



## LITES - STAGE 2

## Pig Gets Stuck

BY: Stephen Cartwright and Heather Amery

Published : Usborne Children's Books

ISBN : 9780746063132

Student Name: \_\_\_\_\_

D.O.B: \_\_\_\_\_

### Lesson Guide/Data Form

S-LP: \_\_\_\_\_



Spotlight: Core LITES Activities



Starlight - Goals/Activities individualized to the students needs

| Skills Selected | Skills                                         | Specific Activities for this Book                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | Background knowledge                           | <ul style="list-style-type: none"><li>• "Open-ended" conversation/discussion with students.</li><li>• "I wonder..." statements rather than pointed questions.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                             |
|                 | Vocabulary                                     | <ul style="list-style-type: none"><li>• <b>Suggested Vocabulary Targets:</b> farm vs. barn, squeezes, gobbles, gap, shouting, squeals, worried, frightened, hopeful</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                       |
|                 | Literacy knowledge: Narratives                 | <p><b>Comprehension:</b></p> <ul style="list-style-type: none"><li>• Understanding story through sequencing of main events.</li></ul> <p><b>Expression:</b></p> <ul style="list-style-type: none"><li>• <b>Story elements:</b> Choose elements according to lesson plan: Setting, Character, problem, action, solution, ending, feelings.</li><li>• <b>Guided Story Retell:</b> Retell the story using targeted vocabulary, cohesive ties and story elements. Use sequencing pictures with story element icons to help the student generate a comprehensive story retell.</li></ul> |
|                 | Concept/ Verbs of Assessment Knowledge and Use | <ul style="list-style-type: none"><li>• <b>Suggested concepts to target:</b> Temporal</li><li>• <b>Suggested Verbs of Assessment targets:</b> Name, describe, define, complete, explain, ask, select, compare, decide, create</li></ul>                                                                                                                                                                                                                                                                                                                                             |
|                 | Following Directions                           | <ul style="list-style-type: none"><li>• <b>Expanded One Step:</b> One step directions with a few additional structures such as negative, contractions and/or later developing vocabulary</li></ul>                                                                                                                                                                                                                                                                                                                                                                                  |





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|  |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                  |
|--|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Following Directions</b>                                                                                          | <ul style="list-style-type: none"><li>● <b>Two Step:</b> Directions with one basic conjunction and an additional phrase</li><li>● <b>Expanded Two Step:</b> Directions with two steps and an additional structure</li><li>● <b>Complex Directions:</b> Directions with multiple steps and /or conjunctions and phrases</li></ul> |
|  | <b>Language Structure: Grammatical structures</b> should be taught within the context of the story                   | Structured language activity that focuses on a <b>specific syntactic structure</b> (e.g. grammatical markers). <ul style="list-style-type: none"><li>● <b>Targets:</b> <i>Question forms</i> (who? - character, where/when? - setting); <i>Pronouns</i> (he, she, they)</li></ul>                                                |
|  | <b>Language Structure: Complex Sentences</b><br>Developing the use of complex sentences to reflect verbal reasoning. | Structured activities that expand the students' sentence length and complexity using cohesive ties including: <ul style="list-style-type: none"><li>● Pronoun cohesion, "<b>and then</b>"</li></ul>                                                                                                                              |
|  | <b>Verbal reasoning and making connections</b>                                                                       | Refer to Bloom's questions at the knowledge, understanding and applying level and making connections "text to self" as you extend the discussion in response to students' answers.                                                                                                                                               |
|  | <b>Phonological awareness focus for this book</b>                                                                    | <ul style="list-style-type: none"><li>● rhyme generation and identification</li><li>● segmenting and blending syllables</li><li>● first sound awareness</li></ul>                                                                                                                                                                |

### Materials Included:

- Story Element Icons
- Story map worksheet
- Describing cue card
- Vocabulary cards
- "And Then" Cohesive Tie Cards
- Pronoun Referencing Cards

### Recommended manipulatives: (to be purchased or made by organization)

- Farm animal manipulatives(or use visuals included)
- Farm buildings/fields (use visuals included)
- Sequencing pictures from the book illustrations





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First Session:

Date: \_\_\_\_\_



### Background Knowledge

#### Pre-story Discussion ( I wonder..statements):

"Open-ended" conversation/discussion with students.

"I wonder..." statements rather than pointed questions.

Use language facilitation strategies to elicit more **complex utterances**.

As students brainstorm who lives on a farm (vocabulary - animal names) pull out animal props/picture cutouts that are hidden in a bag. Educator could say, "I wonder what animals live on a farm?" Students will be allowed to share any experience they had on a farm. Encourage informal discussion. **Use language facilitation strategies to elicit more complex utterances.**

If needed, looking at a farm scene or use visuals included. Educator begins taking turns with the student, "I see a pigsty where the pigs roll in the mud" to model the sentence frame, each student takes turns creating a sentence. Educator clarifies vocabulary, elicits more discussion using guided phrases "no-one has talked about this one yet" (i.e., hedge). Review who/ where/when questions if needed.

#### Offers information:

- ☐ Prompted
- ☐ Spontaneous

#### Responses:

- ☐ Phrases/simple sentences
- ☐ Complex Sentences





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|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Story Reading</b> <ul style="list-style-type: none"> <li>Have the story icons photocopied and laminated, then insert in the book on the pages that display the elements outlined below. <b>Feelings</b> icon may be added at the end of the story to recap events that would invoke those feelings. Read the story using an interactive style while highlighting the targeted story elements: <ul style="list-style-type: none"> <li><b>Setting:</b> Apple Tree Farm - morning/breakfast</li> <li><b>Characters:</b> Mrs. Boot, Poppy, Sam, Rusty, Curly, farm animals</li> <li><b>Feelings:</b> worried, frightened, angry, happy, relieved.</li> </ul> </li> <li>Use synonyms and/or simple explanations following the use of targeted vocabulary: <i>farm</i> (all the parts) vs. <i>barn</i> (building), squeezes, gobbles, gap, shouting, squeals, worried, frightened</li> <li>Students make <b>connections</b> with the story. Group discussion/group sharing.</li> <li>Use language facilitation strategies to elicit more <b>complex utterances</b>.</li> <li>During this discussion ask the student a question which generates a "Text to Self" connection. <b>Example:</b> "This story reminds me of . . .", "I understand why everyone was relieved at the end of the story."</li> </ul> |               | <b>Attends to story:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prompted</li> <li><input type="checkbox"/> Independent</li> </ul> <b>Interruptions:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> yes</li> <li><input type="checkbox"/> no</li> </ul> <b>Student makes personal connections :</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> with prompts</li> <li><input type="checkbox"/> spontaneously</li> </ul> |
|  | <b>Literacy Knowledge:</b><br><b>Narratives - Comprehension:</b> Sequencing Story Pictures<br><b>Activity:</b> Create Sequencing pictures by photocopying pictures from the story that reflect the story elements as follows: <ul style="list-style-type: none"> <li><b>Setting:</b> Apple Tree Farm - morning/breakfast</li> <li><b>Characters:</b> Mrs. Boot, Poppy, Sam, Rusty, Curly, farm animals</li> <li><b>Problem:</b> Curly is so small, so he doesn't get any food and is hungry</li> <li><b>Action:</b> Curly gets out and eats the hen's food, gets stuck in the fence, Mrs. Boot, Poppy and Sam push him out of the fence.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Notes:</b> | <b># of steps correctly sequenced:</b><br>____ / ____ <ul style="list-style-type: none"> <li><input type="checkbox"/> modeled</li> <li><input type="checkbox"/> shared</li> <li><input type="checkbox"/> independent</li> </ul>                                                                                                                                                                                                                                                          |





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|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   | <ul style="list-style-type: none"> <li><b>Solution and Ending:</b> Mrs. Boot takes Curly back to his pen and will make sure Curly has food and is never hungry again</li> </ul> <p><b>Feelings:</b> worried, frightened, angry, happy, relieved; depending on the student(s)'s skill level.</p> <ul style="list-style-type: none"> <li>The Educator can model how to sequence the pictures or how to retell the story.</li> </ul>                                                                                                                                                                                                                                 |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <p><b>Story Vocabulary:</b></p> <p><b>Story Vocabulary:</b> farm vs. barn, squeezes, gobbles, gap, shouting, squeals, worried, frightened, hopeful</p> <p><b>Say &amp; Explain:</b> the word in context. Use target vocabulary in the context of the story giving a user friendly definition/ synonym.</p> <p><b>Example:</b> from the student or adult's experience</p> <p><b>Repeat:</b> student repeat the word after you</p> <p><b>Personalize:</b> student think of a personal connection to the word and share with a peer</p> <p><b>Interact:</b> student interact with the word through a multi-sensory , kinesthetic or concept development activity</p> | <b>Notes:</b> | <p><b>Student uses the target vocabulary in a sentence:</b></p> <p><b>M:</b> follows model</p> <p><b>I :</b> Independent (generates novel sentences independently)</p> <p><b>farm vs. barn</b> M <input type="checkbox"/> I <input type="checkbox"/></p> <p><b>squeezes</b> M <input type="checkbox"/> I <input type="checkbox"/></p> <p><b>gobbles</b> M <input type="checkbox"/> I <input type="checkbox"/></p> <p><b>shouting</b> M <input type="checkbox"/> I <input type="checkbox"/></p> <p><b>gap</b> M <input type="checkbox"/> I <input type="checkbox"/></p> <p><b>squeals</b> M <input type="checkbox"/> I <input type="checkbox"/></p> <p><b>worried</b> M <input type="checkbox"/> I <input type="checkbox"/></p> <p><b>frightened</b> M <input type="checkbox"/> I <input type="checkbox"/></p> <p><b>hopeful</b> M <input type="checkbox"/> I <input type="checkbox"/></p> |





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### Language Structure - Grammatical Structures:

Select the grammatical structures for intervention based on the student needs:

- ☐ **Copulas:** Highlight and practise the “is” sentence describing events in the book. Eg. “The pig **is** stuck.”
- ☐ **Negatives:** Use manipulatives to act out the main events in the book “They pushed Curly, but he **didn’t** move.”
- ☐ **Present progressive/3<sup>rd</sup> person singular:** Use manipulatives to act out things the characters did in the story. Eg. “The hen **is** eating/eats” - “Mrs. Boot **is** pushing/pushes”
- ☐ **Question Form:** During pretend play with manipulatives, pretend the other farm animals are asking Curly to eat their food. Eg. “**What do you want to eat?**”
- ☐ **Regular Past Tense:** Use manipulatives to act out the events in the story. Eg. “Mrs. Boot pushed Curly through the gap.”
- ☐ **Prepositional Phrases:** Placing the animal manipulatives in/around the field, discuss where each animal has been placed. Eg. “The hen is **in** the pen.”
- ☐ **Has / Have:** Student picks an animal and labels it with “I **have** a \_\_\_\_\_.” Describe the attributes of the animal with “It **has** \_\_\_\_\_.”
- ☐ **Pronouns - he/she/they:** Highlight and practise pronoun cohesion by describing events from the book. Eg. “Curly eats the food. **He** is too big to squeeze through the gap.”

Notes:

Student produces target structure(s) in a sentence:

P: Prompted I: Independently

- |                             |                                                       |
|-----------------------------|-------------------------------------------------------|
| <b>Copula</b>               | <input type="checkbox"/> P <input type="checkbox"/> I |
| <b>Negatives</b>            | <input type="checkbox"/> P <input type="checkbox"/> I |
| <b>Present progressive</b>  | <input type="checkbox"/> P <input type="checkbox"/> I |
| <b>3rd Person singular</b>  | <input type="checkbox"/> P <input type="checkbox"/> I |
| <b>Question form</b>        | <input type="checkbox"/> P <input type="checkbox"/> I |
| <b>Regular Past Tense</b>   | <input type="checkbox"/> P <input type="checkbox"/> I |
| <b>Prepositional phrase</b> | <input type="checkbox"/> P <input type="checkbox"/> I |
| <b>Has/Have</b>             | <input type="checkbox"/> P <input type="checkbox"/> I |
| <b>Pronouns</b>             | <input type="checkbox"/> P <input type="checkbox"/> I |





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**Language Structure: - Sentence Expansion:** Developing the use of complex sentences to reflect verbal reasoning.

**Cohesive Tie targeted:** Pronoun cohesion, “and then”

**Activity:** Use **pronoun referencing** cards, “**and then**” word cards, and pictures from the story or animal manipulatives or the visuals included; have students create target sentences for the story. Teach students to introduce referents before using a pronoun and teach students to create complex sentences using conjoining words “**and then**”. **Begin with the examples below and continue with others based on events from the story.**

Educator could say:

- “**Mrs. Boot** takes care of the animals. She feeds the pigs **and then she** feeds the cows **and then she** feeds the sheep **and then she** feeds the hens.”
- “**Curly** doesn’t get any of the pig’s food. He sees the cow’s food **and then he** sees the sheep’s food **and then he** sees the duck’s food **and then he** sees the hen’s food.”
- “**The kids** see Curly is stuck **and then they** laugh at Curly.”
- “**Mrs. Boot, Poppy and Sam** help Curly **and then they** push Curly out of the fence.”

### Supports:

- ☐ models
- ☐ verbal cues
- ☐ visual sentence strips

**Student used cohesive ties to generate complex sentences:**

**P= Prompted I = Independent**

- |                                           |                            |                            |
|-------------------------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> and then         | <input type="checkbox"/> P | <input type="checkbox"/> I |
| <input type="checkbox"/> pronoun Cohesion | <input type="checkbox"/> P | <input type="checkbox"/> I |





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### SECOND SESSION:

Date: \_\_\_\_\_



#### Re-read the story using an interactive reading style:

Educator re-read the story highlighting the targeted story elements (setting, characters) and target vocabulary while retelling the story.



#### Verbal Reasoning and Making Connections:

**Extending Story Knowledge Through Questions:** Use Bloom's questions before, during and after reading as appropriate to support verbal reasoning and to facilitate student(s') connections to the story.

\*\* Bloom's questions can also be asked during story discussions in either the first or second session.

#### Remembering:

1. **Name** the smallest pig in the story? Who was the smallest pig?
2. What were the hens eating?
3. Where did Curly get stuck?
4. When do the pigs get fed?

#### Notes:

**Student is able to respond to questions with the verbs of assessment:**

|          |                                                       |
|----------|-------------------------------------------------------|
| Name     | <input type="checkbox"/> P <input type="checkbox"/> I |
| Describe | <input type="checkbox"/> P <input type="checkbox"/> I |
| Define   | <input type="checkbox"/> P <input type="checkbox"/> I |
| Complete | <input type="checkbox"/> P <input type="checkbox"/> I |
| Explain  | <input type="checkbox"/> P <input type="checkbox"/> I |
| Ask      | <input type="checkbox"/> P <input type="checkbox"/> I |
| Select   | <input type="checkbox"/> P <input type="checkbox"/> I |

#### Answered question:

P= Prompted I = Independent

#### Remembering:

1. ☐ P ☐ I
2. ☐ P ☐ I
3. ☐ P ☐ I
4. ☐ P ☐ I





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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Understanding:</b></p> <ol style="list-style-type: none"><li>1. <b>Describe</b> why Curly didn't get any breakfast?</li><li>2. <b>Define</b> the words 'gap' and 'gobble'.</li><li>3. <b>Complete</b> the following sentence: "The hens were angry with Curly because ...?"</li><li>4. <b>Explain</b> why Curly tried to get out of the hen pen.</li></ol> <p><b>Applying:</b></p> <ol style="list-style-type: none"><li>1. What do you like to have for breakfast?</li><li>2. Have you ever eaten too much?</li><li>3. <b>Ask</b> yourself "What would I do if someone else ate my lunch?"</li><li>4. What would you do if you saw that your friend didn't have any lunch? (text to self)</li></ol> <p><b>Analyzing:</b></p> <ol style="list-style-type: none"><li>1. <b>Select</b> the parts of this story that could be true? (text to world)</li><li>2. <b>Compare</b> the similarities and differences between a horse and a pig? What is the same and/or different between a horse and a pig? (text to world)</li><li>3. What happened in the story to make the children laugh?</li><li>4. What might happen if Mrs. Boot had not found Curly?</li></ol> <p><b>Evaluating</b></p> <ol style="list-style-type: none"><li>1. <b>Decide</b> whether you think "Pig Gets Stuck" is a good name for this story? Why do you think the author called the story "Pig Gets Stuck"?</li></ol> | <p>Compare <input type="checkbox"/> P <input type="checkbox"/> I</p> <p>Decide <input type="checkbox"/> P <input type="checkbox"/> I</p> <p>Create <input type="checkbox"/> P <input type="checkbox"/> I</p> | <p><b>Understanding:</b></p> <ol style="list-style-type: none"><li>1. <input type="checkbox"/> P <input type="checkbox"/> I</li><li>2. <input type="checkbox"/> P <input type="checkbox"/> I</li><li>3. <input type="checkbox"/> P <input type="checkbox"/> I</li><li>4. <input type="checkbox"/> P <input type="checkbox"/> I</li></ol> <p><b>Applying:</b></p> <ol style="list-style-type: none"><li>1. <input type="checkbox"/> P <input type="checkbox"/> I</li><li>2. <input type="checkbox"/> P <input type="checkbox"/> I</li><li>3. <input type="checkbox"/> P <input type="checkbox"/> I</li><li>4. <input type="checkbox"/> P <input type="checkbox"/> I</li></ol> <p><b>Analyzing:</b></p> <ol style="list-style-type: none"><li>1. <input type="checkbox"/> P <input type="checkbox"/> I</li><li>2. <input type="checkbox"/> P <input type="checkbox"/> I</li><li>3. <input type="checkbox"/> P <input type="checkbox"/> I</li><li>4. <input type="checkbox"/> P <input type="checkbox"/> I</li></ol> <p><b>Evaluating:</b></p> <ol style="list-style-type: none"><li>1. <input type="checkbox"/> P <input type="checkbox"/> I</li></ol> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|





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|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   | <p>2. Do you think it was okay for Curly to eat the hens' food?</p> <p>3. <b>Decide</b> how you would stop Curly from getting out of the pen? (text to self)</p> <p><b>Creating:</b></p> <p>1. <b>Create</b> a new ending for this story.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>2. <input type="checkbox"/> P <input type="checkbox"/> I</p> <p>3. <input type="checkbox"/> P <input type="checkbox"/> I</p> <p><b>Creating:</b></p> <p>1. <input type="checkbox"/> P <input type="checkbox"/> I</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <p><b>Literacy Knowledge - Narratives</b></p> <p><b>Expression: Guided Story Retell:</b></p> <p><b>Targeted cohesive ties: pronoun cohesion, "and then"</b></p> <p>1. <b>Create a story map</b></p> <ul style="list-style-type: none"> <li>• <b>Complete Story Map Worksheet</b> with the student - <b>Included at the end of the lesson "Story Map Worksheet"</b></li> <li>• The Educator will think out loud highlighting the story elements, sentence structures and vocabulary that has been targeted in the first session.</li> <li>• The Educator and/or the student will make quick drawings of targeted story elements and words to help connect the information with the icons and use the targeted cohesive ties.</li> </ul> <p>2. <b>Guided Story Retell:</b></p> <ul style="list-style-type: none"> <li>• Student retells the story using photo card sequence</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Student retells the story using the Story Map</li> </ul> | <p><b>Supports:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> manipulatives/ props</li> <li><input type="checkbox"/> story element icons</li> <li><input type="checkbox"/> pictures</li> <li><input type="checkbox"/> story map</li> </ul> <p><b>Student Retell:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Independent</li> <li><input type="checkbox"/> Prompted</li> </ul> | <p><b>Student used:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> targeted cohesive ties<br/><input type="checkbox"/> P <input type="checkbox"/> I</li> <li><input type="checkbox"/> phrases/ simple sentences<br/><input type="checkbox"/> P <input type="checkbox"/> I</li> <li><input type="checkbox"/> complex sentences<br/><input type="checkbox"/> P <input type="checkbox"/> I</li> <li><input type="checkbox"/> target vocabulary<br/><input type="checkbox"/> P <input type="checkbox"/> I</li> </ul> <p><b>Student response includes the following :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> setting</li> <li><input type="checkbox"/> characters</li> </ul> |





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### LITES Vocabulary Extension Activities:

Further expand the student's word knowledge using the zoo animal manipulatives. Take an animal from the bag and describe according to category using the **"Describing Card"** to prompt responses to the following questions:

- What does it do?/What is it for? (function)
- What does it look like? (appearance - colour/size/shape)
- What parts does it have? (attributes)
- What does it go with? (associations)
- Where do you find it? (location)
- What group does it belong to? Can you name other things in that group? (categories)
- What else can you tell me about it? (Special Feature)

### Further extend the students understanding of the words by asking:

- How are two items the same/similar?
- How are two items different?

### Activity:

Further expand the student's word knowledge by using the farm animal manipulatives. Take an animal from the bag and describe according to categories (i.e., What group does it belong to?), functions (i.e., What does it do?), description (what does it look like?), parts (what parts does it have?), What else do you know?

### Notes:

Student was able to provide simple description using various features:

P: Prompted I: Independent

- |                                          |                                                       |
|------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Function:       | <input type="checkbox"/> P <input type="checkbox"/> I |
| <input type="checkbox"/> Appearance:     | <input type="checkbox"/> P <input type="checkbox"/> I |
| <input type="checkbox"/> Attributes:     | <input type="checkbox"/> P <input type="checkbox"/> I |
| <input type="checkbox"/> Associations:   | <input type="checkbox"/> P <input type="checkbox"/> I |
| <input type="checkbox"/> Location:       | <input type="checkbox"/> P <input type="checkbox"/> I |
| <input type="checkbox"/> Categorizations | <input type="checkbox"/> P <input type="checkbox"/> I |

- |                                           |                                                       |
|-------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Special Feature: | <input type="checkbox"/> P <input type="checkbox"/> I |
| <input type="checkbox"/> Same/Different:  | <input type="checkbox"/> P <input type="checkbox"/> I |





## LITES - STAGE 2

## Pig Gets Stuck

BY: Stephen Cartwright and Heather Amery

Published : Usborne Children's Books

ISBN : 9780746063132

Student Name: \_\_\_\_\_

D.O.B: \_\_\_\_\_

### Following Directions:

**Activity: Following Directions:** Using story manipulatives work with the student to practice following instructions using the targeted concepts.

**Expanded one step:** One step directions with few additional structures such as negatives, contractions and/or later developing vocabulary eg. "Get the biggest pig"

**Two step:** Directions with one basic conjunction or additional phrase. Eg. "Get the pig and the horse"

**Expanded two step:** Directions with two steps and an additional structure eg. "Get the pig and put it between the fences"

**Complex directions:** Directions with multiple steps and/or conjunctions and phrases: "Before you get the cow, get the pig, and then put them in the barn"

**Concepts: Follows the instruction using the concept: P: Prompted I: Independent**

|  | Spatial          |             | Temporal    |
|--|------------------|-------------|-------------|
|  | beside ____      | behind ____ | first ____  |
|  | in front of ____ | above ____  | last ____   |
|  | below ____       | around ____ | second ____ |
|  | through ____     | top ____    | third ____  |
|  | middle ____      | bottom ____ | fourth ____ |
|  | between ____     | first ____  | before ____ |
|  | at the end ____  | next ____   | after ____  |

Student was able to follow directions:

**P: Prompted I: Independently**

**Expanded 1 Step:** ☐ P ☐ I

**2 Step:** ☐ P ☐ I

**Expanded 2 Step:** ☐ P ☐ I

**Complex:** ☐ P ☐ I





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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |             |  |               |                                                                                                           |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--|---------------|-----------------------------------------------------------------------------------------------------------|
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | first ____  | last ____   |  |               |                                                                                                           |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | second ____ | before ____ |  |               |                                                                                                           |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | third ____  | after ____  |  |               |                                                                                                           |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | corner ____ | under ____  |  |               |                                                                                                           |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | centre ____ | across ____ |  |               |                                                                                                           |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | over ____   |             |  |               |                                                                                                           |
|  | <b>Phonological Awareness:</b><br><b>Word Lists:</b> shout, gap, gate, pen, pig, cow, dog, barn, hen, farm<br><b>Rhyming:</b><br><b>Identifying Rhyme:</b><br>Educator: <ul style="list-style-type: none"> <li>● Explain what a rhyme is. ("words that sound that same at the end")</li> <li>● Give examples of words that rhyme (e.g. cat/sat) and words that do not rhyme (e.g., fat/dog).</li> <li>● Ask the student(s) to identify if the following words rhyme:             <div> <input type="checkbox"/> shout-pout   <input type="checkbox"/> gap-nap   <input type="checkbox"/> farm-tree   <input type="checkbox"/> pen-Ken             </div> </li> </ul> |             |             |  | <b>Notes:</b> | <b>Rhyming - Identifying</b><br><input type="checkbox"/> Prompted<br><input type="checkbox"/> Independent |
|  | <b>Generating Rhyme:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |             |  |               |                                                                                                           |





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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Educator:</b></p> <ul style="list-style-type: none"><li>● Explain what a rhyme is.</li><li>● Give examples of words that rhyme (e.g. cat, sat, mat, fat).</li><li>● Encourage the students to generate words that rhyme with:</li><li>● Generate: hen _____, barn _____, dog _____, cow _____</li></ul> <p><b>Blending and Segmenting Syllables Activity:</b></p> <p><b>Blending Words into Syllable: Activity: What am I?</b></p> <p><b>Educator:</b> I am going to say syllables of a word and I want you to tell what the word is. Listen carefully - chi-cken Response: 'chicken' Let's try some more."</p> <p>Practice: Rusty, morning, breakfast, worried</p> <p><b>Segmenting words into syllables:</b></p> <p><b>Educator:</b> " Words are made up of syllables. Syllables are parts of a word, the number of chunks that a word breaks into when you say it." Demonstrate by clapping out the syllables in the word "gobble". Encourage student(s) to clap the syllables with you.</p> <p><b>Practice:</b> with the student(s) clap out the syllables in the words: gap, feed, Poppy, chicken, frightening, shout</p> <p><b>First Sound Awareness:</b> identify spoken words with the same beginning sounds (e.g., <u>s</u>un, <u>s</u>oap, <u>s</u>ick).</p> | <p><b>Notes:</b></p> | <p><input type="checkbox"/> Independent</p> <p><b>Blending</b></p> <p><input type="checkbox"/> Prompted</p> <p><input type="checkbox"/> Independent</p> <p><b>Segmenting:</b></p> <p><input type="checkbox"/> Prompted</p> <p><input type="checkbox"/> Independent</p> <p><b>First Sound Awareness:</b></p> <p><input type="checkbox"/> Prompted</p> |
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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                      |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------|
|  | <p><b>Educator:</b> "What's the first sound you hear? cat, cow, camel, car" .<br/>Response: /k/<br/><b>Educator:</b> "Let's practice some more."<br/>Use a variety of vocabulary words from the story to practice first sound awareness in words for various sounds (e.g., /k/, /p/, /t/, /d/, /g/, /s/, /m/, /n/, etc.) Provide multiple opportunities to practice the skill.</p> <p><i>Reinforcement games can be used to maintain focus and motivation while engaging in these skills.</i></p> |  | <input type="checkbox"/> Independent |
|  | <p>Optional Activities to reinforce learning of specific skills/goals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                      |

