



## Directions



**Materials:** picture stand  
story pictures  
red arrow

real teddy bear  
other objects pictured in story

Have the children sit at a table. Put the empty picture stand in front of the children. (See page 9 for instructions on making the picture stand.)

Begin the lesson with the “Matt and Molly Song” (sing to the tune of “Frère Jacques”).

*SLP/Teacher:* **“Matt and Molly. Matt and Molly.”**

*SLP/Teacher:* **“Story time. Story time.”**

*SLP/Teacher:* **“Listen and look. Listen and look.”**

*SLP/Teacher:* **“Here we go. Here we go.”**

During the song, it is important to use the following gestures for visual cues. (See page 6 for visual representations of these gestures.)

*Matt:* Sign the letter “M” by your temple.

*Molly:* Sign the letter “M” by your chin.

*Time:* Tap your wrist with right index finger of “X” sign.

*Listen:* Make a palm out “L” sign and move thumb toward ear.

*Look:* Make an “L” sign and with thumb at eye, move hand forward.

*We:* Make the “W” sign with palm facing left and then circle hand to left side of chest with palm facing right.

*Go:* Make the “G” sign with both hands. With hands facing each other, roll them outward and point forward.

It may take weeks before the children will repeat any of the words or gestures of the “Matt and Molly Song.” It is important to continue this routine, however, to signal that this specific activity is beginning.

Say and sign, **“Start.”** (Twist the right index finger between the left index and middle fingers.)

Put each picture card in the picture stand with the number side showing. Be sure to say each number as you go along (e.g. **“picture number 1, picture number 2”**). Children are usually much more attentive to the pictures when they are at their eye level and are standing upright, rather than lying flat on the table.

Put the red arrow above picture number 1, pointing down. (See page 10 to see how to make and set up the red arrow.)

Say and sign, **“Look.”** Sign “look” as you did in the above song.

Say, **“Picture number 1.”** Point to the number 1.

Say, **“Turn it around.”** Turn the number 1 card around so the picture is facing the children.

Point to the bear in the picture and say, **“Hi Bear.”** Put the real teddy bear on the table and say, **“Hi Bear.”** Point to the bear in the picture again and say, **“Bear.”** Then point to the real teddy bear again and say, **“Bear.”** Go back and forth a couple of times pointing to and naming the bear to show the relationship between the pictured bear and the real teddy bear.

Do the same pointing and naming for any other item in picture number 1. Point to the pictured item first and then point to the real item.

Next read and point to each of the words at the top of picture number 1. Then use the teddy bear and tangible item(s) to act out the picture.

Help each child point to himself and say, “My turn,” when it is his turn to role-play the picture. Assist each child, using hand-over-hand if necessary, in acting out picture number 1. Then say, **“What happens next?”** Move the red arrow above picture number 2. Say, **“Look. Picture number 2. Turn it around.”**

Repeat the sequence with picture number 2 and picture number 3.

When you have acted out all three pictures, say and sign, **“Finished. Bye Bear.”** (See page 6 to make the sign for “finished.”) Wave good-bye to the bear as you put him under the table.

Here’s a quick summary of the steps to follow for the language activities:

1. Sing the “Matt and Molly Song.”
2. **“Start.”**
3. **“Picture #1, Picture #2, Picture #3.”**
4. **“Look. Picture #1. Turn it around.”**
5. Point to the bear in the picture. **“Hi Bear.”** Point to the real bear. **“Hi Bear.”**
6. Point to and name any other object(s) in the picture. Point to and name the real object(s).
7. Read and point to each word.
8. Act out the picture.
9. Assist children with acting out the picture.
10. **“What happens next?”**
11. Move the red arrow to the next picture.  
(Repeat steps 4 through 11 until the story is finished.)
12. **“Finished. Bye Bear.”**



# Cracker and Cheese



## Pictures/Sentences

1. It's a **cracker** and **cheese**.
2. Put cheese on cracker.
3. **Feed** Bear.

## Props

- teddy bear
- cracker
- cheese

## Language Activities

*Skill: Taking Turns*

Get ten small crackers and put them into a clear plastic bag. Say, “**(Ms. Patti’s) turn.**” Take one of the crackers out of the bag and eat it. Then say, “**(Sara’s) turn.**” Allow the child to take one of the crackers out of the bag. Continue taking turns until you and the child have eaten all of the crackers.

*Skill: Matching*

Put three different shaped crackers in front of the child. Put three matching crackers in your lap. Place one of the crackers from your lap next to its match. Say, “**(Circle). (Circle). They’re the same.**” Hand the two matching crackers to the child and repeat, “**(Circle). (Circle). They’re the same.**” Allow the child to eat the crackers and go on to the next match.

## Home Assignment

*Skill: Grouping*

Put five crackers and five cheese cubes into a bag. Set two empty bowls in front of the child. Take one of the crackers out of the bag and say, “**Cracker.**” Put the cracker into one of the empty bowls. Next take one of the cheese cubes out of the bag and say, “**Cheese.**” Put the cheese into the other empty bowl. Then allow the child to choose a cracker or a cheese cube from the bag. Help her put each cracker into the cracker basket and each cheese cube into the cheese cube basket.

It's a cracker and cheese.



Put cheese on cracker.



# Feed Bear.

