

CORE WORDS within REACH to use RECEPTIVELY (to the class, while reading): LOOK, NOT LIKE, LIKE, NO!, GO, DO, UH-OH OR OOPS!

SHARED READING of Cat in the Hat, Dr. Seuss emphasizing core vocabulary as able WORKING WITH WORDS-EMERGENT LEVEL: (LEARNING MOST OF THE LETTERS, MOST OF THE TIME IN THE CONTEXT OF RHYMING using –at)						
<p>Objective</p> <p>1. During shared reading of Cat in the Hat by Dr. Seuss, students will receptively receive augmented input using CORE/FRINGE vocabulary DURING a fluent run-through/rhythmic delivery of this story.</p> <p>2. Working with words: Students will gain experience selecting a consonant (initial position) with the RHYME: ----AT: cat, hat, sat, rat, fat, bat, mat, pat.</p>	<p>Materials</p> <p><u>Objects:</u> Book: The Cat in the Hat, Large 32 CORE board (classroom teacher size) HAT (reader wears), <i>large alphabet</i> to reference –at rhyme. <u>devices:</u> big macs, yes/no board, symbols, head nods.</p> <p>Pictures that match: cat, hat, sat, rat, fat, bat, mat, pat.</p> <p>Large alphabet letters or a board for writing the words generated.</p>	<p>Communication</p> <p><u>methods practiced and modeled</u></p> <p>Teacher models: Direct selection of CORE, fringe vocabulary while reading the book</p> <ul style="list-style-type: none"> • eye gaze, • Partner Assisted Scanning, • PODD, want-> toys-> label 	<p>Pragmatic Branch</p> <p>Label, opinions, CORE,</p>	<p>Sensory</p> <p><u>Input/Receptive</u></p> <p>Enhance with flashlight, Poetic/rhythmic reading, pausing, exaggerated affect from the SLP,</p>	<p>Therapist: Creates a scenario:</p> <p>a. After initial musical greeting, the SLP talks about the special day: HAT day & puts on her hat. We marvel at each student’s hat and place all of the hats together on a table. (We do not wear the hats during reading because it may be too much of a distraction.)</p> <p>b. The SLP has FRINGE vocabulary: cup, cake, ball, hat, book, fish, ship, milk, rake, toy man, fan, kites available near the CORE vocabulary board.</p> <p>c. The SLP reads the story using emphasized rhythm and poetic style, pausing while emphasizing the CORE words available that fit within the reading (see video sample)</p> <p>d. Students and staff practice choosing a consonant that will work with –at. Pictures will match the words that they use.</p>	<p>Vocabulary</p> <p><u>Targeted:</u> <i>Fringe Vocabulary:</i> cup, cake, ball, hat, book, fish, ship, milk, rake, toy man, fan, kites <i>Core Vocabulary:</i> any core appropriate including: look, not like, like, no, go, do, uh-oh or oops. <u>Alphabet letters:</u> C,H,S,R,F,B,M,P,A,T</p>
<p>Sequence of Activity -----></p>						
<p>First: READ BOOK ON TARHEEL READER OR Pre-prepared: DOWNLOADED WITH NARRATION RECORDED- HAVE A STUDENT READ THE BOOK BY USING A WIRELESS SWITCH TO TURN THE PAGES.</p>						
<p>Read The Cat in the Hat using emphasized rhythm and poetic style, pausing while emphasizing & using the bright flashlight to point to corresponding CORE words and simple text “cat” and “hat” that correspond with the oral reading (see video sample)</p>	<p>Students are engaged by the clarity of the reading and use of familiar core words. Additional support staff sit near students and use their own core words on their devices to echo the story reader. For example, when the reader says “look!” the support staff will use / model the child’s own device/ core board to say the same word.</p>			<p>WORKING WITH WORDS/RHYME WORK:</p> <p>The student uses their alternative pencil to select an initial consonant that goes with –at and this is added to the board. Everyone takes a turn</p>	<p>We will have pictures ready that match any of the rhymes that are chosen: cat, hat, sat, rat, fat, bat, mat, pat.</p>	
<p>To increase difficulty if needed →</p>	<p>Student chooses a picture first, then tries to match the rhyme with it.</p>	<p>Student is given a target sound to search for such as “s”</p>	<p>Student writes the rhyme, then chooses the corresponding picture</p>	<p>Instead of choosing among a limited array of letters, student will access their alternative pencil with the full 26 letters of the alphabet</p>	<p>Student will repeat the activity and/or write all of the rhymes</p>	
<p>To decrease difficulty if needed →</p>	<p>Student will choose from a small array of suitable letters and the teacher/SLP will stay the word, emphasizing its sound and then the student will find the corresponding picture. Student may also choose a picture, then the SLP or teacher will model selecting its matching letter to complete the rhyme.</p>					