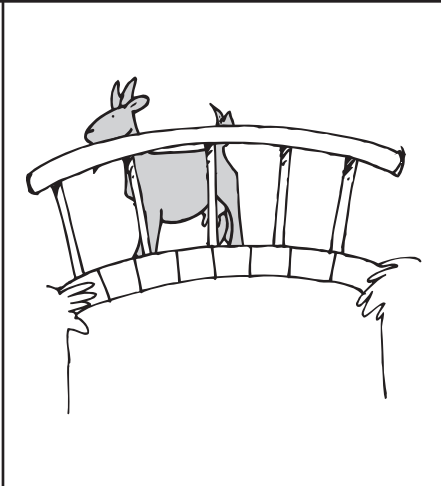
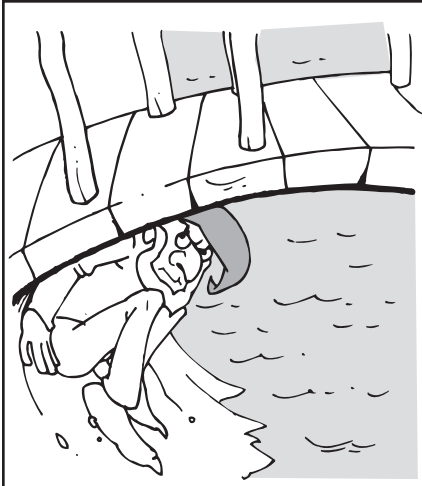
Who Is This?

Name each character.



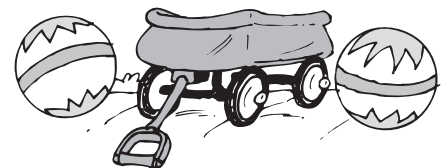
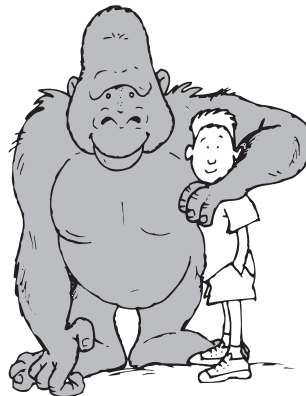
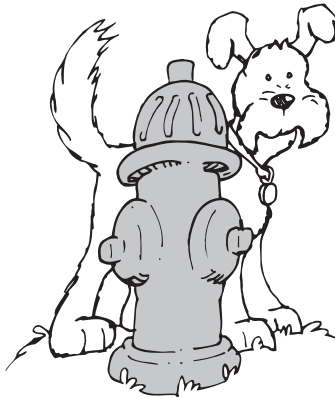
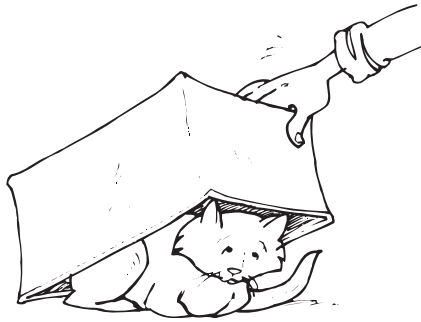
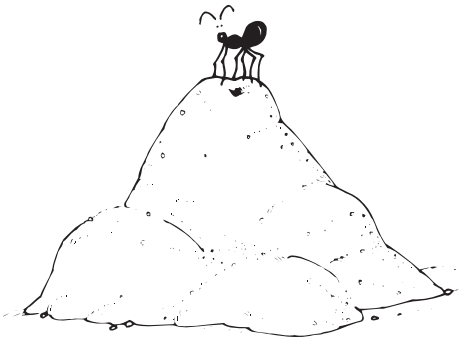
Let's Make Sentences

Say a sentence about each picture using a different preposition in each sentence.




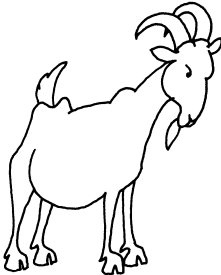
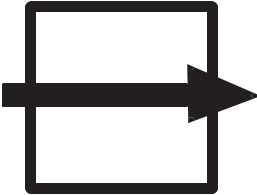




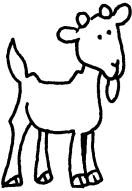
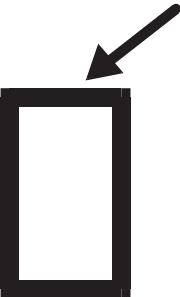
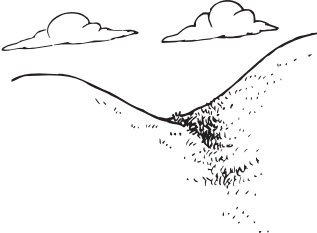

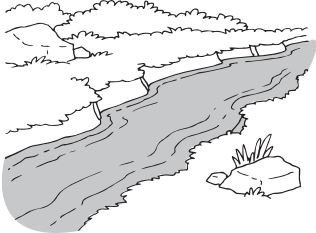
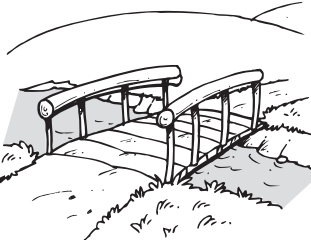
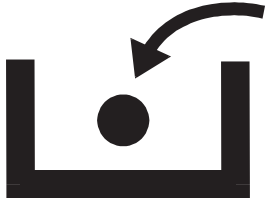
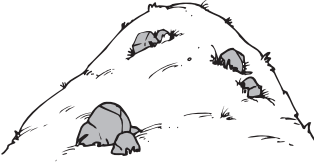
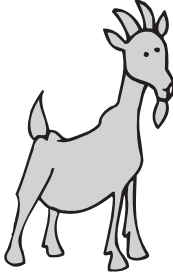
More Sentences

Say a sentence about each picture using a preposition and new vocabulary words.



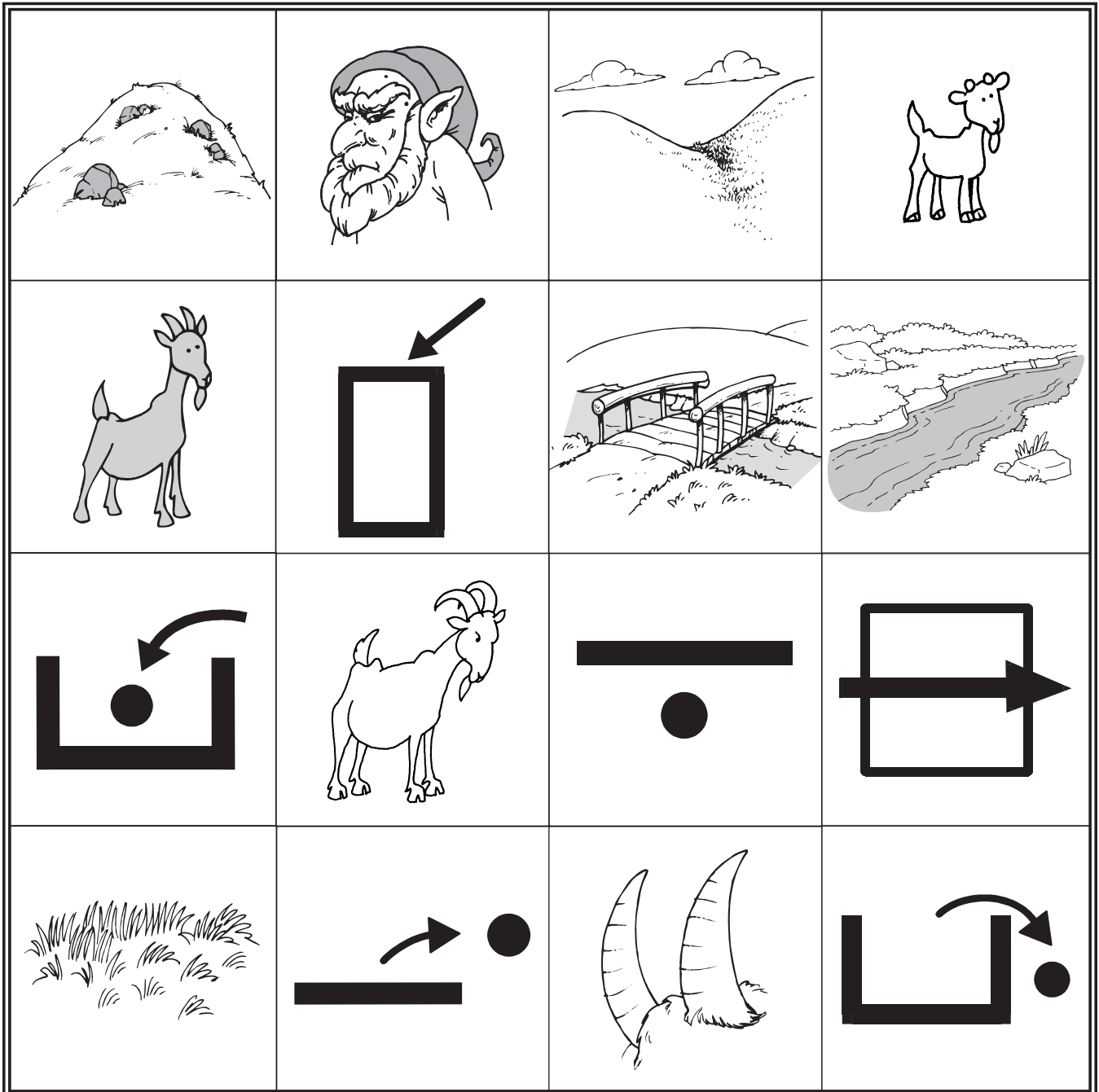
Billy Goat Bingo (Card 1)

Give each player a bingo card (below and on page 140). Use them to play bingo with the game cards on page 141.

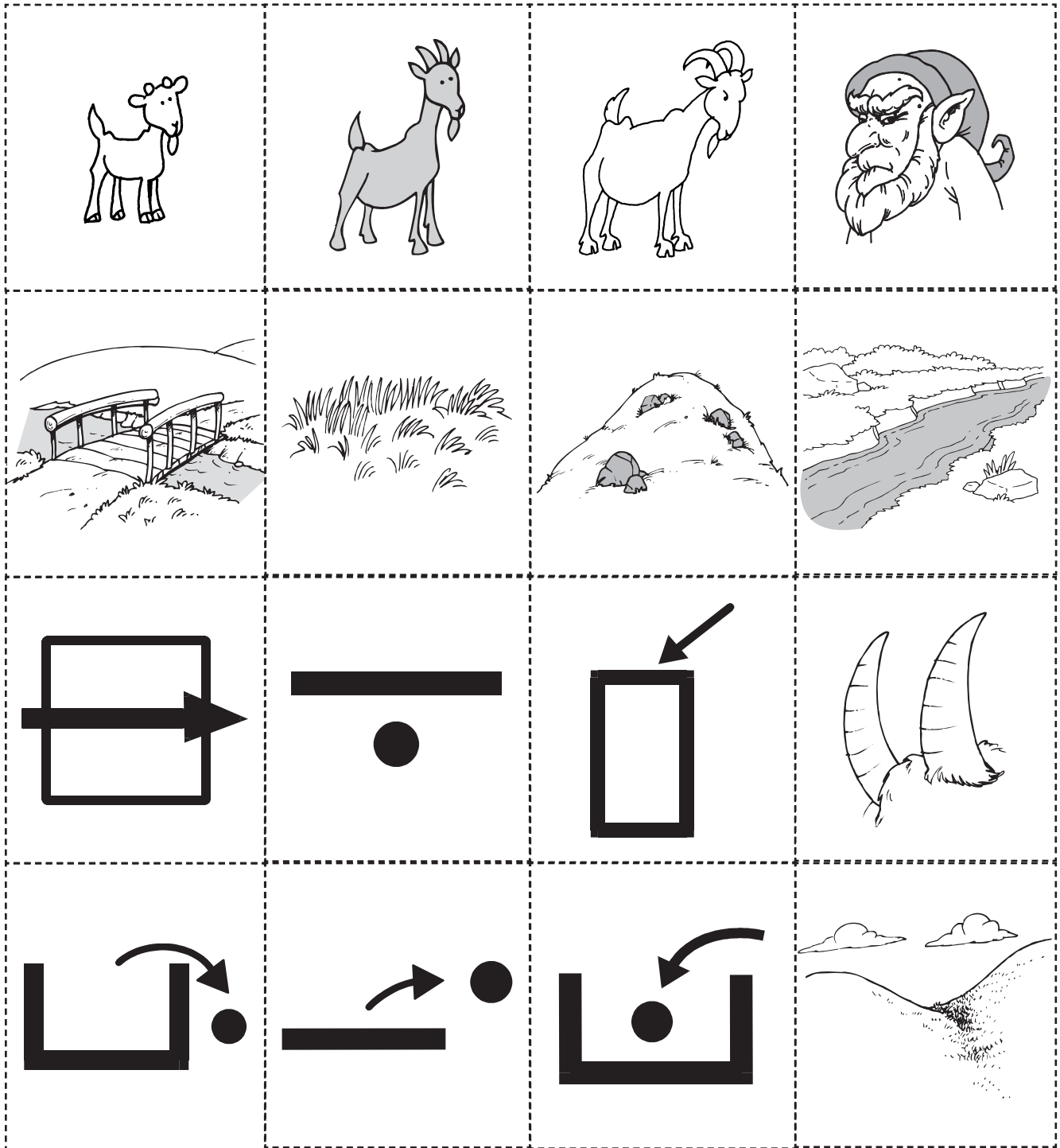
Billy Goat Bingo (Card 2)

Give each player a bingo card (below and on page 139). Use them to play bingo with the game cards on page 141.



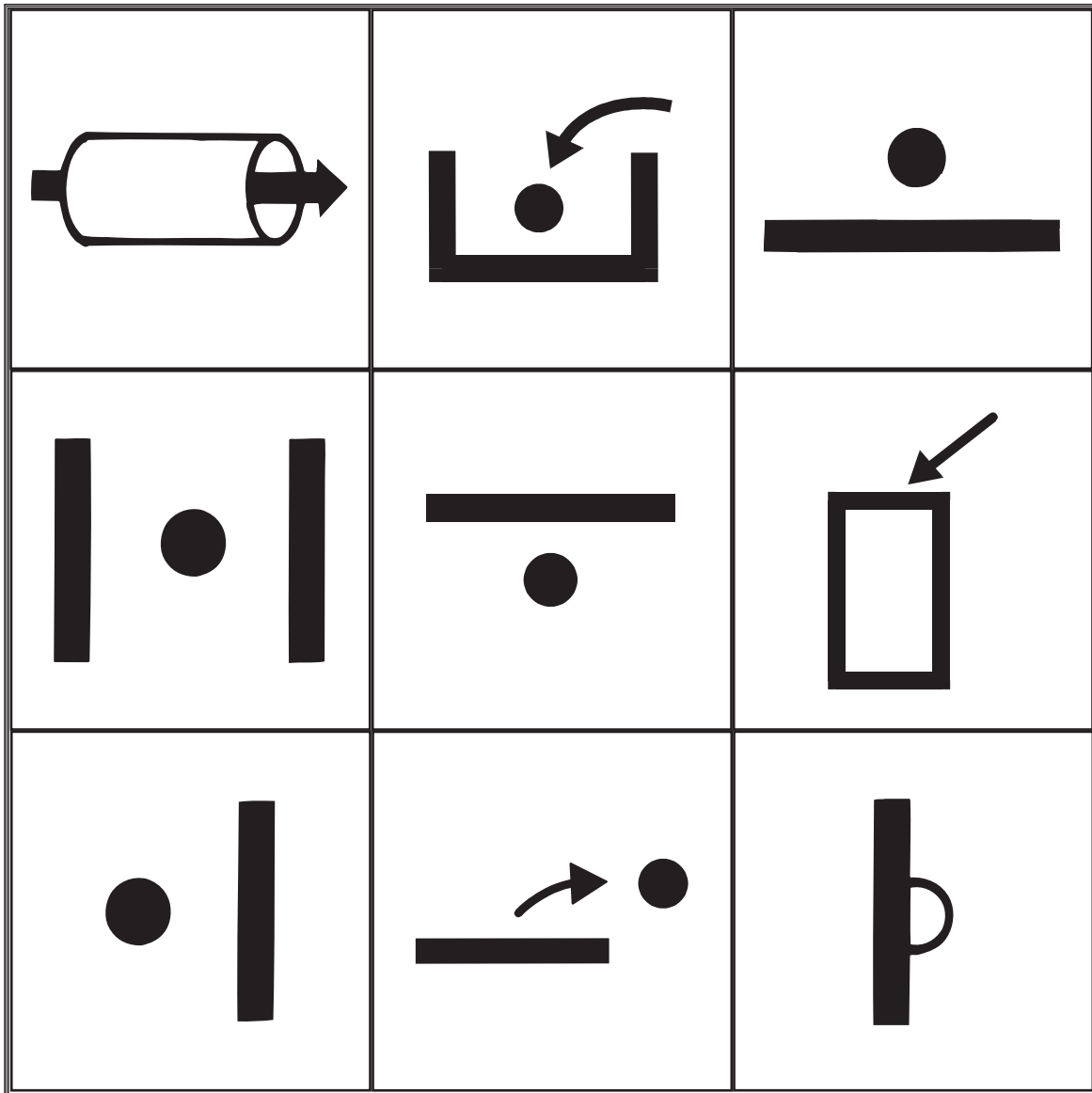
Billy Goat Bingo Game Cards

Cut out the game cards. Use them to play bingo with the cards on pages 139 and 140.



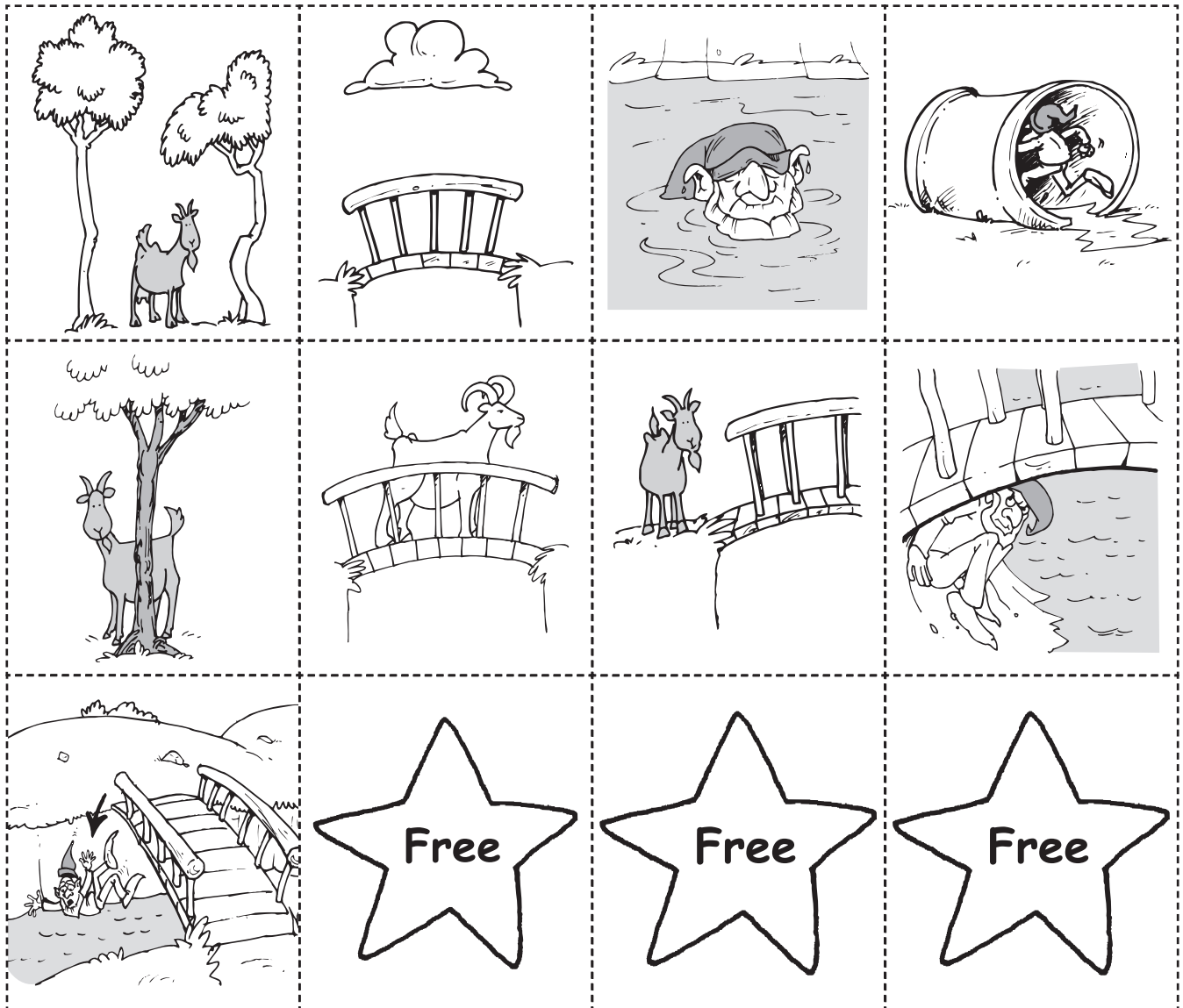
Preposition Match-Up Game Board

Give each player a game board. Play a matching game with the game pieces on page 143.



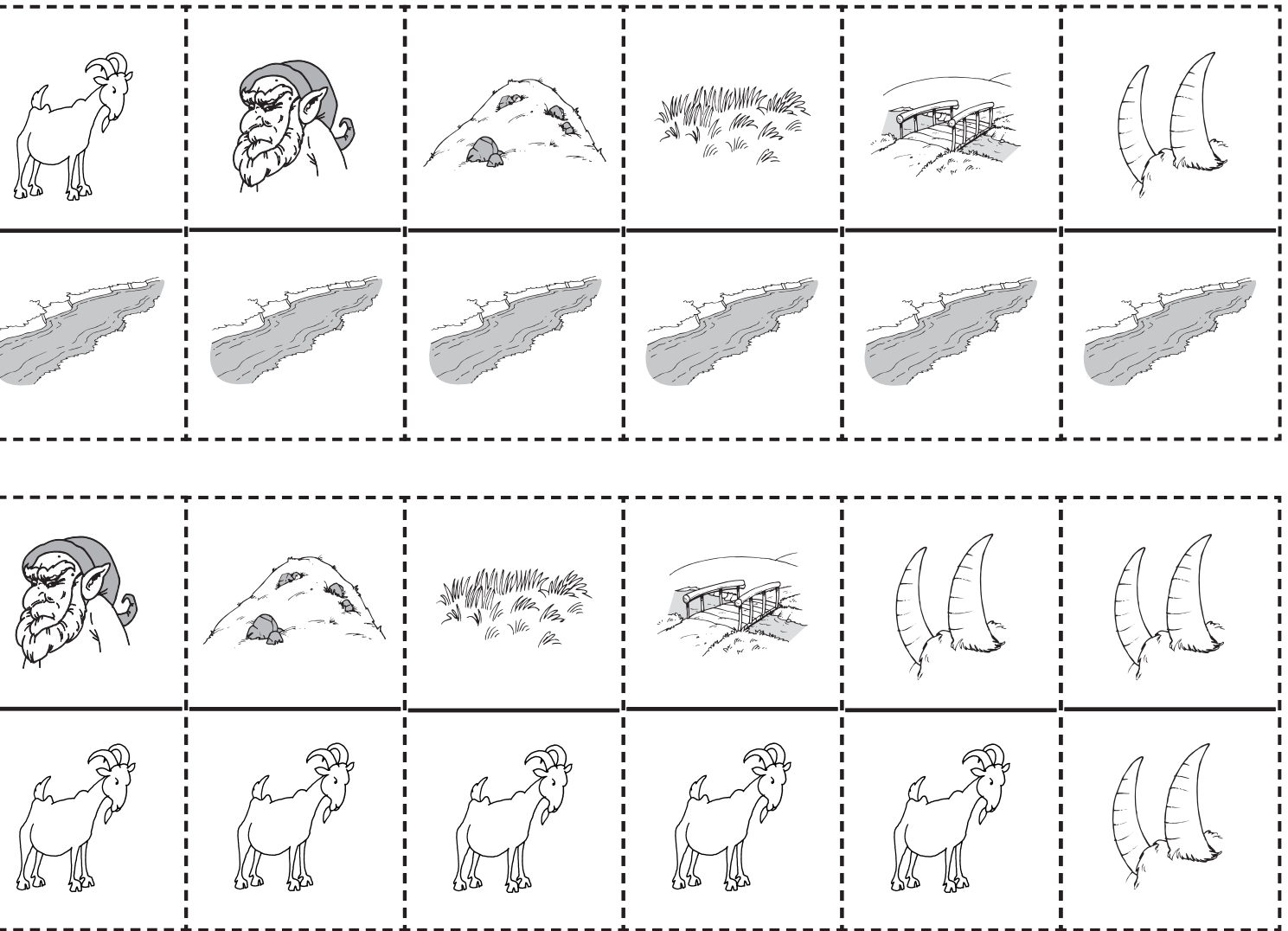
Preposition Match-Up Game Pieces

Make a copy of the game pieces for each player. Cut them apart and put them all in a bowl. Use them to play a matching game with the game board on page 142.



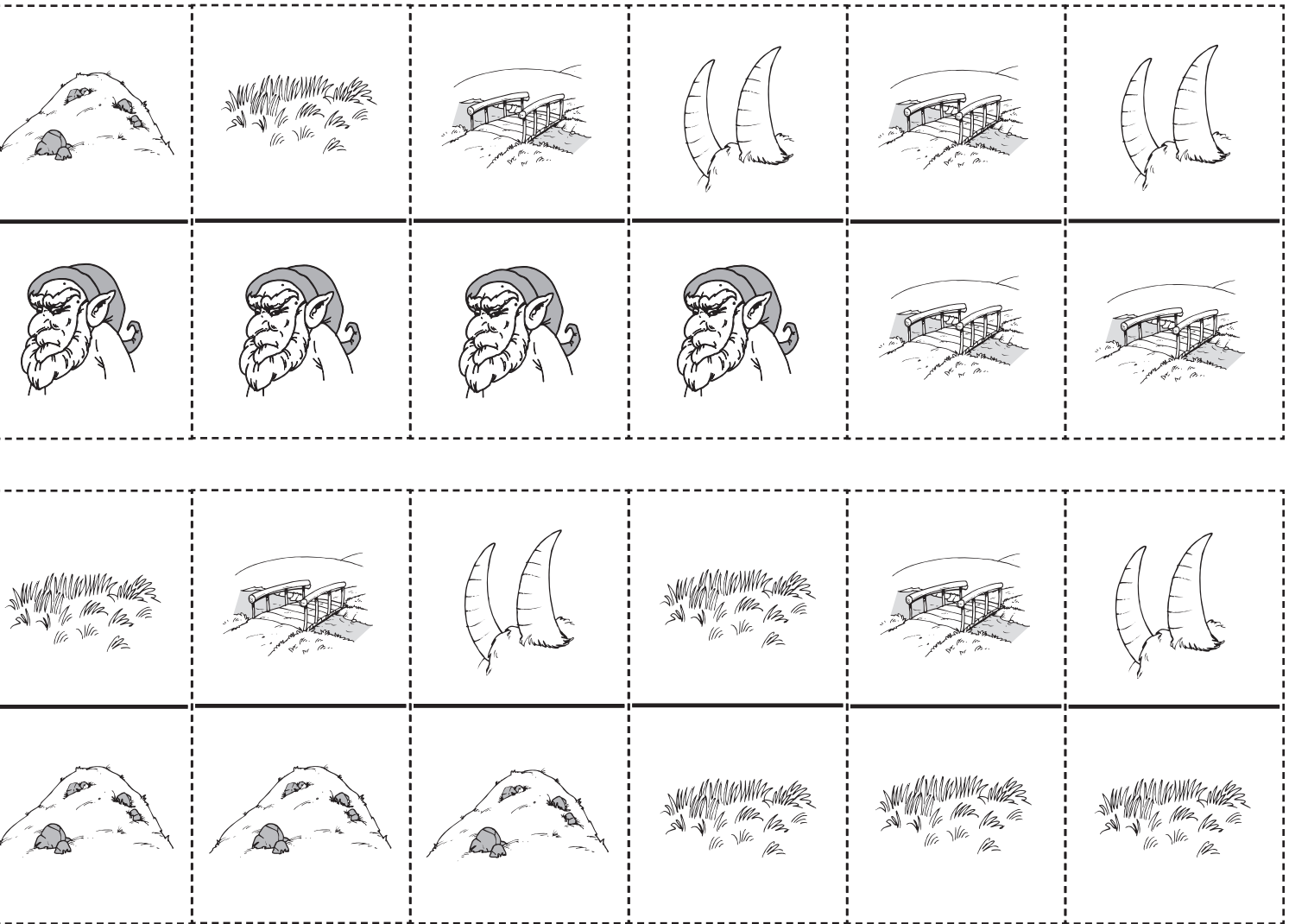
Dominoes

From this page and page 145 on heavyweight paper. Cut them apart and play dominoes.



Billy Goat Dominoes, *continued*

From this page and page 144 on heavyweight paper. Cut them apart and play dominoes.



The Three Billy Goats Gruff Rebus Story

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

Once upon a time, there were three billy goats named Gruff –



Little Billy Goat Medium Billy Goat Big Billy Goat

. They spent their days looking for

food on the rocky  where they lived. One day, they

hill

noticed a  of  across the  on the other side

valley

grass

bridge

of the . “Let’s go!” shouted the brothers in delight.

river


First  started walking  the . *Trip-trap, trip-*

Little Billy Goat Gruff

across

bridge

trap, trip-trap. (Say softly.)

“Who is trip-trapping  on top of ?” roared a mean, ugly

on top of

bridge



troll

who lived



under

the



bridge


The Three Billy Goats Gruff Rebus Story, continued


“It is I,” replied  . “I’m going to the  on the other

side of the  to eat  .”

“Oh no, you’re not!” said the  . “I’m going to gobble you up!”

“Please don’t eat me,” pleaded  . “Wait for my brother. He’s
much bigger and tastier than I.”

“Off with you then,” snarled the  .

Next came  . He started walking  the  .

Trip-trap, trip-trap, trip-trap. (Say a little louder.)


“Who is trip-trapping  my  ?” roared the  .


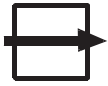

The Three Billy Goats Gruff Rebus Story, continued

“It is I,” replied  . “I’m going to the  on the other side of the  to eat  .”




“Oh no, you’re not!” said the  . “I’m going to gobble you up!”

“Please don’t eat me,” pleaded  . “Wait for my brother. He’s much bigger and tastier than I.”

“Off with you then,” snarled the  .

Then  started walking  the  . *TRIP-TRAP,*




TRIP-TRAP, TRIP-TRAP . (Say loudly.)


“Who is trip-trapping  my  ?” roared the  .


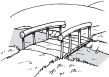



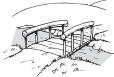



The Three Billy Goats Gruff Rebus Story, continued

“It is I,” replied  . “I’m going to the  on the other side of the  to eat  .”


“Oh no, you’re not!” said the  . “I’m going to gobble you up!”

“Come  from  that  and try!”

challenged  .

When the  climbed up onto the  ,  butted him with his  and tossed him  the   the  below.  joined his brothers on

the other side of the  for a delicious meal of fresh  .

The mean, ugly  was never seen or heard from again!

The Three Billy Goats Gruff Rebus Story Questions

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

Fill-in-the-Blanks

1. The goats lived on a rocky _____.
2. The troll lived under the _____.
3. The goats wanted to go across the bridge to eat _____.
4. The troll was mean and _____.
5. Big Billy Goat Gruff butted the troll with his _____.

Factual Questions

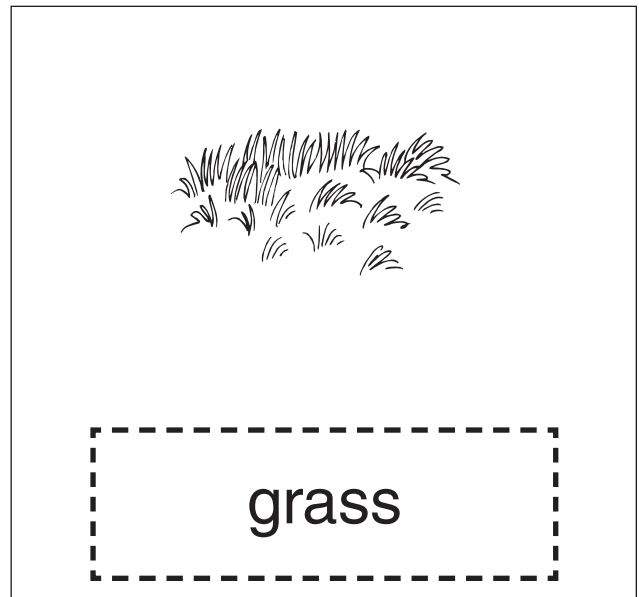
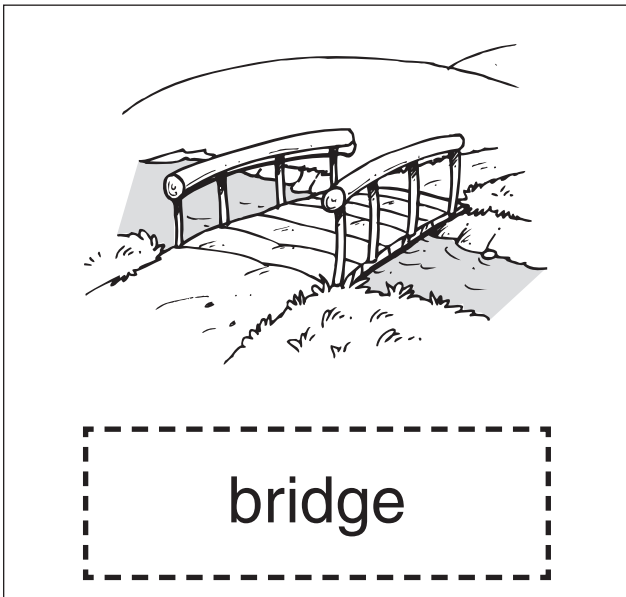
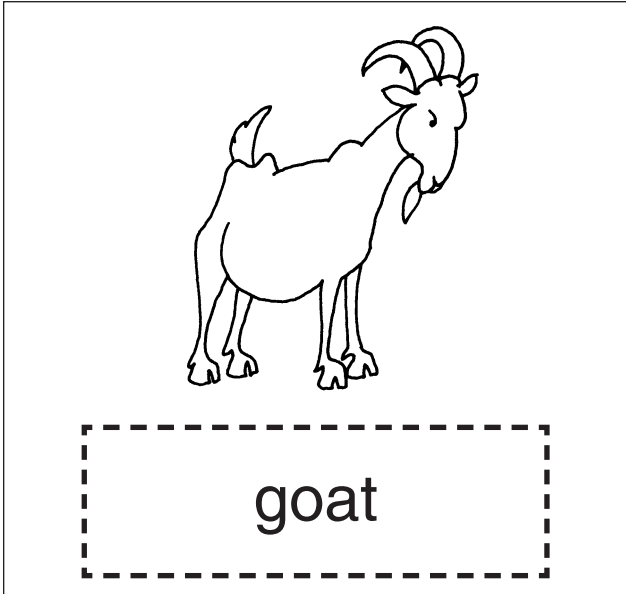
6. Who walked across the bridge first?
7. Who walked across the bridge second?
8. Why did the troll let the goats go?
9. When did the troll come out from under the bridge?
10. What did Big Billy Goat Gruff do to the troll?

Inferential Questions

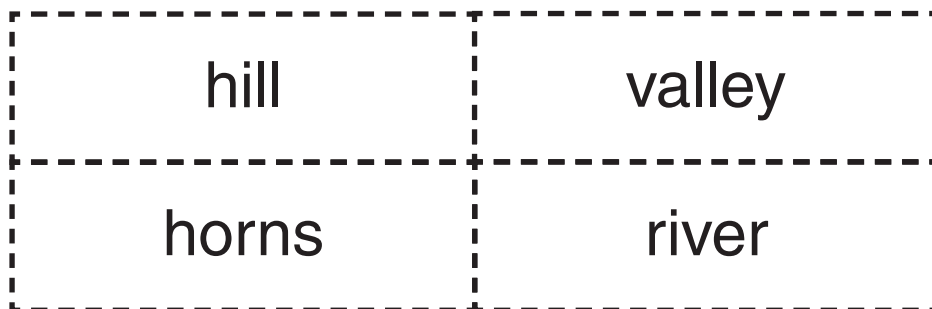
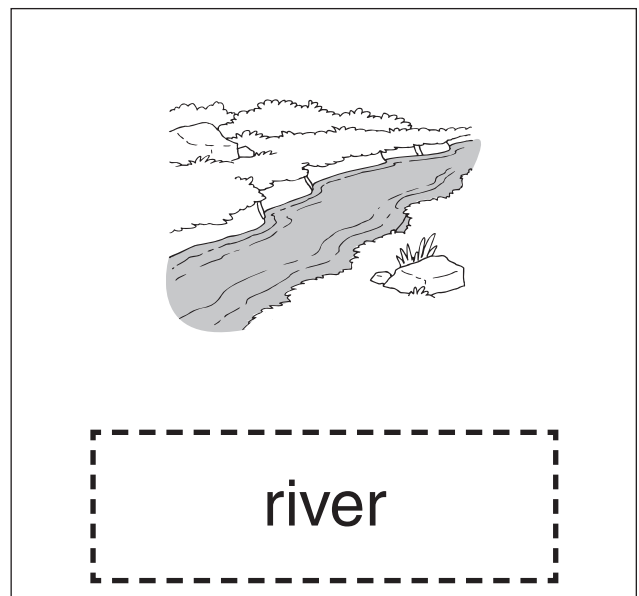
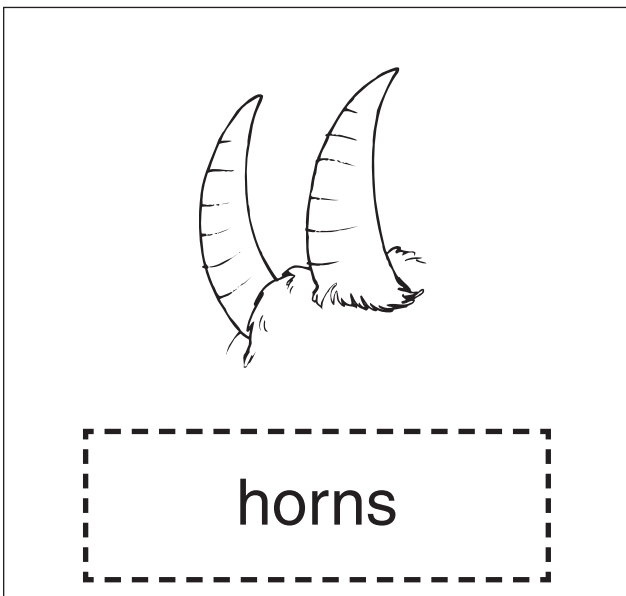
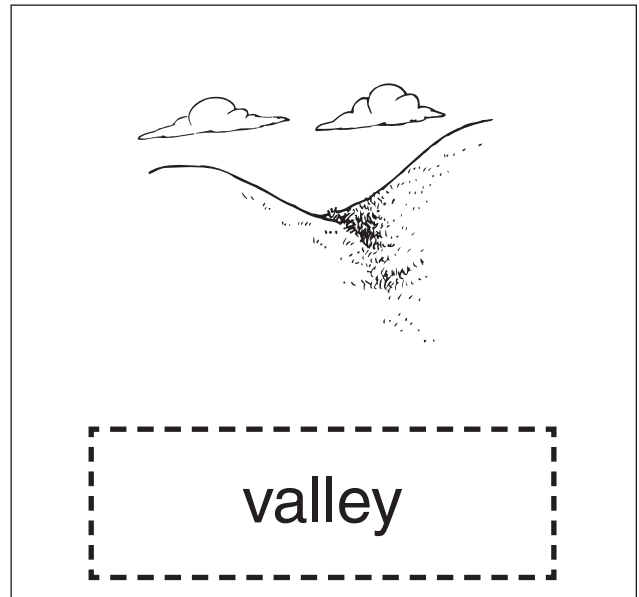
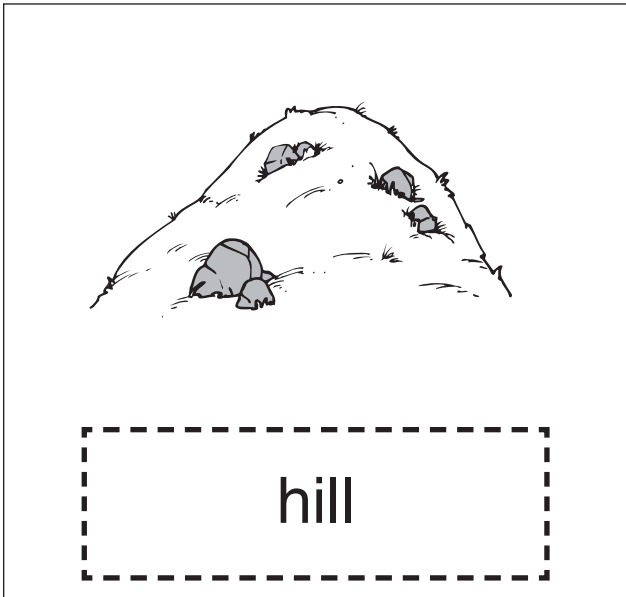
11. Why do you think the troll was so mean?
12. Why did the troll let Little Billy Goat Gruff and Medium Billy Goat Gruff walk across the bridge?
13. Was the troll afraid of Big Billy Goat Gruff? How do you know?
14. Why did Big Billy Goat Gruff butt the troll over the bridge?
15. What happened to the troll?

Sight Words

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

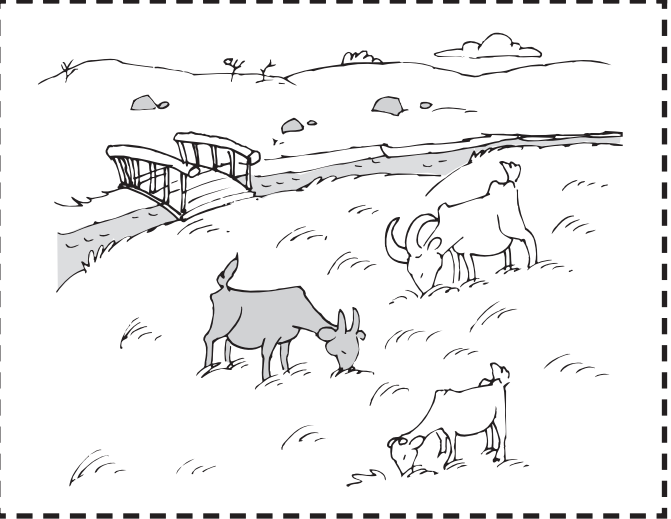
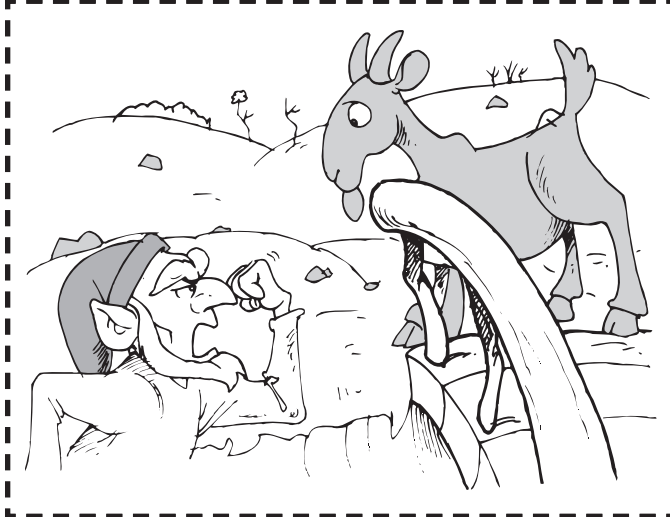
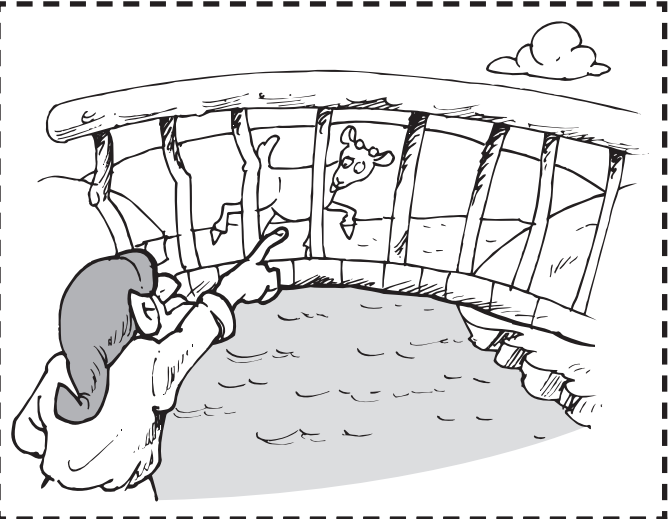
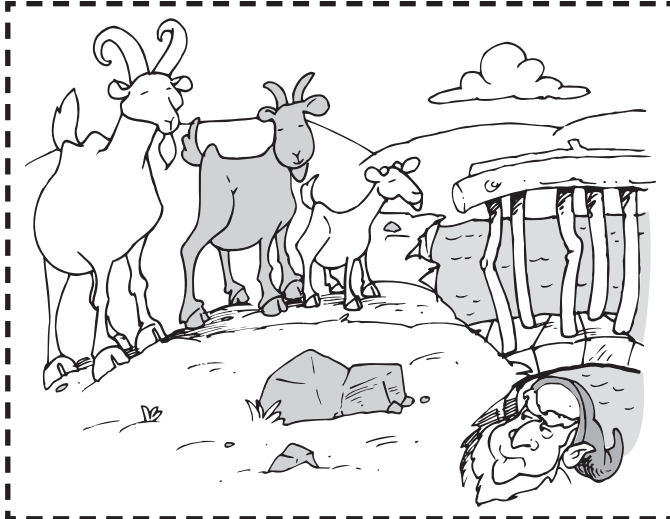


Match the word cards at the bottom of the page to the pictures/words.



Sequence Pictures

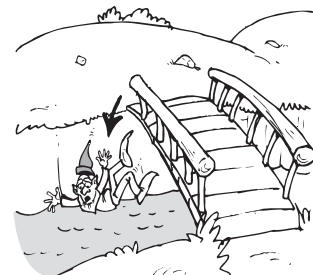
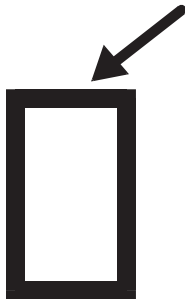
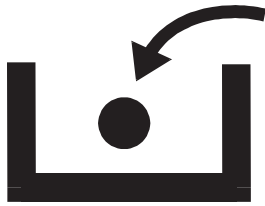
Cut apart the pictures and mix them up. Then have the child put them in the right order and retell the story.



Worksheet 1

Name _____

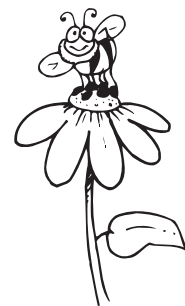
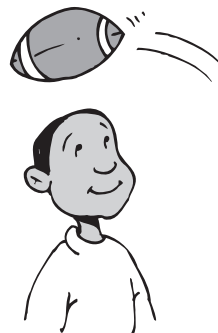
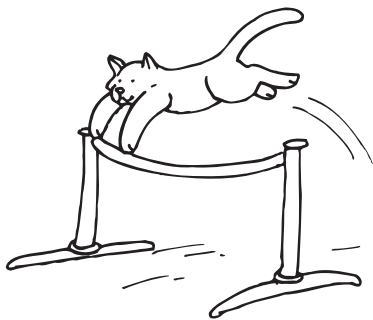
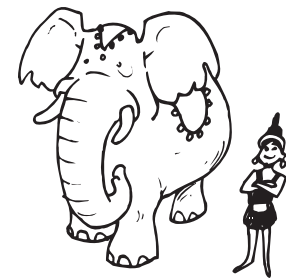
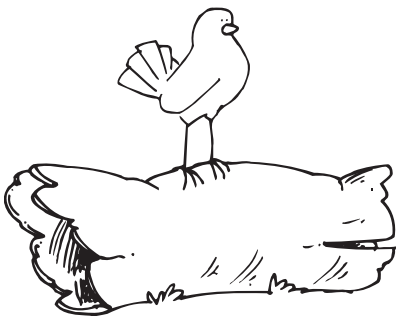
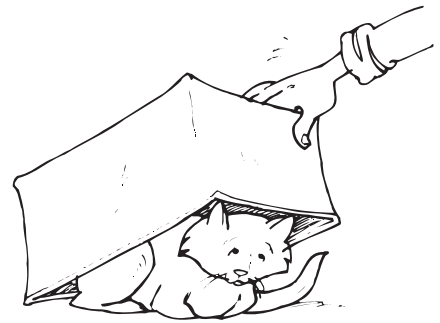
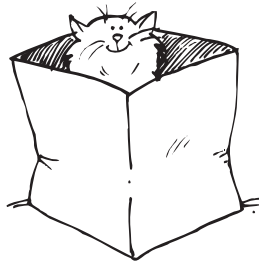
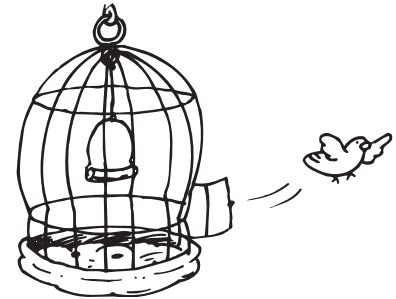
Draw a line from the symbol to the picture that shows the same idea.



Worksheet 2

Name _____

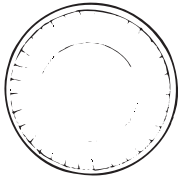
Look at each row of pictures. Circle the picture that shows the same concept as the first picture.



Making a Play Dough Troll

Have fun making a troll with play dough!

Things I Need:

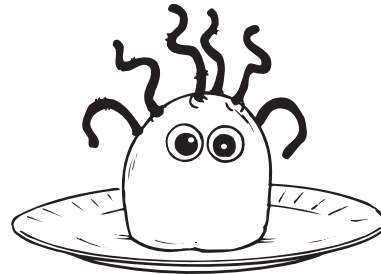


Steps I Follow:

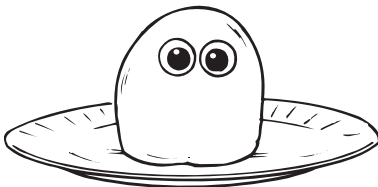
1.



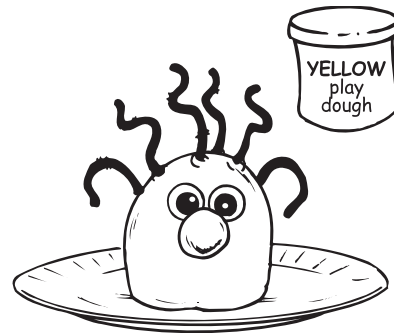
4.



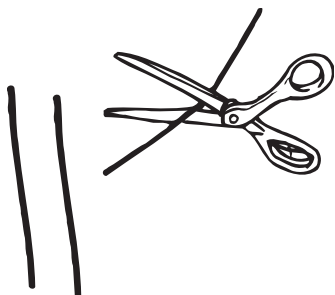
2.



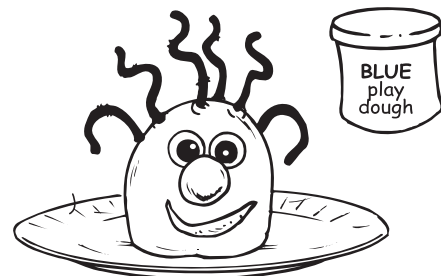
5.



3.



6.



Preposition Signs

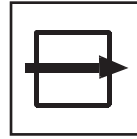
Make these preposition signs as you do the activities throughout the unit.*



between



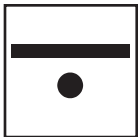
Place the edge of little finger of right hand between fingers of left hand. Pivot right hand back and forth.



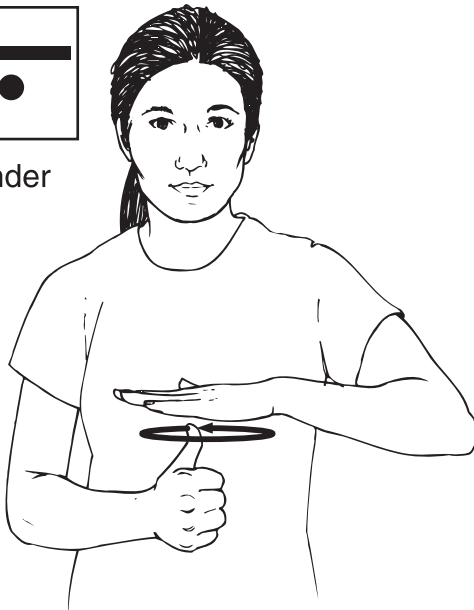
across



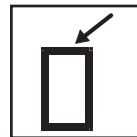
Move right hand forward over left flat hand.



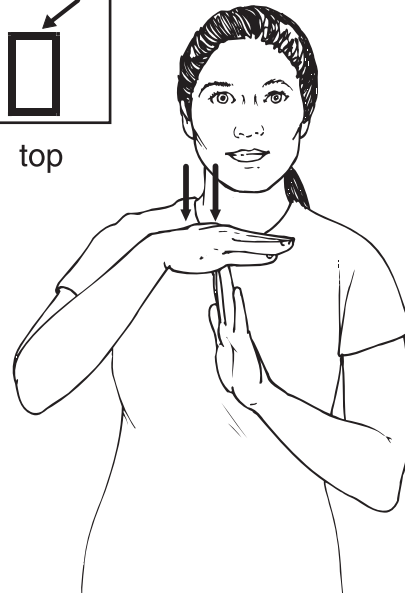
under



Make a counterclockwise circle with extended thumb of right hand below flat left hand.



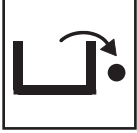
top



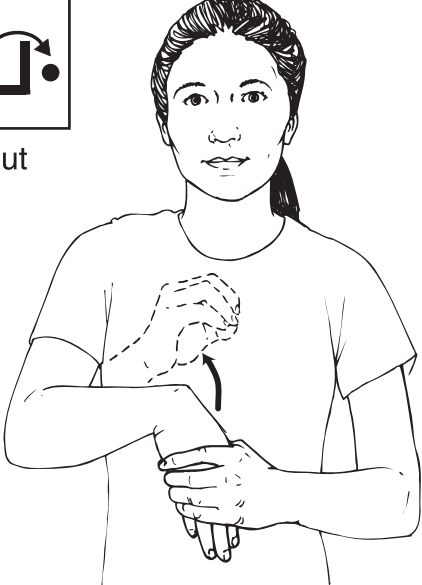
Move flat right hand down on top of fingers of vertical left hand.

* All signs are illustrated for a right-handed person. If you are left-handed, reverse the signs.


Make these preposition signs as you do the activities throughout the unit.



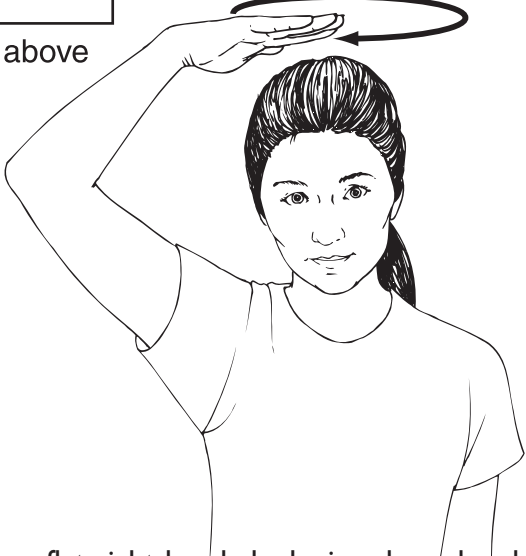
out



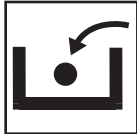
Place closed fingers of right hand into cupped left hand. Pull fingers up and out.



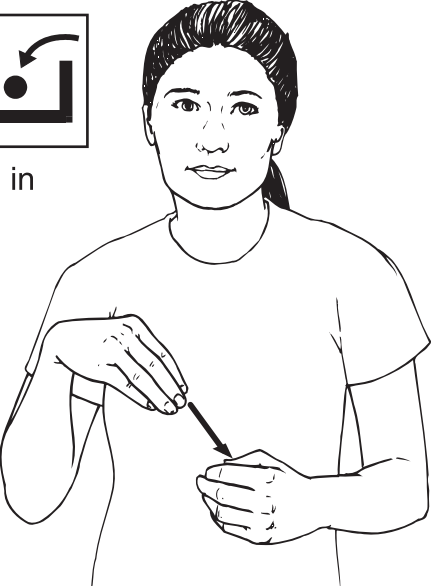
above



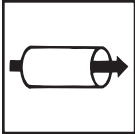
Move flat right hand clockwise above head.




in



Place closed fingers of right hand into cupped left hand.

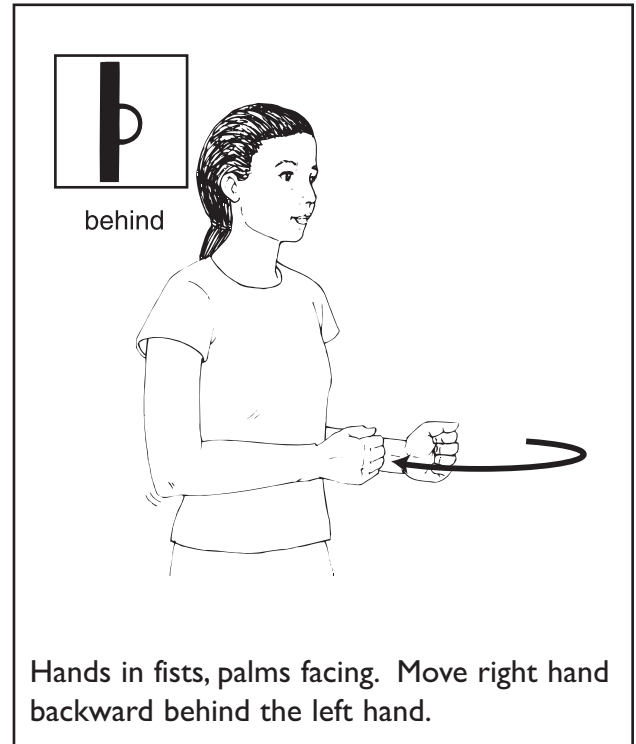
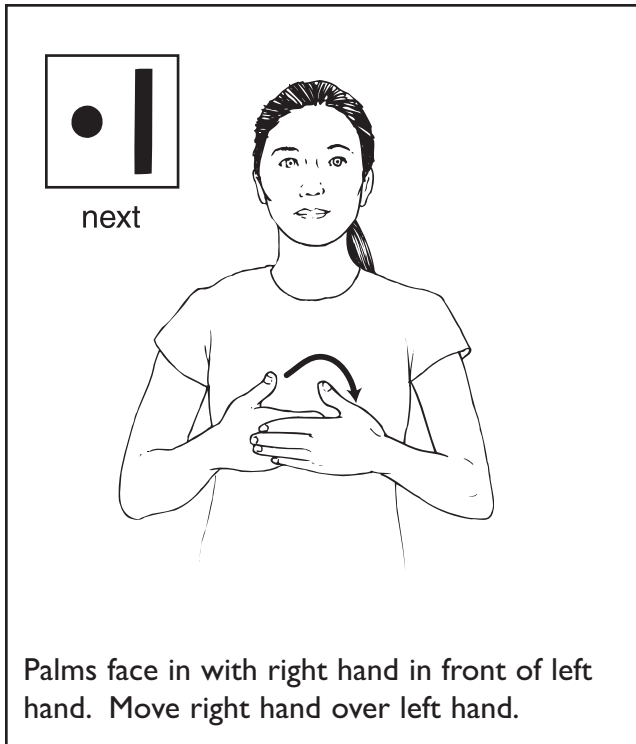


through



Slide the edge of little finger on right hand through fingers of left hand.

Make these preposition signs as you do the activities throughout the unit.





Unit 6: **The Tortoise and the Hare**

Language Target: Opposites

The Tortoise and the Hare is a story about two animals who challenge one another to a race. The hare buzzes through life in continual motion, whereas the tortoise takes it slow and easy. During the race, the hare is easily distracted and loses the race to the slow, but steady tortoise.

This story is not repetitive and predictable so the child needs to follow the story line closely. The *slow* tortoise is contrasted with the *fast* hare. Opposites are reinforced throughout the unit. The following vocabulary words are used repeatedly: tortoise, hare, owl, rainbow, molasses, birds, garden, shoes, race, referee, carrots, nap, rock, eye, flowers, starting line, and finish line.

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. 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 tortoise with a grease pencil or washable marker on the mirror. The picture on page 165 will help you with your artwork. The child may want to refer to the drawing for help in naming body parts. Ask the child to contribute ideas (e.g., Draw the tortoise's shell and then ask, "What else does the tortoise need? Should I draw the head or the tail 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 tortoise, 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 tortoise's neck. Show me your neck.").
- ◆ Wash/dry the mirror with window cleaner and a paper towel.
- ◆ Form the tortoise (turtle) sign (cover your right hand with your left hand and wiggle your right thumb) and walk "slow and steady" across the mirror. See Appendix A, page 220.
- ◆ Play peek-a-boo with a toy tortoise or while wearing a tortoise mask (page 166). 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 turtle puppet to play imitation games (e.g., “The tortoise shakes his head. Can you shake 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 Tortoises** (page 167)
Have the child count the tortoises 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 Tortoises** (page 168)
Have the child color the tortoises using different colors. When she is finished, ask the child to first state the size of each tortoise (e.g., “It is big. It is little.”) and then the color of each tortoise. When she can easily state the size and color independently, combine the two features into one sentence (e.g., “It is a big, purple tortoise.”).
- ◆ **Who Is This?** (page 169)
Ask the child to label each character (e.g., “This is the tortoise. This is the hare. This is the owl.”).
- ◆ **Let’s Make Sentences** (page 170)
Ask the child to form sentences about each picture using the word *fast* or *slow* (e.g., “The hare is fast. The tortoise is slow. The race car is fast. The snail is slow.”).
- ◆ **More Sentences** (page 171)
Ask the child to form a sentence about each picture group stating the opposite (e.g., “A tortoise is slow; a hare is fast. An elephant is big; a mouse is small.”).

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 an airplane. An airplane is fast. I put it next to the hare. 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.

◆ **Tortoise Bingo** (pages 172 - 174)

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!”

◆ **What’s Fast and What’s Slow?** (pages 175 – 176)

Make one copy of the game board and one copy of the game cards for each player on heavyweight paper. Cut apart the game boards and give one to each player. Cut out the game cards, mix them up, and place them facedown on the table. Have players take turns choosing a game card, stating whether the pictured item is fast or slow, and placing it on their game board. A star indicates a free space. If the player does not need a game card, she places it facedown on the table, and it becomes the next player’s turn. The winner is the first player to fill her game board.

◆ **Opposite Memory Game** (page 177)

Make a copy of the page on heavyweight paper and cut apart the game cards. Mix up the cards and place them facedown on the table. Have players take turns turning over two cards at a time to find an opposite pair. The player with the most pairs at the end of the game is the winner.

4. **Rebus Story** (pages 178 – 181)

Read the rebus story aloud, pausing so the child can label the pictures. Read the dialogue with exaggerated expression to get the child’s attention (e.g., Use a slow, smooth voice for the tortoise and a fast, choppy voice for the hare.). 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 182)

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 in 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 183 and 184)

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

◆ **Sequence Pictures** (page 185)

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 186 and 187)

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 Styrofoam Bowl Tortoise** (page 188)

The pictures illustrate what is needed and the steps to follow in making a Styrofoam bowl tortoise. 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 do we do first? What do you think these yellow dot stickers 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 the mess).
- ◆ Change the order of the steps to meet your needs (e.g., tape the legs on the bowl before inserting the head and tail).
- ◆ Substitute materials when a pictured item is not available (e.g., glue scraps of yellow construction paper on turtle’s shell rather than using the yellow dot stickers).
- ◆ Have fun!

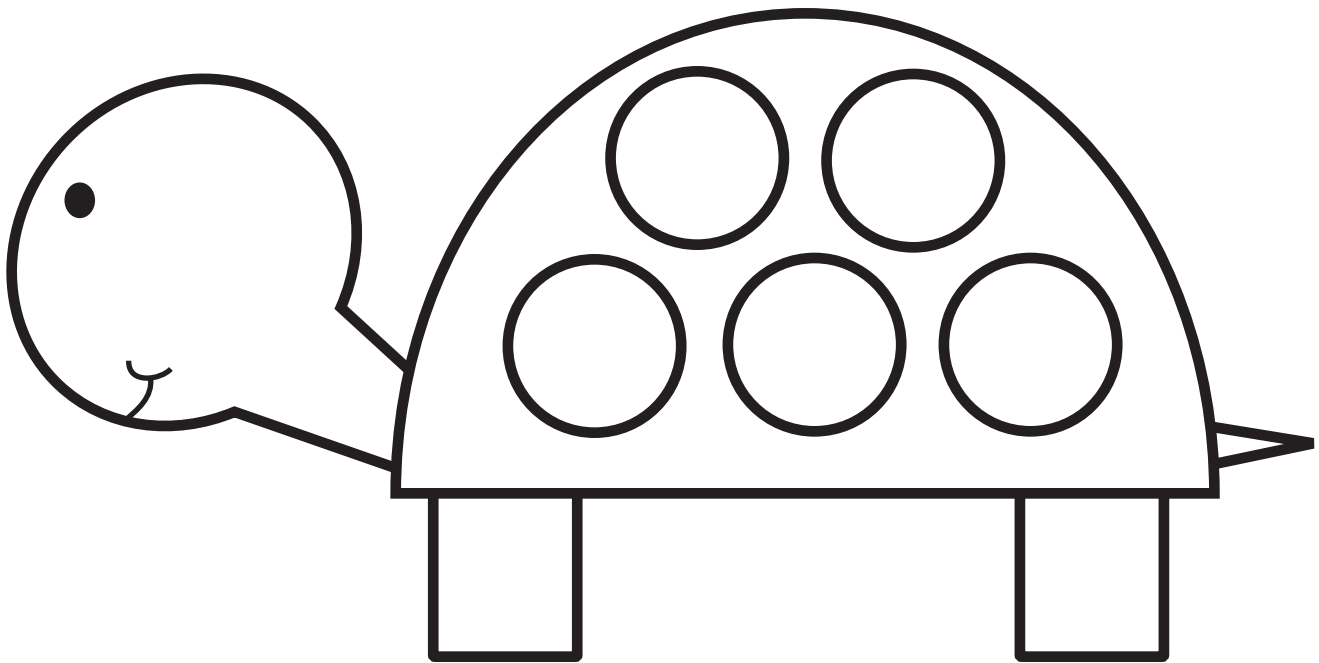
The purpose of this activity is not the end product, but the interaction and problem solving that happen along the way. Spreading the craft activity over several sessions is a good way to review and extend the exchange (e.g., “We need to let the paint dry. Let’s finish the tortoise tomorrow,” or “I need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

Expansion Activities

1. Have a race with the child. Make a starting line and a finish line. Recruit someone to be the referee. Compare your race to the race between the tortoise and the hare. (You may want to take a nap along the way!)
2. Read *The Hare and the Tortoise* by Brian Wildsmith. It has beautiful illustrations that will capture the child's imagination. Another good choice is *The Tortoise and the Hare* by Janet Stevens.
3. Broderbund's Living Books version of *The Tortoise and the Hare* computer program is very engaging. Enjoy it with the child. Another computer program that incorporates opposites is *Bailey's Book House* by Edmark (*Let's Make a Friend*).

Mirror Work

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



Tortoise 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.



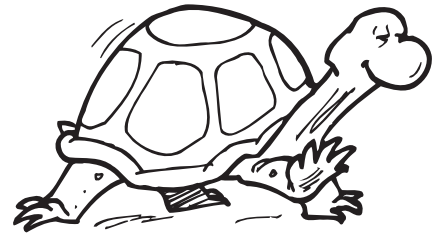
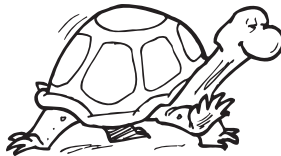
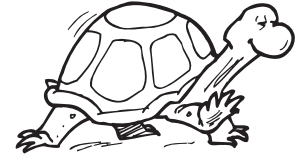
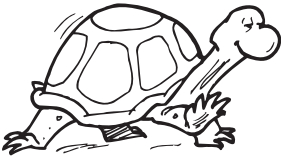
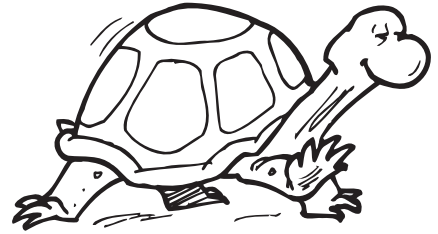
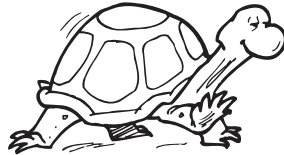
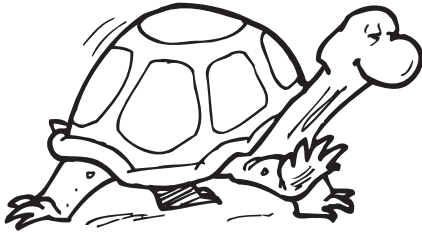
Tortoises

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



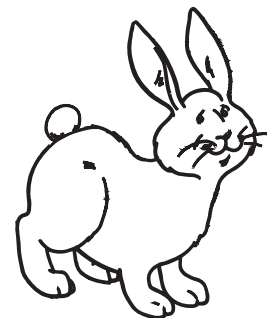
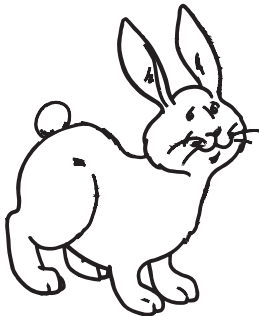
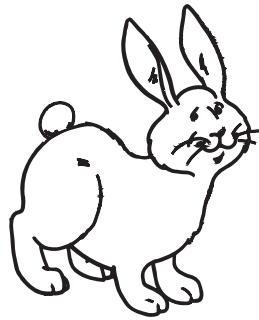
Let's Describe Tortoises

Describe each tortoise.



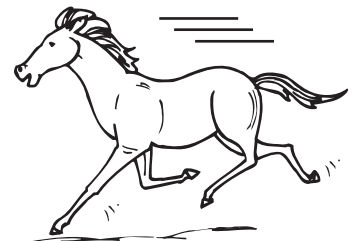
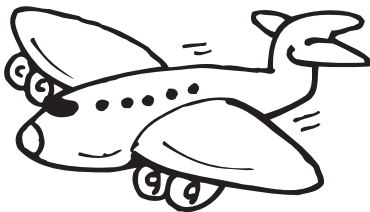
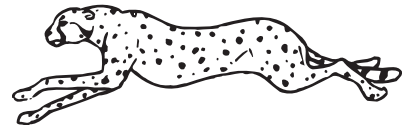
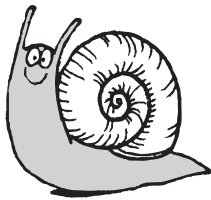
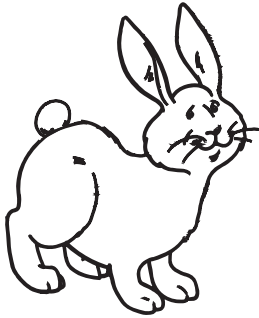
Who Is This?

Name each animal.



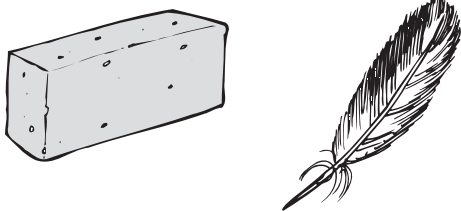
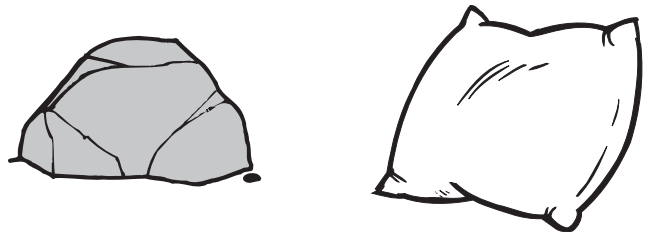
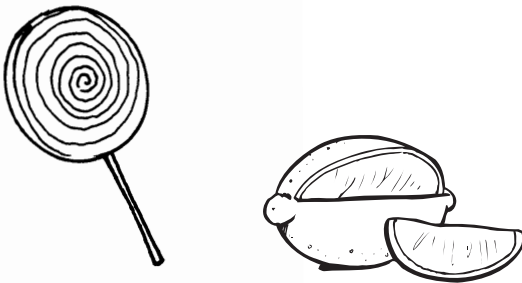
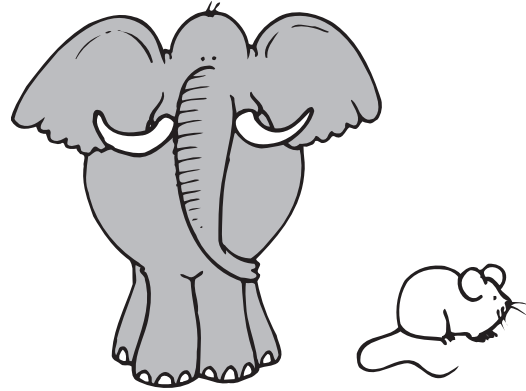
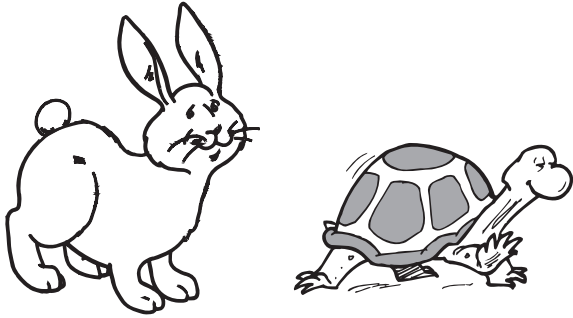
Let's Make Sentences

Say a sentence about each picture using the word *fast* or *slow*.



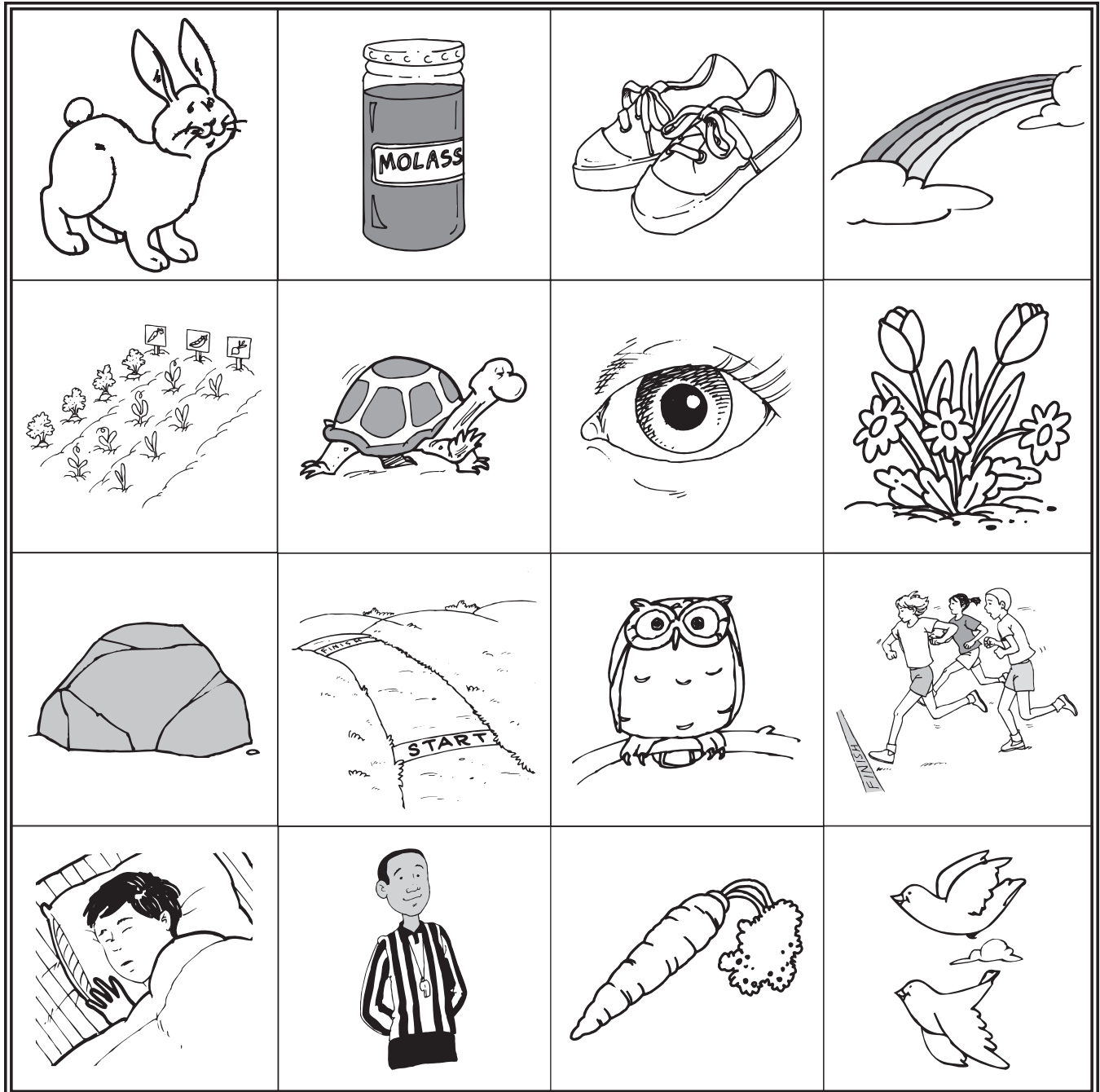
More Sentences

Say a sentence about each picture stating the opposite.



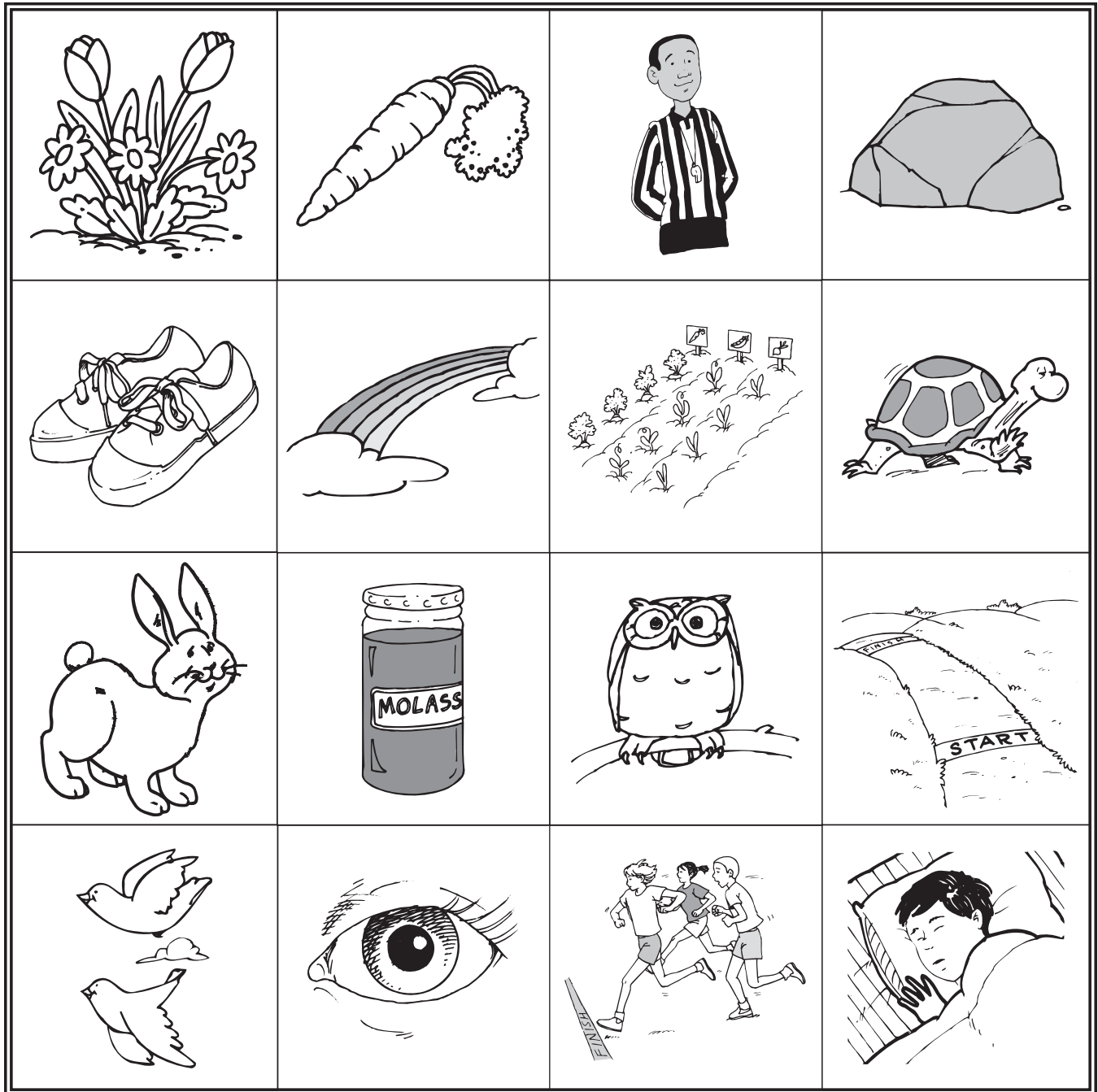
Tortoise Bingo (Card 1)

Give each player a bingo card (below and on page 173). Use them to play bingo with the game cards on page 174.



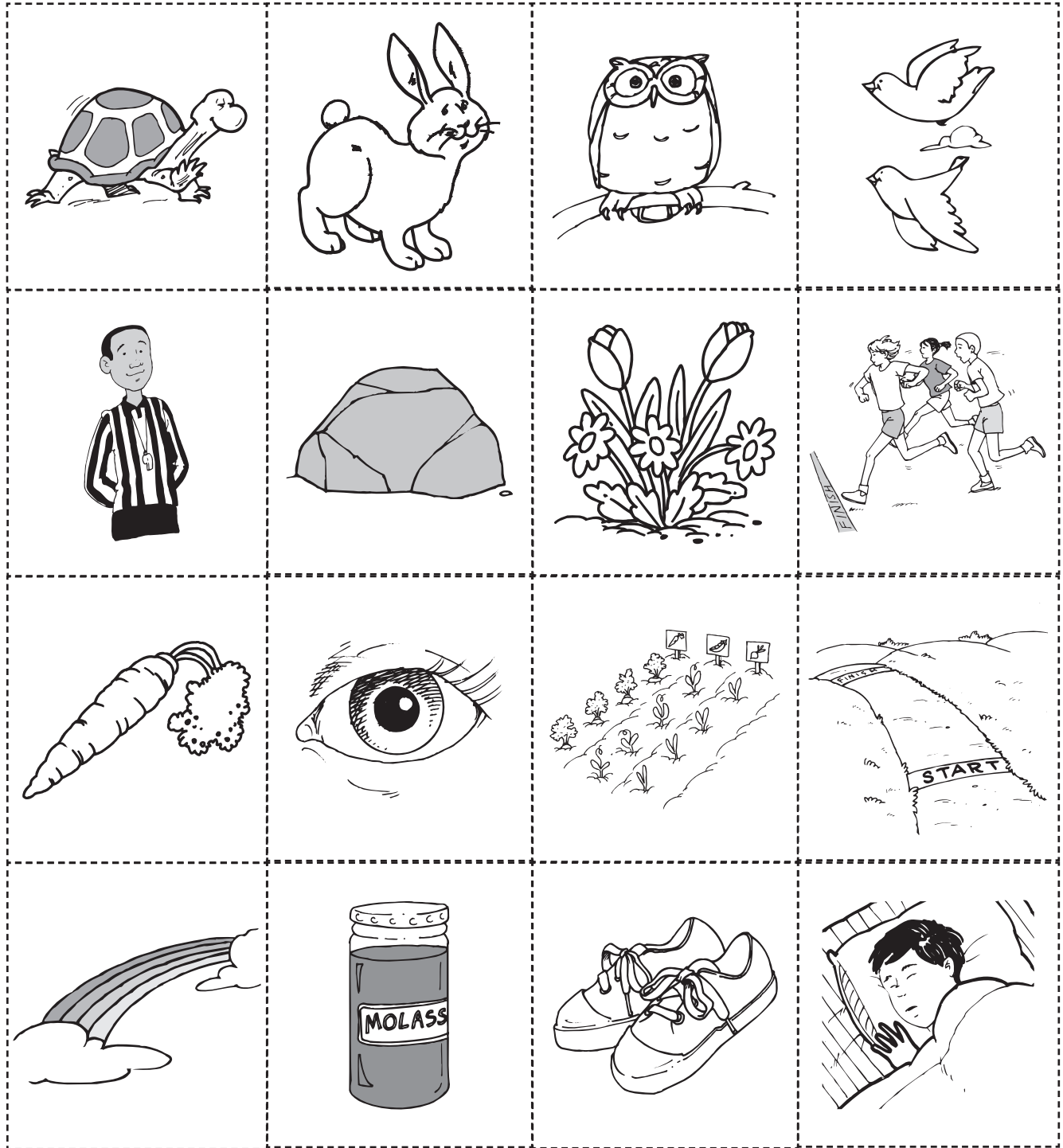
Tortoise Bingo (Card 2)

Give each player a bingo card (below and on page 172). Use them to play bingo with the game cards on page 174.




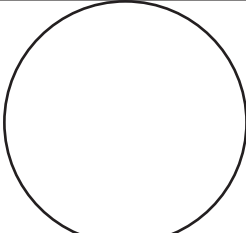
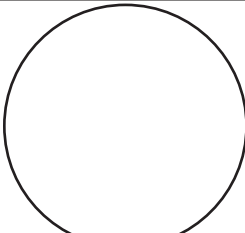
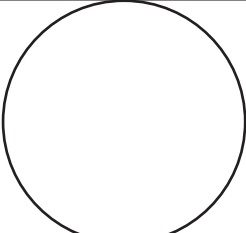

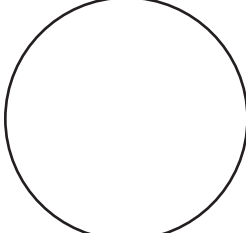
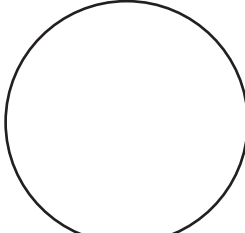
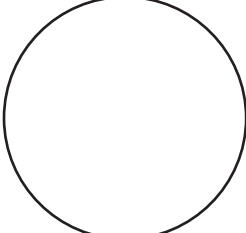

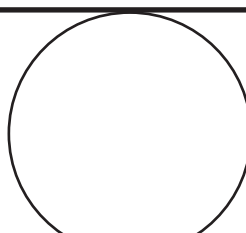
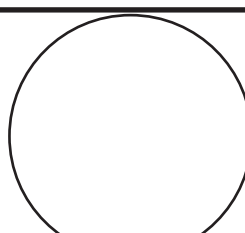
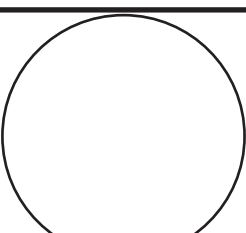

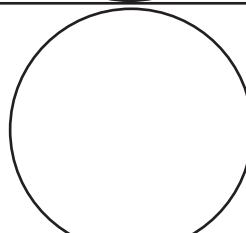
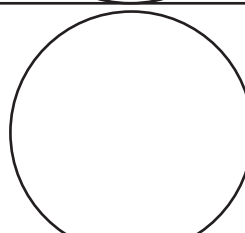
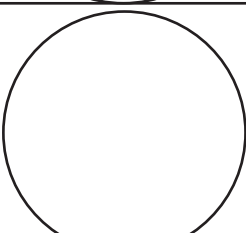
Tortoise Bingo Game Cards

Cut out the game cards. Use them to play bingo with the cards on pages 172 and 173.



and What's Slow?

Print these on heavyweight paper. Cut them apart and give one to each player. Have players take turns choosing a game and deciding whether the pictured item is fast or slow.

What's Fast and What's Slow? Game Cards

Copy one set of game cards for each player on heavyweight paper. Cut them out and use them with the game board on page 175.

