

Jungle

Whole Group • Activity 1

ACTIVITY DESCRIPTION

Students will listen to the book, *The Lion and the Mouse*, and engage in dialogic book reading.

LEARNING OBJECTIVES

- Describes the relationship between illustrations and the text (e.g., what person, place, thing, or idea in the text an illustration depicts)
- Connects vocabulary from activities, stories, and texts with prior experiences
- Makes predictions by looking at the cover of a book or the pictures within a story

ACCOMPANYING TEACHER-LED TECHNOLOGY LESSONS

The following teacher-led technology lessons are designed to be used while you teach this activity-based lesson. They can be found in the TeachTown Launch for PreK app. Technology lessons are designed to enhance activity-based lessons and can supplement student learning.

- *The Lion and the Mouse* Story Book e-Reader

Key Language

- lion
- mouse
- sleeping
- berries
- net
- chewing
- angry
- happy
- scared

KEY LANGUAGE

The following words are likely to be used by students to participate or respond. When appropriate, these words can be built into your students' communication supports. Visual supports are available for these words in the Visual Supports Library on the TeachTown Launch for PreK app. Common classroom language (e.g., yes, no, your turn, my turn) is not included in this list.

Materials

BOOKS AND RESOURCES	MANIPULATIVES KIT	THEME KIT	CLASSROOM
<ul style="list-style-type: none"> • <i>The Lion and the Mouse</i> Vocabulary Cards • <i>The Lion and the Mouse</i> Children's Book (Teacher Copy) or e-Reader • <i>The Lion and the Mouse</i> Dialogic Book Reading Teacher Instruction Cards • <i>The Lion and the Mouse</i> Story Time Visual Supports Activity 1 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

PREPARING FOR THE LESSON

1. Gather materials, including printing resources as needed.
2. Cut out *The Lion and the Mouse* Dialogic Book Reading Teacher Instruction Cards. These can be taped or paper clipped to the corresponding page in the book so that you can ask the questions as appropriate as you read the book.

3. Cut out *The Lion and the Mouse* Story Time Visual Supports Activity 1 and set aside. These can be shown to students to give them a choice to answer the various dialogic book reading questions.
4. Transition class to the instructional area.

INTRODUCE VOCABULARY

Use Vocabulary Cards to pre-teach the vocabulary words with the following script:

Today, we are going to read a book called *The Lion and the Mouse*. We will listen for these words as I read the story.

Use these steps to introduce each Vocabulary Card: Hold up a Vocabulary Card. **[Name of picture]! Touch [name of picture]!** Wait for student response. **What is it?** Wait for student response. **Yes, [name of picture]! Let's try another one!** Repeat for each word. **Let's listen for these words as I read the story.**

Read the story to the class. After reading each page, choose a student and ask them one of the questions for that page from the Dialogic Book Reading Teacher Instruction Cards. Receptive questions may be the most accessible questions for Level P1 students but can be helpful to target with all students. Expressive questions may be more accessible for Level P2 and Level P3 who use verbal language or communication systems to share their responses.

Let's look at a picture in the story. Open to a page in the book. **What do you see in the illustration?** Give the students time to respond. **What do you think the words say on the page?** Give the students time to respond. **Let's read and find out.** Read the words on the page. **The words match the illustration!**

Cover:

***The Lion and the Mouse*. Who do you think the story is about?**

Page 1:

Receptive: **Find the lion.**

Expressive: **What is the lion doing?**

Pages 2-3:

Receptive: **Where are the berries?**

Expressive: **Who did the mouse bump into?**

Pages 4-5:

Receptive: **Who is angry?**

Expressive: **When was a time you felt angry?**

Pages 6-7:

Receptive: **Find the mouse.**

Expressive: **Did the lion let the mouse go?**

Pages 8-9:

Receptive: **Touch the net.**

Expressive: **What happened to the lion?**

Pages 10-11:

Receptive: **Who is scared?**

Expressive: **Who heard the lion?**

Pages 12-13:

Receptive: **Who is chewing the net?**

Expressive: **The mouse chewed the ____.**

Pages 14-15:

Receptive: **Find the smile.**

Expressive: **Can you think of a time you helped your friends?**

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY

Here are suggestions for how to differentiate the instruction provided in the activity to meet the needs of individual students across different ability levels. Use these differentiation suggestions while you implement the activity, especially the Independent Practice section.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Point to the illustration in the story. Look, it's a [mouse]! The student should look at the illustration.	Hold up two Visual Supports, one correct and one incorrect. Find the [mouse].	After reading the story ask the students open-ended questions. When have you needed help?
SOCIAL BEHAVIORS AND PEER INTERACTION		
Prompt students to give a thumbs up to a peer who just took a turn.	Prompt students to say "Good job, [peer name]!" to a peer who just took a turn.	Prompt students comment on peers' responses. For example, they can share if there was a time they needed help or a time their friends helped them.

PROMPTING

Provide a prompt immediately after an error or incorrect response or after a student does not perform a task or respond for 10 seconds. Use the System of Least Prompts to provide the least invasive prompt first, like an attention-getting verbal prompt. Use physical prompts only when students are actively attempting to complete an activity but struggling to do so. Always use physical prompts in accordance with your district's or state's guidelines on physical prompting.

Here are some examples of prompts for tasks or responses students may struggle with in this lesson:

TASK OR RESPONSE	RECOMMENDED PROMPTS
Answering a question	<p>Gestural prompt: Point to the picture in the book.</p> <p>Attention-getting verbal prompt: [Student name], listen. Repeat the question or direction.</p> <p>Model prompt: For receptive questions, model pointing to the correct visual. Touch the [mouse]. [Mouse]! Touch the Visual Support. I did it! For expressive questions, model a correct response. The mouse chewed the... Hold up the "net" Visual Support. Net!</p>

REINFORCEMENT

Use specific verbal praise or social or tangible reinforcers in response to appropriate student engagement in the lesson activity. See Reinforcement section of Resources in the Curriculum Tab of the TeachTown Launch for PreK app.

Here are some examples of specific verbal praise for this lesson:

- **Stupendous job during story time!**
- **Great work answering questions about the lion and his friend mouse.**

CLOSING AND TRANSITION

Story Time is all done. Let's roar like a lion on the way to [name of the next activity].