

TALK Manual

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Week Themes: A theme was chosen for each week with corresponding vocabulary words that contrasted NMAE and MAE. A story related to each theme was used throughout each week. If an appropriate story did not exist, a fitting poem or short story was developed.

Table 6. Themes and corresponding dialect features to focus on for each week.

Weekly Themes	Contrastive NMAE and MAE Vocabulary
I Like Me	Plural /s/ - knees, hips, lips Copula/Auxiliary: you are, I am
Trolls/Monsters – Billy Goats Gruff	Final consonant cluster - troll, toll, told, gold
Vehicles – The Little Engine Who Could	Final consonant cluster – coal, cold
Animals	Final consonant cluster – bold, bull
Prince/Princess – The Shoemaker and the Elves	Final consonant cluster – sold, sole
Getting Ready for Kindergarten	Final consonant cluster – goal, gold

Opening Circle: During each opening circle, the children sang the “hello” song, introduced themselves to the class, and placed their name on the attendance board. The teachers introduced the daily schedule and introduced weekly themes each Monday.

1. **“Hello” Song:** Lyrics written on large poster board for class to see.
 - a. Lyrics: “Hello, Hello, Hello and how are you? I’m Fine, I’m Fine, and I hope that you are too!”
2. **Introduction:** Introductions changed daily to reflect themes and day of the week. Introduction scripts were written on the classroom board for children to follow (e.g. “This weekend I liked ____ because ____.”) Introductions targeted pragmatic language, copula/auxiliary production, rhyming, etc. Daily introductions will be detailed below.
3. **Attendance:** Children found names and placed them on the attendance board.
4. **Daily Schedule:** Teachers introduced weekly themes and daily schedule

Rhyme Time: Children were divided into two groups, half of which attended rhyme time first. Rhyme time lessons focused on phonological awareness skills including letter-sound identification, rhyming, segmenting, and blending. A general schedule was used for each lesson:

1. **Song #1:** “Who Let the Letters Out” from Dr. Jean Kiss Your Brain, Is Everybody Happy CD:
 - a. Lyrics: “Who let the A out? A a a a. Who let the B out? B b b b..”
2. **Song #2:** “Rhyming to Read” from Dr. Jean Kiss Your Brain, Is Everybody Happy CD:
 - a. Lyrics: “We run run run each day, to make our bodies strong. We shake shake shake a hand to help us a get along. We reach reach reach up high to one day find our dream. We rhyme rhyme rhyme each day to help us learn to read. Rhyming to read. Rhyming to read. Come on everybody let’s have some fun, we’re rhyming to read. Now, clap your hands as I say each word that rhymes with at, cat, sat, mat, fat. Now shake your hips as I say each word that rhymes with og, log, hog, dog, frog. Now stomp your feet as I say each word that rhymes with an, can, man, fan, pan.”
3. **Theme-focused phonological awareness activities:** a different phonological awareness skill was targeted on each day of the week. Typically, rhyming was addressed Monday, letter-sound identification was addressed Tuesday, segmenting was addressed Wednesday, and blending was addressed Thursday.

Talk Time: Talk time activities varied depending on weekly theme and by day. Typically, a poem or short story was used throughout the week as a basis for activities. Vocabulary words were introduced on the first day of the week and used throughout the week. Lesson focused on features that are present in MAE but are optional in NMAE. These included plurals, copulas/auxiliaries, and final stressed consonant clusters. Lesson also focused on in direct commands (common in MAE but less so in NMAE) and the concept that people speak differently.

Closing Circle: Children rejoined for the closing circle time. A similar schedule was followed each day.

1. Review schedule
2. “You’re in the Spotlight”: Each child uses script “I liked ____ because_____.”
3. “Goodbye Song”:

“Open shut them, Open shut them,
Give a little clap, clap, clap,
Open shut them, Open shut them
Lay them in your lap
Wave them, wave them, wave them, wave them
High up in the sky
Wave them, wave them, wave them,
Let’s all say good-bye”

I Like Me

Weekly Overview:

Table 7. Overview of activities for “I Like Me” theme. Activities in bold are detailed below.

I Like Me	Opening	Rhyme Time	Talk Time	Closing
Monday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - auxiliaries/copula 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. Introduce sound- Sound guessing game: what sound is that? (animal, music, etc.) 2. Compare and contrast same and different sounds 	<ol style="list-style-type: none"> 1. “I Like Myself” shared reading 2. Construct “About Me” books 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Tuesday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - First letter of name 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. Introduction to long vs. short words 2. Identify long vs. short names 3. Identify long vs. short words 	1. Actor’s Box	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Wednesday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - Clap syllables in name 3. Attendance 4. Daily Schedule 	1. Introduction to rhyming with “ee” sound	<ol style="list-style-type: none"> 1. “Happy Bees” shared book reading 2. “Hickity Pickity Bumble Bee” rhyme 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Thursday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - Clap syllables in name 3. Attendance 4. Daily Schedule 	1. Rhyming Differentiation: freeze when words don’t rhyme	<ol style="list-style-type: none"> 1. “I Like Me” poem 2. Paper mask craft to take home w/ poem 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song

Selected Procedures (procedures bolded above):

1. Introduction: (day 1): Copulas/Auxiliaries
 - a. Procedures: Teacher asks, “Who is wearing [blue]?” Children respond with the script, “I am.”
 - b. Objectives: Learn names, WH questions, auxiliaries/copulas

2. Introduce Sounds:
 - a. Procedures: Teacher introduces the word “sound.” Teacher plays 20 different sounds including animals, musical instruments, speech etc. Children guess each sound
 - b. Objectives: Phonological awareness- some sounds are the same and some are different

3. You’re in the spotlight:
 - a. Children stand up and use the script “I liked _____” to talk about the days activities
 - b. Objectives: Pragmatic skills

4. Introduction (day 2): First letter of name
 - a. Procedures: Each child uses the script, “Hi, my names is _____” to introduce themselves to the class. The class responds, “Hi [Alissa]. [A A A Alissa.] [Alissa] starts with [A].”
 - b. Objectives: Pragmatic skills, initial sound and letter identification

5. Introduction to long first short words:
 - a. Procedures: Teacher introduces the concept of “long” and “short” words. Teacher provides examples of each. Children use hand motions (long or short) to help identify words as long or short. Children identify their own names as long or short.
 - b. Objectives: Phonological awareness- words are made up of letters. Words can be same or different, they can be long (many letters) or short (few letters).

6. Actor’s Box:
 - a. Procedures: Each child choses a charades card and acts out a basic action. The class guesses each action. The class uses the script: “what are you?”, “are you_____?” I am _____.”
 - b. Objectives: Copulas/auxiliaries, vocabulary and script production, pretending

7. Introduction (day 3 and 4): clap syllables in name.
 - a. Procedures: Each child will find their name and say, “Hi my name is _____.” The class will respond, “Hi [Alissa, A-li-ssa.] and clap out syllables.
 - b. Objectives: Phonological awareness - syllabification

8. Introduction to rhyming:
 - a. Procedures: Teacher introduces “rhyme” (“words with the same ending sound”). Teacher introduces rhyming words KNEE, BEE, ME, TREE, SEE, KEY. Children practice the script, “[Bee] and [me]. They both say [ee]. Those words rhyme.”
 - b. Objectives: Phonological awareness – rhyming

9. Rhyming differentiation:
 - a. Procedures: Teacher reads several rhyming words followed by a non-rhyming word (e.g. KEY, FLEA, ME, DOG) Children run in place when words rhyme and freeze when one doesn’t.
 - b. Objectives: Phonological awareness – rhyming

Materials:

Opening Circle:

- Name plates
- Attendance board
- “Hello Song” poster board
- Pointer – to point to lyrics
- Daily schedule

Rhyme Time:

- CD of various sounds – animal sounds, music, speech
- Alphabet wall
- Short and long words beginning with each letter of the alphabet on letter strips
- Each child’s name on letter strips
- Rhyming words ME, BEE, SEE, TREE, KEY, KNEE on letter strips
- Tape

Talk Time:

- I Like Myself book by Karen Beaumont
- Materials for book construction: construction paper book, markers
- Strips of paper with phrases: “I am (age, gender, other descriptions)_____.”
“I like _____.” He/She likes _____.” “What do you like?” for gluing in book
- Actor’s Box (charades) cards with different actions
- Large sentence strips “What are you?”, “Are you _____?” I am _____.”
- Happy Bees book by Arthur Yorinks
- Poster board with “Hickity Pickity Bumble Bee” lyrics:
“Hickity Pickity Bumble Bee won’t you say your name/a word for me?”
- Large poster board with “I Like Me” lyrics:

*I like me with knobby knees
Or hippo hips
Or purple poka dot lips,
I am still the same you see...
I like myself because I am me*

- Small print out of “I Like Me” poem for take home
- Materials for mask construction: popsicle stick, paper plate, yarn (hair), eyes, markers

Closing Circle:

- Magic pointer
- “I liked...” written on sentence strips
- “Goodbye Song” lyrics on large construction paper
*Open shut them, Open shut them,
Give a little clap, clap, clap,
Open shut them, Open shut them
Lay them in your lap
Wave them, wave them, wave them, wave them
High up in the sky
Wave them, wave them, wave them,
Let’s all say good-bye*

Trolls/Monsters – Billy Goats Gruff

Weekly Overview:

Table 8. Overview of activities for Trolls/Monsters theme Procedures in bold are detailed below.

Trolls/Monsters	Opening	Rhyme Time	Talk Time	Closing
Monday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction – “Hi, my name is _____ and I _____ this weekend.” 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. “Lettercise” by Dr. Jean 2. “Who let the letters out” by Dr. Jean 3. Word Wall – initial letter 	<ol style="list-style-type: none"> 1. Introduce Vocabulary (troll, toll, told, gold) 2. Billy Goats Gruff Story w/ specialized script 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Tuesday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - First letter of name 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. “Rhyming to Read” by Dr. Jean 2. <u>Splat the Cat</u> shared book reading and rhyme identification 	<ol style="list-style-type: none"> 1. Talk like a goat or troll 2. Goat mask craft 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Wednesday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - Clap syllables in name 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. “Break it Down” song and CVC word segmentation 2. Put CVC words on word wall 3. Fly swatter activity - segmentation 	<ol style="list-style-type: none"> 1. Practice <u>Billy Goats Gruff</u> script 2. Act out story with script 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Thursday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - Individual introductions 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. Blend CVC words with middle sounds –at 2. “Rhyming to Read” and “Lettercise” by Dr. Jean 	<ol style="list-style-type: none"> 1. Act out story with script 2. Actor’s box (charades) with characters from story 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song

Selected Procedures (procedures bolded above)

1. Word Wall – Initial Letter:
 - a. Procedures: Children identify initial letter of simple words. One child tapes word on the word wall underneath the corresponding initial letter
 - b. Objectives: Identify initial letter/sound in words

2. The Billy Goats Gruff Story:
 - a. Procedures: Shared book reading of Billy Goats Gruff story with incorporation of script below:

*Narrator: Oh no you're not! The **troll told** him*
*Troll: you must first pay a **toll**. ONE (TWO, THREE, etc.)
piece/s of **gold***
 - b. Objectives: To contrast NMAE and MAE features in final consonant blends in the words TROLL, TOLL, and GOLD.

3. Talk Like a Goat and Troll:
 - a. Procedures: Children practice talking like a goat or troll
 - b. Objectives: To highlight differences in dialect through pretend play- People talk different

4. Goat Mask Craft:
 - a. Procedures: Children create goat and troll mask to be used to act out the script. Children use “goat talk” or “troll talk” to ask for different materials
 - b. Objectives: To highlight differences in dialect

5. Break it Down Song w/ CVC Word Segmentation:
 - a. Procedures: Children will use “Break it Down” song to break apart words into sounds

*“Break it down, break it down, break it down break it
down break it down, when I say the word, you say the
sound. The word is _____
[Cat, fat, kiss, hug, kick, leg, pig, rub, dog, sip, fit, less,
dip, get, bag, bat, line, kite, rain, boom, dig]”*
 - b. Objectives: Phonological awareness- segmentation

6. Fly Swatter Activity – Segmentation
 - a. Procedures: Each child receives a fly swatter and a laminated segmentation board with 3 stars. Children also receive a pile of simple CVC pictured words. Children will chose a word and use the fly swatter to hit one star for each sound (e.g. C-A-R)
 - b. Objectives: Phonological awareness -segmentation

7. Introduction (day 4) – Individual Introductions
 - a. Procedures: Each child will chose a friend to great. Children will great friend and shake his/her hand. Both children will then put their names on the attendance board.
 - b. Objectives: Pragmatics

Materials:

Opening Circle:

- Name plates
- Attendance board
- “Hello Song” poster board
- Pointer – to point to lyrics
- Daily schedule

Rhyme Time:

- “Rhyming to Read” song from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Rhyming to Read” lyrics on poster board
- “Who Let the Letters Out?” from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Who Let the Letters Out?” lyrics on poster board
- “Lettercise” CD from Kiss Your Brain, Everyone is Happy by Dr. Jean
- Word Wall (A-Z letters on wall)
- Simple words on word strips for each letter of the alphabet to post on word wall
- Splat the Cat book by Rob Scotton
- -at rhyming words on words strips
- White boards and markers
- Cards with pictures of CVC words
- Fly Swatters
- Laminated segmentation boards with 3 stars or dots

Talk Time:

- Weekly vocabulary words (troll, gold, toll, told) on large paper
- Billy Goats Gruff book
- Billy Goats Gruff script:
 - Narrator: *Oh no you’re not! The **troll** told him*
 - Troll: *you must first pay a **toll**. ONE (TWO, THREE, etc.) piece/s of **gold***
- Materials for mask construction – paper plates, ears, eyes, troll cutouts, markers, glue
- Wooden bridge (large blocks) for story acting
- Actor’s box cards (charades cards) with characters to act out

Closing Circle:

- Magic pointer
- “I liked...” written on sentence strips
- “Goodbye Song” lyrics on large construction paper
 - Open shut them, Open shut them,*
 - Give a little clap, clap, clap,*
 - Open shut them, Open shut them*
 - Lay them in your lap*
 - Wave them, wave them, wave them, wave them*
 - High up in the sky*
 - Wave them, wave them, wave them,*
 - Let’s all say good-bye*

Vehicles – The Little Engine Who Could

Weekly Overview:

Table 9: Overview of activities for Vehicles theme. Procedures bolded are detailed below.

Vehicles	Opening	Rhyme Time	Talk Time	Closing
Tuesday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - First letter of name 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. “Who Let the Letters Out?” 2. “Rhyming to Read” 3. Vehicle vocabulary w/ initial letter identification 4. Matching same vs. different initial letters 	<ol style="list-style-type: none"> 1. <u>The Little Engine Who Could</u> shared book reading w/ incorporated script 2. Discuss story vocabulary (engine, caboose, coal) 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Wednesday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - Clap syllables in name 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. “Who Let the Letters Out?” 2. “Rhyming to Read” 3. –op and –it rhyming words 4. <u>Hop on Pop</u> by Dr. Seuss shared book reading 	<ol style="list-style-type: none"> 1. <u>The Little Engine Who Could</u> review w/ script 2. Story sequencing craft 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Thursday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - Individual introductions 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. “Who Let the Letters Out?” 2. “Rhyming to Read” 3. Fly swatter activity w/ segmentation (car, truck, train, jeep, bus, jet, bike) 4. Review yesterday’s rhyming words 	<ol style="list-style-type: none"> 1. Individual train craft with script 2. Large classroom train craft 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song

Selected Procedures (bolded above):

1. The Little Engine Who Could shared book reading with script:
 - a. Procedures: Teacher reads any The Little Engine Who Could book and incorporates script:

Please help us! Our coal is too cold for our train to go! “*I think I can, I think I can, I think I can*”
 - b. Objectives: To develop early literacy skills, learn new vocabulary and to highlight differences in dialect (optional final consonant cluster deletion in NMAE vs. MAE).
2. Story Sequencing Craft:
 - a. Procedures: Students will sequence seven pictures in order that they happened in the story. Students can reference book as needed
 - b. Objectives: To identify sequence of story, first, second, next, then, after that, in the end. To highlight contrastive features of NMAE and MAE (optional final consonant cluster deletion in NMAE). To use and understand vocabulary used in book- engine, caboose, coal
3. Fly Swatter Activity with Segmentation
 - a. Procedures: Each child receives a fly swatter and a laminated segmentation board with 3 stars. Children also receive a pile of simple CVC pictured words. Children will chose a word and use the fly swatter to hit one star for each sound (e.g. C-A-R) Words include: car, train, truck, jeep, jet and bike
 - b. Objectives: Phonological awareness – segmentation, vocabulary development
4. Individual Train Craft
 - a. Procedures: Students will make a train of their name with one letter on each car of the train and on the caboose they will write how many letters are in their name. The engine will have a picture of them on it. They will glue it on a long piece of butcher paper and we will write the script: “Please help us! Our coal is too cold for us to go!” “I think I can, I think I can”
 - b. Objectives: To identify letters in name, write letters, put letters in the right order, count individual letters, and write phrases using final consonant sounds.
5. Large Classroom Train Craft
 - a. Procedures: “Who can help us? Our coal is too cold!” on large paper. Students choose their picture for the engine and choose other students to join their train. Students write their names friends underneath their picture on the large train.
 - b. Objectives: To identify and write names, continued use of contrastive features in NMAE and MAE (optional final consonant deletion).

Materials:

Opening Circle:

- Name plates
- Attendance board
- “Hello Song” poster board
- Pointer – to point to lyrics
- Daily schedule

Rhyme Time:

- “Rhyming to Read” song from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Rhyming to Read” lyrics on poster board
- “Who Let the Letters Out?” from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Who Let the Letters Out?” lyrics on poster board
- Word Wall (A-Z letters on wall)
- Vehicle vocabulary (car, train, truck, bike, jet, jeep) on word strips
- -op and -it rhyming words
- Hop on Pop by Dr. Seuss
- White boards and markers
- Cards with pictures of CVC vehicle words (car, bike, jet, jeep, etc.)
- Fly Swatters
- Laminated segmentation boards with 3 stars or dots

Talk Time:

- Any The Little Engine Who Could book
- Story vocabulary (caboose, engine, coal, etc.) on word strips
- Story script on large poster board:
Please help us! Our coal is too cold for our train to go!” “I think I can, I think I can, I think I can
- 7 pictures from The Little Engine Who Could book for each student
- Large paper to glue sequenced pictures
- Glue
- Butcher paper (for individual train craft)
- Train “cars” out of construction paper (rectangles)
- Markers
- Picture of each student for individual trains
- Construction paper wheels
- Construction paper (for classroom train)
- Construction paper cars
- Students pictures (multiple) to place in classroom trains
- Pencils

Closing Circle:

- Magic pointer
- “I liked…” written on sentence strips
- “Goodbye Song” lyrics on large construction paper
 - Open shut them, Open shut them,*
 - Give a little clap, clap, clap,*
 - Open shut them, Open shut them*
 - Lay them in your lap*
 - Wave them, wave them, wave them, wave them*
 - High up in the sky*
 - Wave them, wave them, wave them,*
 - Let’s all say good-bye*

Animals

Weekly Overview:

Table 10. Overview of activities for Animals theme. Bolded procedures are detailed below.

Animals	Opening	Rhyme Time	Talk Time	Closing
Monday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction – “This weekend I _____ with _____.” 3. Attendance 4. 4. Daily Schedule 	<ol style="list-style-type: none"> 1. “Who Let the Letters Out?” 2. “Rhyming to Read” 3. Introduce animal vocabulary (bunny, koala, rhino, worm, dolphin, penguin) and identify initial sounds 4. “If I were an Animal Song” by Patty Shukla 	<ol style="list-style-type: none"> 1. Read “Bold Bull” Poem (see lines below) 2. Read <u>Edward the Emu</u> by Sheena Knowles 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Tuesday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - First letter of name 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. “Who Let the Letters Out?” 2. “Rhyming to Read” 3. Read <u>One Duck Stuck</u> book by Phyllis Root 4. Explicit teaching of –uck rhyming words 	<ol style="list-style-type: none"> 1. Read “Bold Bull” Poem 2. Actor’s box with animal sounds 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Wednesday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - Clap syllables in name 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. “Who Let the Letters Out?” 2. “Rhyming to Read” 3. Segmenting animal words (reading/phonics) with fly swatter 	<ol style="list-style-type: none"> 1. Read “Bold Bull” Poem 2. People speak differently lesson – learn to say hello in different languages 3. Read <u>Hello World! Greetings in 42 languages from around the globe!</u> book by Manya Stojic 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Thursday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction and Greeting in Spanish “Hola _____” 3. Daily Schedule 	<ol style="list-style-type: none"> 1. “Who Let the Letters Out?” 2. “Rhyming to Read” 3. Blending activity with –old endings (rhyming) 	<ol style="list-style-type: none"> 1. Read “Bold Bull” Poem 2. Learn and sing “It’s a Beautiful World” in sign language (people speak differently) 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song

Selected Procedures (bolded above):

1. Read “Bold Bull” Poem:

- a. Procedures: Teacher reads poem one time identifying difficult vocabulary. Then re-read poem line by line having children repeat. Children will help teacher identify rhymes in the poem.

*The bold bull is very kind.
He needs a friend to find.
The bold bull stands up straight and tall
To see if the other bull has a ball.
The bold bull gets the courage to play.
So the bold bull goes up to say
“Will you be a friend to me?
I am nice as can be”
He was a very bold bull.*

- b. Objectives: Highlight contrastive features in NMAE and MAE (bold, bull) identify rhyme as words that sound the same at the end, learn and identify new vocabulary, pragmatics in speech and sharing with a group.
2. Read Edward the Emu by Sheena Knowles:
 - a. Procedures: Introduce story as things make different sounds, people talk to each other but animals make sounds to talk to each other. “In some stories, animals talk English like us, but do animals really talk like us? Or is that make believe?” Teacher reads the story stopping to identify rhymes and animal sounds
 - b. Objectives: Identify rhyme, learn and identify new vocabulary, pragmatics in speech and sharing with a group, identify, recognize, and describe different sounds that animals make.
 3. Actor’s Box with Animal Sounds:
 - a. Procedures: Each student will get a turn to act out an animal card with picture, saying the animal sound and walking/acting like the animal
 - b. Objectives: Identify sounds that animals make, use vocabulary words and describing words to guess animals. Use pragmatic skills to present in front of classmates and make eye contact with peers and teachers.
 4. People Speak Differently Lesson – Learn to Say Hello in Different Languages
 - a. Procedures: Teacher introduces “people talk differently and can speak different languages.” Teacher reminds students of “Hola” in Spanish and introduces different languages of the world.
 - b. Objectives: Identify different ways to say hello in other languages. Use pragmatic skills to present in front of classmates and make eye contact with peers and teachers.
 5. Blending Activity with –Old Ending
 - a. Procedures: Children will be given end sequence of letters (ex: -old) and successful first letters (t,s,m,c) – first letters will be different color than last sequences. Children will put together a first letter with last sequence

to create word. When a child successfully creates a word, they will write the whole word on their white board.

- b. Objectives: To practice blending

Materials:

Opening Circle:

- Name plates
- Attendance board
- “Hello Song” poster board
- Pointer – to point to lyrics
- Daily schedule

Rhyme Time:

- “Rhyming to Read” song from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Rhyming to Read” lyrics on poster board
- “Who Let the Letters Out?” from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Who Let the Letters Out?” lyrics on poster board
- “Lettercise” CD from Kiss Your Brain, Everyone is Happy by Dr. Jean
- Word Wall (A-Z letters on wall)
- Animal words (bunny, koala, rhino, worm, dolphin, penguin) on word strips for each letter of the alphabet to post on word wall
- -uck rhyming words on words strips (duck, truck, muck, etc.)
- One Duck Stuck book by Phyllis Root
- “If I were an Animal Song” by Patty Shukla (can be found on YouTube)
- White boards and markers
- Cards with pictures of CVC animal words (cat, dog, pic, horse, etc)
- Fly Swatters
- Laminated segmentation boards with 3 stars or dots
- Cards with –old ending and corresponding first letter cards (t,f,m,s,c) to form words

Talk Time:

- “The Bold Bull” poem on large poster board
*The bold bull is very kind.
He needs a friend to find
The bold bull stands up straight and tall
To see if the other bull has a ball.
The bold bull gets the courage to play.
So the bold bull goes up to say
“Will you be a friend to me?
I am nice as can be”
He was a very bold bull.*

- Edward the Emu book by Sheena Knowles
- Actor's box (charades) cards with various animals
- Large poster board with various greetings in different languages
- Hello World! Greetings in 42 languages from around the globe! book by Manya Stojic
- "It's a Beautiful World" song with sign lyrics (can be found on YouTube)

Closing Circle:

- Magic pointer
- "I liked..." written on sentence strips
- "Goodbye Song" lyrics on large construction paper
 - Open shut them, Open shut them,*
 - Give a little clap, clap, clap,*
 - Open shut them, Open shut them*
 - Lay them in your lap*
 - Wave them, wave them, wave them, wave them*
 - High up in the sky*
 - Wave them, wave them, wave them,*
 - Let's all say good-bye*

Prince/Princess - The Shoemaker and the Elves

Weekly Overview:

Table 11. Overview of activities for Prince/Princess theme. Bolded activities are detailed below.

Princess	Opening	Rhyme Time	Talk Time	Closing
Monday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction – Children chose to be a princess or prince. Class greets each child, “Hello Princess/Prince_” 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. Who Let the Letters Out” 2. “Rhyming to Read” 3. Princess/Prince vocabulary words on word wall 4. Identify initial sounds in vocabulary words 	<ol style="list-style-type: none"> 1. Introduce story vocabulary – parts of a shoe (shoe: sole, heel, toe, tongue, leather) 2. <u>The Elves and the Shoemaker</u> – by Jim LaMarche 3. Read “Shoemaker” poem (see below) 	<ol style="list-style-type: none"> 4. Review schedule 5. You’re in the spotlight 6. Goodbye song
Tuesday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - First letter of name 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. Who Let the Letters Out” 2. “Rhyming to Read” 3. Review rhyming with –ing ending words 4. Identify non-rhyming words 	<ol style="list-style-type: none"> 1. Read “Shoemaker” poem 2. Make Shoemaker’s Shoe craft 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Wednesday	<ol style="list-style-type: none"> 1. Hello Song 2. Introduction - Clap syllables in name 3. Attendance 4. Daily Schedule 	<ol style="list-style-type: none"> 1. Who Let the Letters Out” 2. “Rhyming to Read” 3. Segmenting words with fly swatter activity 4. –ask and –ing rhyming activity 	<ol style="list-style-type: none"> 1. Read “Shoemaker” poem 2. Guess What the Teacher is Thinking activity 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song
Thursday	<ol style="list-style-type: none"> 4. Hello Song 5. Introduction: Hi my name is _____ and then bows or courtesys like a prince/princess 	<ol style="list-style-type: none"> 1. Who Let the Letters Out” 2. “Rhyming to Read” 3. Blending activity with vocabulary words 	<ol style="list-style-type: none"> 1. Read the “Shoemaker” poem 2. Princess and the Pea book with plural activity 	<ol style="list-style-type: none"> 1. Review schedule 2. You’re in the spotlight 3. Goodbye song

Selected Procedures (bolded above):

1. Princess/Prince Vocabulary Words on Word Wall:

- a. Procedures: Teacher introduces vocabulary words (prince, princess, sword, shield, horse, castle, moat, mask, dragon, jewels, beast, necklace, ring, crown, king, queen) and students help to place them up on the word wall
 - b. Objectives: Identify alphabetic principle and identify initial sounds of words.

2. Introduce Story Vocabulary –Parts of a Shoe:
 - a. Procedures: Teacher will present a diagram of a large shoe. The children will aid in labeling the parts of the shoe using the vocabulary: *sole, heel, toe, tongue, leather*
 - b. Objectives: To learn new vocabulary, to provide an introduction to the story

3. Read “Shoemaker” Poem
 - a. Procedures: Read The “Shoemaker” poem below:

*One winter day the poor shoemaker was having very bad luck
He and his wife thought they were stuck
Until one morning when they awoke
They found two jeweled shoes, it was no joke
Now the shoemaker has gemmed soles to be sold
All thanks to the elves who made shoes of gold*
 - b. Objectives: to highlight differences in NMAE and MAE (optional cluster reduction in words that end in consonant clusters that agree in voicing), to continue work on rhyming, to introduce new vocabulary

4. Identify Non-Rhyming Words:
 - a. Procedures: Teacher reads a list of rhyming words and one word that does not rhyme (pat, cat, sat, purple). Children raise their hand when they hear a word that does not rhyme or sound the same at the end.
 - b. Objectives: Distinguish words that rhyme and identify word that does not belong because it does not rhyme.

5. Shoemaker’s Shoe Craft
 - a. Procedures: Children will cut out picture of shoe and glue on laces and tongue. Children will then label parts – via gluing on pre-printed word strips (sole, heel, tongue, toe, etc.) Children will then write “The shoemaker sold many soles” on the bottom of paper
 - b. Objectives: to highlight differences in NMAE and MAE (optional cluster reduction in words that end in consonant clusters that agree in voicing), to continue fairy tale theme, to continue work with new vocabulary

6. Guess What the Teacher is Thinking Activity

- a. Procedures: Teacher will give hypothetical indirect scenarios and instructions. Teacher will ask: “What do I want you to DO?” Example scenarios and commands below.
 1.
 - a. Scenario: There is a big mess after play time
 - b. Indirect Command: “I wish someone would help me clean up”
 - c. Correct Action: Help me clean up toys
 2.
 - a. Scenario: Lots of friends are talking during circle time
 - b. Indirect Command: “I can’t hear what Teacher Alissa is saying...”
 - c. Correct Action: Be quiet so I can hear Alissa
 3.
 - a. Scenario: You have two blankets. It’s very cold.
 - b. Indirect command: “I’m soooooo cold” “I wish I had something to keep me warm...”
 - c. Correct Action: Share one blanket
 - b. Objectives: To highlight indirect commands (a feature not often present in NMAE), to increase direction following.
7. Princess and the Pea with Plural Activity
- a. Procedures: Teacher will draw “mattresses” on chalkboard. Children will help teacher count from one “mattress” to several “mattresses”. Teacher will emphasize plural “s” endings during counting.
 - b. Objectives: To recognize and produce plural “s” endings

Materials:

Opening Circle:

- Name plates
- Attendance board
- “Hello Song” poster board
- Pointer – to point to lyrics
- Daily schedule
- Princess/Prince crown (to wear during daily introductions)

Rhyme Time:

- “Rhyming to Read” song from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Rhyming to Read” lyrics on poster board
- “Who Let the Letters Out?” from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Who Let the Letters Out?” lyrics on poster board
- “Lettercise” CD from Kiss Your Brain, Everyone is Happy by Dr. Jean
- Word Wall (A-Z letters on wall)

- Prince/Princess vocabulary words on word strips (prince, princess, sword, shield, horse, castle, moat, mask, dragon, jewels, beast, necklace, ring, crown, king, queen)
- -ask and -ing rhyming words on words strips
- Cards with pictures of CVC or CVCC shoe vocabulary and/or prince/princess vocabulary words (sole, sold, toe, etc.)
- Fly Swatters
- Laminated segmentation boards with 3 stars or dots

Talk Time:

- Large diagram of a shoe
- Parts of the shoe on word strips for labeling (toe, sole, heel, tongue, leather)
- The Elves and the Shoemaker book by Jim LaMarche
- The “Shoemaker” poem on large poster board:

*One winter day the poor shoemaker was having very bad luck
He and his wife thought they were stuck
Until one morning when they awoke
They found two jeweled shoes, it was no joke
Now the shoemaker has gemmed soles to be sold
All thanks to the elves who made shoes of gold*
- Shoe cutouts (for shoe craft)
- Parts of shoe word labels,
- “Laces” (yarn)
- “Jewels”
- Markers/crayons
- Glue
- White board to demonstrate sentences writing
- Hypothetical situations for “Guess What the Teacher is Thinking” on cards
- Any Princess and the Pea book

Closing Circle:

- Magic pointer
- “I liked...” written on sentence strips
- “Goodbye Song” lyrics on large construction paper

*Open shut them, Open shut them,
Give a little clap, clap, clap,
Open shut them, Open shut them
Lay them in your lap
Wave them, wave them, wave them, wave them
High up in the sky
Wave them, wave them, wave them,
Let’s all say good-bye*

Getting Ready for School/Sports (“Goal for the Gold”)

Weekly Overview:

Table 12. Overview of activities for Sports theme. Bolded procedures are detailed below.

Sports	Opening	Rhyme Time	Talk Time	Closing
Monday	<ol style="list-style-type: none"> Hello Song Introduction – “This weekend I liked _____ because.” Attendance Daily Schedule 	<ol style="list-style-type: none"> Who Let the Letters Out” “Rhyming to Read” Initial sound identification with sports vocabulary 	<ol style="list-style-type: none"> Making goals lesson Making goals craft 	<ol style="list-style-type: none"> Review schedule You’re in the spotlight Goodbye song
Tuesday	<ol style="list-style-type: none"> Hello Song Introduction - First letter of name Attendance Daily Schedule 	<ol style="list-style-type: none"> Who Let the Letters Out” “Rhyming to Read” –oal and old rhyming activity Read <u>Bats at the Ballgame</u> book by Brian Lies Identify non-rhyming words activity (with –oal and –old) 	<ol style="list-style-type: none"> Read <u>Preston’s Goal</u> by Colin McNaughton Soccer lesson highlighting words: <u>goal, gold, go</u> Practice phrase “go for the gold” Magazine activity 	<ol style="list-style-type: none"> Review schedule You’re in the spotlight: “I learned _____ with _____.” Goodbye song
Wednesday	<ol style="list-style-type: none"> Hello Song Introduction - Clap syllables in name Attendance Daily Schedule 	<ol style="list-style-type: none"> Who Let the Letters Out” “Rhyming to Read” Break down words with fly swatter by sound and syllable: CVC: <i>ball, jump, run, feet, hand, goal, gold, stop, go</i> Syllable: <i>Basketball, baseball, soccer, tennis, swimming, football</i> Gold medal craft 	<ol style="list-style-type: none"> Re-read <u>Preston’s Goal</u> by Colin McNaughton and discuss goals from book and students goals 	<ol style="list-style-type: none"> Review schedule You’re in the spotlight Goodbye song
Thursday	<ol style="list-style-type: none"> Hello Song Introduction: “This Summer I liked _____” Daily schedule 	<ol style="list-style-type: none"> Who Let the Letters Out” “Rhyming to Read” Blending CVC sports vocab using laminated boards and play dough 	<ol style="list-style-type: none"> Discuss goals. Set goals for Kindergarten Read <u>Miss Bindergarten goes to Kindergarten</u> by Joseph Slate 	<ol style="list-style-type: none"> Review schedule You’re in the spotlight Goodbye song

Selected Procedures (bolded above):

1. Initial Sound Identification with Sports Vocabulary:
 - a. Procedures: Teacher helps class read sports vocabulary including: *Basketball, Soccer, Football, Tennis, Golf, Swimming, Running, Hockey*. Children help to identify initial sound and letter and to put words up on the word wall.
 - b. Objectives: Identify alphabetic principle and identify initial sounds of words.
2. Making Goals Lesson:
 - a. Procedures: Lesson about goals and examples of goals such as: **learn how to rhyme, be a good brother or sister, help my mom**
 - b. Objectives: Identify and describe what a goal is in terms of school and life.
3. Making Goals Craft:
 - a. Procedures: Children then make their own goals for Kindergarten. Write GOAL: “In kindergarten I want to learn _____). Children also draw a picture of goal.
 - b. Objectives: Write one goal they have for kindergarten. Articulate the word goal, emphasizing final sound.
4. –oal and –old Rhyming Activity:
 - a. Procedures: Children will help to identify –oal and –old rhyming words. Teacher will emphasize –oal or –old endings. Words include: *goal, toll, mole, hole, coal, bowl AND gold, mold, told, sold, fold, bold*
 - b. Objectives: To practice rhyming, to highlight contrastive features in MAE and NMAE (optional final cluster reduction).
5. Magazine Activity (Discussing Goals):
 - a. Procedures: Teacher reads books and/or magazines about hockey, soccer and Olympics. Discuss working hard to achieve goals. Discuss winning and gold medals in Olympics.
 - b. Objectives: Identify and verbalize difference in goal vs gold in final consonant “d”. Define the words goal and gold. Describe and explain the Olympics and how you could reach the goal of going to the Olympics.
6. Gold Medal Craft:
 - a. Procedures: Children will make gold medals for completion of the program. Children will write “gold” on medal. Children will practice saying “Gold” slowly to emphasize ending while they write it on their medals.
 - b. Objectives: To emphasize final consonant that is optionally deleted in NMAE. Communicate needs and wants to classmates with polite requests “Please pass me the ___ thank you.”
7. Re-read Preston’s Goal – Compare and Contrast Class Goals with Preston’s

- a. Procedures: Re-read story Preston's Goal and talk about what happened and why in the story. Discuss cause and effect. Use pictures of the story to show what happened and why it happened. Students will say phrase: "Go for the gold!" or "Go for the goal!" and help to write it on the board.
- b. Objectives: Identify and describe different types of goals. Identify and describe cause and effect being why it happened and what happened. Identify parts of story as cause and effect. Highlight contrastive features of NMAE and MAE (optional final consonant cluster deletion).

Materials:

Opening Circle:

- Name plates
- Attendance board
- "Hello Song" poster board
- Pointer – to point to lyrics
- Daily schedule

Rhyme Time:

- "Rhyming to Read" song from Kiss Your Brain, Everyone is Happy by Dr. Jean
- "Rhyming to Read" lyrics on poster board
- "Who Let the Letters Out?" from Kiss Your Brain, Everyone is Happy by Dr. Jean
- "Who Let the Letters Out?" lyrics on poster board
- "Lettercise" CD from Kiss Your Brain, Everyone is Happy by Dr. Jean
- Word Wall (A-Z letters on wall)
- Sports vocabulary words on word strips (*Basketball, Soccer, Football, Tennis, Golf, Swimming, Running, Hockey*)
- Bats at the Ballgame book by Brian Lies
- -oal and old rhyming words on words strips
- Cards with pictures of CVC or CVCC sports vocabulary (*ball, jump, run, feet, hand, goal, gold, stop, go*)
- Cards with pictures of multi-syllabic sports vocabulary (*Basketball, Soccer, Football, Tennis, Golf, Swimming, Running, Hockey*)
- Fly Swatters
- Laminated segmentation boards with 3 stars or dots
- Yellow/Gold Circles (for gold medal craft)
- Strings
- Crayons
- Pencils
- "Goal for the Gold" written on large poster board

Talk Time:

- Whiteboard markers,
- White paper (for goal making craft)

- crayons/markers
- glue, strips that say “In kindergarten, I want to learn” (for goal making craft)
- Preston’s Goal book by Colin McNaughton
- sentence strip with “Go for the goal!” and “Go for the gold!”
- books and magazines about soccer, hockey, Olympics
- sentence strips with cause/effect, what happened/why did it happen, pictures of what happened and why it happened (to use while discussing Preston’s Goal)
- Miss Bindergarten Goes to Kindergarten book by Joseph Slate

Closing Circle:

- Magic pointer
- “I liked...” written on sentence strips
- “Goodbye Song” lyrics on large construction paper
 - Open shut them, Open shut them,*
 - Give a little clap, clap, clap,*
 - Open shut them, Open shut them*
 - Lay them in your lap*
 - Wave them, wave them, wave them, wave them*
 - High up in the sky*
 - Wave them, wave them, wave them,*
 - Let’s all say good-bye*