

Receptive Vocabulary

☆ Objective: The child will demonstrate understanding of targeted nouns, verbs, and adjectives.

Nouns: fish, dog, horse, bird, fin, tail, mane, wing
Verbs: fly, bark, gallop, swim
Adjectives: big, little, fast, slow, black, white, loud, quiet

Give the child crayons and a copy of the target pictures from pages 9-11.
Read the following to the child:

Nouns (page 9)

Find the fish. Color it yellow.
Circle the fish's fin.
Find the dog. Color it brown.
Put an X on the dog's tail.
Find the horse. Color it blue.
Draw a line over the horse's mane.
Find the bird. Color it red.
Circle the bird's wing.

Verbs (page 9)

Find the animal that is flying. Circle it.
Find the animal that is barking. Draw a line under it.
Find the animal that is galloping. Draw an X on it.
Find the animal that is swimming. Draw a line under it.

Adjectives (pages 10-11)

Point to the top box on page 10 and say, "Find the big animal. Color it blue. Now draw an X on the little animal."
Point to the bottom box on page 10 and say, "Find the fast animal. Circle it. Now color the slow animal yellow."
Point to the top box on page 11 and say, "Find the black animal. Draw a line under it. Now find the white animal. Draw a line over it."
Point to the bottom box on page 11 and say, "Find the loud animal. Color it brown. Now circle the quiet animal."



For More Challenge

- ◆ The child finds less common animal parts in the book (bill, collar, paw, claw).
- ◆ For each action you name (Find an animal that hops, waddles, flies) or sound you make (meow, quack, tweet), the child finds the animal on the last page of *Brown Bear, Brown Bear, What Do You See?*

Hands-On Activity

☆ Objective: The child will increase receptive and expressive knowledge of nouns, verbs, adjectives, and prepositions.

Materials

copy of Jeep Pattern and Jeep Parts on pages 49 and 50

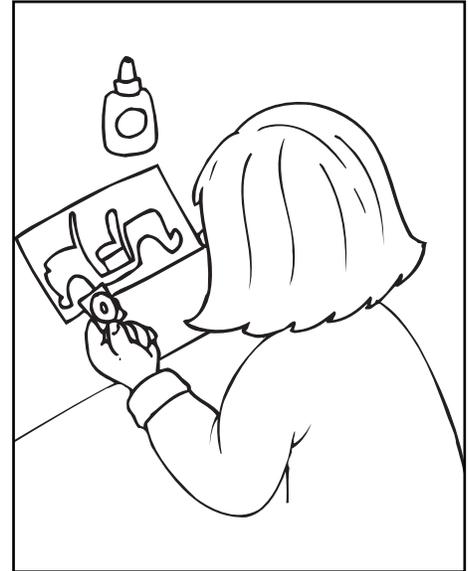
scissors

glue

crayons

Directions

1. Color the jeep and the parts of the jeep.
2. Cut out the parts of the jeep.
3. Glue the parts on the jeep where they belong.

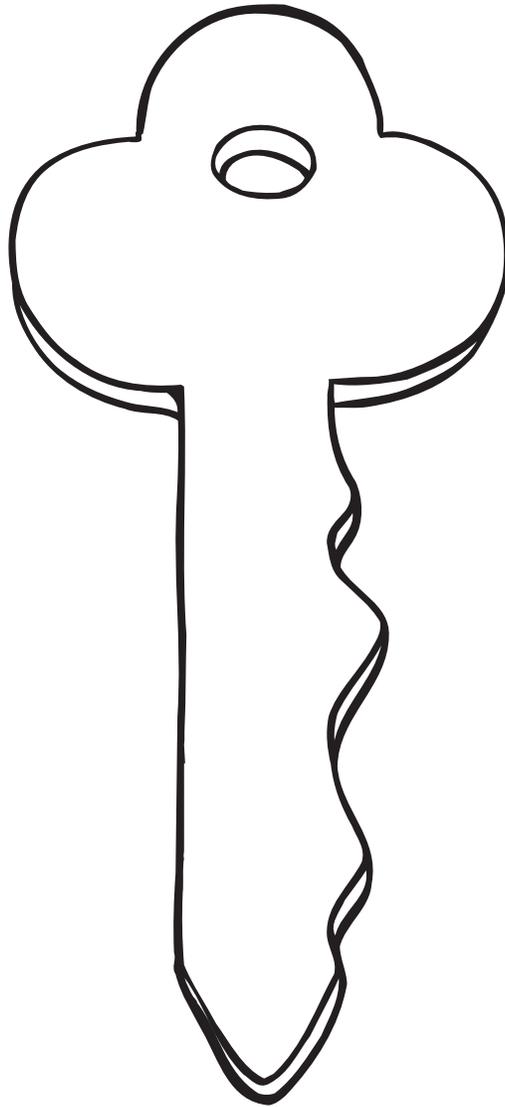


Language Enrichment

- Nouns:** While making the jeep, the child names the materials used (paper glue, scissors, crayons) and parts of the jeep.
- Verbs:** Label actions (cutting, gluing, coloring) as the child completes the activity. Talk about the things that a car does (stop, go). Model three-word structures (Glue door on, Jeep is red, Mom drives car).
- Adjectives:** Model adjectives such as colors, shapes, and sizes while doing the activity. When appropriate, the child combines the adjective and noun (Round tire, Red door). Encourage adjectives by counting and talking about colors.
- Prepositions:** Model phrases as the child makes the jeep (Put the headlight on the front of the jeep, Put the door in the middle of the jeep). Then have the child describe where the parts are (Wheel is under, Headlight is in front).

☆☆☆☆ Phonological Awareness Activity ☆☆☆☆

Use this page with the activity on page 88.



☆ **If You Give a Mouse a Cookie**

by *Laura Joffe Numeroff* • illustrated by *Felicia Bond*

- Play with a toy house and furniture. Encourage the child to name all of the items, and then tell what they are used for and where they go in the house.
- Bring in an assortment of grocery store ads. Have the child name food items, cut them out, and glue them onto a sheet of paper. If appropriate, have the child sort them by category (food group, color, size, shape).
- Talk about pets people have and compare them to the mouse.
- Learn the poem "Hickory Dickory Dock."
- Have the child draw a picture of his family, just like the mouse did. Then have him name all of the people in the picture and use prepositions to describe their locations.

☆ **Mama, Do You Love Me?**

by *Barbara M. Joose* • illustrated by *Barbara Lavallee*

- Make a snow scene on construction paper with cotton balls. Use adjectives to tell how the cotton balls and glue feel and use verbs to tell what the child does as she makes the picture.
- Have the child draw a picture of all of the people she loves and then have her tell about them.
- Bring in mittens. String a clothesline in the room. Have the child hang the mittens on the line. Encourage the child to describe the mittens as she hangs them up. Then have her count the number of mittens hanging on the line.
- Make an igloo with sugar cubes and glue. Count the number of cubes you use. Then give directions using various prepositions to tell the child where to glue the cubes.