

Read with Me! Using
Children's Literature to
Facilitate Speech,
Language, and Literacy

Shari Robertson, Ph.D., CCC-SLP
Board Certified Specialist-Child
Language



ISHA, 2023

TODAY'S AGENDA

- A. Hellos and Outcomes**
- B. The Language Literacy Hierarchy**
- C. Interactive Reading Strategies**
- D. BOOKS! BOOKS! BOOKS**

Phonology/Phonological Processes

Vocabulary

Morphology

Vocabulary of Emotions

Imagine That!

Multiple Targets

- E. Wrap Up, Laugh, and Door Prizes!**



RWM Book Characteristics

Here's What to Look for When Selecting Books to Use with Read With Me Strategies

STRATEGY	LOOK FOR:
Echo Reading	<ul style="list-style-type: none">• only a few words on a page• vocabulary that is reinforced by the illustrations• bright, engaging pictures
Paired Reading	<ul style="list-style-type: none">• predictable text• engaging storylines• strong rhythm and rhyme AND/OR• a phrase that repeats throughout the story
Friendly Questions	<ul style="list-style-type: none">• details that invite friendly questions• storylines that encourage critical thinking
Predicting	<ul style="list-style-type: none">• stories that provide opportunities to predict what might happen next• visual details that give clues to what might be on the next page
Wordless Books	<ul style="list-style-type: none">• books in which the story is told through the pictures rather than through the words (some wordless books have a few words in them)
Reader's Theatre	<ul style="list-style-type: none">• stories that encourage movement and action• stories that can be acted out or work well with props (such as puppets, simple costumes, or manipulatives)



Read with Me! Family Book List

ECHO READING

Bears in Pairs	Niki Yekai
Brown Bear, Brown Bear	Bill Martin, Jr
Capering Cows (also paired reading) ^{DR}	Shari Robertson
Dinosaur Roar!	Paul & Henrietta Langdon
Down By The Bay	Raffi
Goodnight, Moon	Margaret Wise Brown
I Went Walking	Sue Williams
In the Small, Small Pond	Denise Fleming
Quick as a Cricket	Audrey Wood
Where is the Green Sheep?	Mem Fox

PAIRED READING

But Not the Hippopotamus	Sandra Boynton
Each Peach, Pear, Plum	Janet Alhberg
I Love My White Shoes	Eric Litwin and James Dean
Jump, Frog, Jump! (also predicting)	Robert Kaplan
My Cow Can Bow ^{DR}	Shari Robertson
One Duck Stuck	Phyllis Root
Pants on Ants, Go By Goat, The Bark Park, Sail by a Tail ^{DR}	Elizabeth Redhead Kriston
Silly Sally	Audrey Wood
Time for Bed	Mem Fox

FRIENDLY QUESTIONS AND PREDICTING

Bark, George!	Jules Feiffer
Grandpa's Woods ^{DR}	Gail Groth
If you Give a Mouse a Muffin (series)	Laura Jaffe Numeroff
Is Your Mama a Llama? (also Reader' Theatre)	Deborah Guarino
A Peanut Sat on a Railroad Track ^{DR}	Shari Robertson
Look! Look! Look!	Tana Hoban

FRIENDLY QUESTIONS AND PREDICTING (CONT)

Mary Wore Her Red Dress	Merle Peek
Raincoats and Rainbows ^{DR}	Elizabeth Kriston
Rosie's Walk	Pat Hutchins
Shivering Sheep ^{DR}	Shari Robertson
Who is Driving?	Leo Timmers

WORDLESS BOOKS

A Boy, A Dog, and a Frog	Mercer Mayer
Changes, Changes	Pat Hutchins
Good Dog, Carl	Alexandra Day
Goodnight, Gorilla	Emily Arnold McCully
Hug	Jez Alborough
The Red Book (and others by this author)	Barbara Lehman
Spotless Spot ^{DR} Firefly Fox	Alexandra Crouse
Tuesday	David Weisner

READER'S THEATRE

Clap Your Hands	Pat Hutchings
Five Little Monkeys Jumping on the Bed	Eileen Christelow
From Head to Toe	Eric Carle
I Can Do That! ^{DR} , I Can Say That! ^{DR}	Suzie Lederer
I Love My White Shoes (Pete the Cat series)	Eric Litwin
The Napping House	Audrey Wood
Run, Turkey, Run! (also Paired Reading) ^{DR}	Peggy Agee
Shake My Sillies Out	Raffi
The Seals on the Bus	Lenny Hort
We're Going on a Bear Hunt	Helen Oxbury
The Very Busy Spider & The Very Hungry Caterpillar	Eric Carle
The Wide Mouthed Frog	Kevin Faulkner
You're Just What I Need	Ruth Kraus

^{DR} AVAILABLE FROM DYNAMIC RESOURCESwww.dynamic-resources.org

BOOKS USED IN TODAY'S PRESENTATION

Bolded books are from Dynamic Resources

www.dynamic-resources.net

Falling For Rapunzel	Leah Wilcox
Dinosaur Roar!	Henrietta Strickland
Capering Cows	Shari Robertson
I Can Do That. I Can Say That	Suzy Lederer
One Duck Stuck	Phyllis Root
Look Alikes	Leo Timmers
Look, Look, Look	Tara Hoban
Spotless Spot	Alexandra Crouse Bowsler
Who Is Driving	Leo Timmers
Granpas's Woods	Gail Groth with Shari Robertson
Press Here	Herve Tullet
Cocka Doodle Moo	Bernard Most
Ook the Book	Lissa Rovetch
My Cow Can Bow	Shari Robertson
Go ny Goat, Sail by Tail, Miles of Smiles, Pants on Ants, The Bark Park	Elizabeth Redhead Kriston (Word Menders Series)
Run, Turkey, Run!	Peggy Agee
Rosie's Walk	Pat Hutchins
Monsters Can Mosey	Gilla Olson
Move!	Steve Jenkins and Robin Page
Shivering Sheep	Shari Robertson
A Peanut Sat on a Railroad Track	Elizabeth Redhead Kriston
Firefly Fox	Alexandra Crouse Bowser
Cat Queen	Alexandra Crouse Bowser
Now, You're Peaceful and You Know It	Suzy Lederer
The Dot	James Reynolds
What's My Superpower, The Big Book of Superpowers, James and the Missing Superpower	Various
Rudy and the Butterflies	Perry Flynn

ADDITIONAL RESOURCES AND REFERENCES FROM TODAY'S SEMINAR

Very Vivid Vocabulary	Monica Gustofson
Read with Me! Stress-Free Strategies for Building Language and Early Literacy Skills	Shari Robertson
Skills-Based Assessment for Core Communication Standards (SACCS) K-2 3-4	Jennifer Schultz
Building Better Readers	Shari Robertson
Extended handouts and additional resources available at www.dynamic-resources.net/Free Resources	

Dynamic Resources Books for Complex Sentence Intervention
Jennifer Schultz, M.A., CCC-SLP

Title	Author	Target
Capering Cows	Shari Brand Robertson	Construct relative clauses (e.g., The cow who has one horn is in front of the bales.)
My Cow Can Bow	Shari Brand Robertson	Adverbial clauses (e.g., Though it was a bit off key, he sounded pretty good to me.) Object Complement clauses (e.g., We didn't know that King could sing.) Relative clauses (Create your own. e.g., The dog, who could sing, was named "King".)
Firefly Fox	Alexandra Crouse Bowser	Wordless book. Construct sentences with adverbial clauses. (e.g., Fox looked in the pail because he was curious.)
Pants on Ants	Elizabeth Readhead Kriston	Adverbial clauses (e.g., It started just the other day when I went out so I could play.) Relative clauses (e.g., I saw some ants who were wearing pants.)
Raincoats and Rainbows	Elizabeth Redhead Kriston	Object complement clauses (e.g., That's what I like.)
Run Turkey Run!	Peggy C Agee	Adverbial clauses (e.g., The turkey is hiding on under the wagon where the cook cannot see him.)
Sail by Tail	Elizabeth Redhead Kriston	Adverbial and relative clauses (e.g., When that tail blew gently in the breeze, she knew [that] they could use it to cross the seas.)
Shivering Sheep	Shari Brand Robertson	Relative clauses (e.g., The sheep who is a sailor is on the boat.)
Spotless Spot	Alexandra Crouse	Wordless book. Construct adverbial clause sentences (e.g., Buster snuck up on Spot while he played with the ball.)
Thunderstorm!	Shelley Davis	Wordless book. Construct object complement sentences that describe what the characters think, wonder, and fear.

Raincoats and Rainbows Object Complement Clauses

Read the pages about each type of weather to the student. After the student tells what they like about the weather, prompt them to find out what you like by saying, "That's what I like. How about you?"

Run Turkey Run! Adverbial Clauses

- Describe each picture of the turkey hiding with the sentence, "The turkey is hiding (prepositional phrase), where the cook cannot find him." OR "The cook cannot find the turkey, because he is hiding (prepositional phrase).

My Cow Can Bow Relative Clauses

- Kay, who wanted to have fun, decided to have an animal talent show. RC
- We didn't know that King could sing! OC
- Though it was a bit off key, he sounded pretty good to me. AC
- Next was Tommy's billy goat, who didn't try to sing a note. RC
- Up hopped David's big green toad, who read a poem in green-toad code. RC
- Caroline's rabbit wore a cape [that was] held together with pins and tape. RC
- Then came Katie's pretty pet deer, who jumped on her bike and hit high gear. RC
- After the show, we watched them go.

Firefly Fox Adverbial Clauses

- Fox looked in the pail because he was curious.
- When he leaned too far, he fell in.
- After he fell in the pail, he glowed.
- As he walked down the road, he left glowing footprints.
- When fox arrived at the log, he was tired.
- The other animals couldn't sleep, because fox was too bright.
- The log was crowded, so fox went away.
- Fox hid in the bushes, while the owls slept in the trees.
- When the owls hooted at him, Fox ran away.
- Fox cried, because he felt lonely.
- When Fox tried to hide in the cave, a bear growled at him and scared him away.
- As Fox was crying on the road, a firefly buzzed by.
- Firefly was friendly to fox, because they were both glowing.
- Firefly took Fox to a party, because he could light up the dance floor.
- The animals had a wonderful time, because the fireflies and Fox lit up the room.
- After the party, Fox took a bath.
- When he was all clean, he didn't glow anymore.



Capering Cows Relative Clauses

- When it's late and I can't sleep, I count cows instead of sheep. AC
- The cow that has one horn is in front of the bale. The cow that has two horns is on the bale.
- I count cows that come in every hue.
- The cow that wears polka-dotted pants has a radio on her back.
- The cow that has a pie is a house cow. The cow that has a mouse on its head is a barn cow.
- The cow who is wearing sunglasses is a city cow. The cow who has a pitchfork is a farm cow.
- I count cows that are happy and cows that are glum. I count cows that blow bubbles with pink bubble gum.
- The cow who is wearing a bow tie is the groom cow. The cow who is wearing a veil is the bride cow.
- I count cows that are cowardly and cows that are brave. I count cows with ears that wiggle and wave.
- The cow that is friendly is holding flowers. The cow that is scary has fangs and a cape.
- I count cows that slurp and cows that lick. I count cows that pirouette and kick.
- The cow that is white is the plain cow. The cow that wears a fur coat is a glamorous cow.
- The cows that are drowsy are all over the lawn.
- When all the cows have fallen asleep, I go back to counting sheep. AC

Spotless Spot Adverbial Clauses

- Buster snuck up on Spot while he played with his ball.
- Spot's spots flew off when Buster startled him.
- Buster felt terrible because Spot was very sad.
- Spot cheered up when Buster thought of a solution to his problem.
- Buster decided that they should become detectives to find Spot's spots. OC
- Spot collected his spots as he searched throughout the house.
- Once Buster and Spot collected all of the spots, they had to come up with a plan to get them back on his body.
- Spot's fur got too sticky when Buster tried to glue the spots on his body.
- Spot couldn't move his legs after Buster taped his spots on his body.
- Spot was in pain as Buster tried to sew his spots on his body.
- When Buster ran out of ideas, Spot was depressed.
- Buster thought that Spot needed a hug. OC
- When Buster hugged Spot, his spots popped out on his body.
- After their busy day, Buster and Spot decided to take a nap.
- When Buster dozed off, Spot got two lids.
- When Spot crashed the lids together, Buster's spots flew off his body.
- Now Buster will be sad until Spot helps him get his spots back.

Shivering Sheep Relative Clauses

- The sheep that has pigtails is beside the sheep that has curls.
- The sheep that is a boy wears overalls.
- The sheep that is a girl has a bow in her hair.
- The sheep that is a sailor is in the boat.
- The sheep that is a teacher is holding an apple.
- The sheep that is a doctor has a bag.
- The sheep that is a preacher yells.
- The sheep who is wearing goggles is a mountain sheep
- The sheep who has a necklace is a cave sheep.
- The sheep who is surfing is a wave sheep
- The sheep who is hang gliding is a wind sheep.
- The sheep that is on the beach wears sunglasses.
- The sheep that is in the water wears arm floaties.
- The sheep that shiver and shudder and shake are scared.
- The sheep who is smelly is sitting in mud.
- The sheep who is sweet is giving him a flower.
- The sheep who are messy and neat are sitting at their desks.
- The sheep who has buttons is wearing a floppy hat.
- The sheep who has a zipper doesn't look like a sheep!
- The sheep that wear sandals and big, floppy slippers are smiling.
- The sheep who is wise is floating.
- The sheep who is silly is playing.
- The sheep that is warm has a lot of wool.
- The pig sheared sheep that is chilly.
- The sheep who are wearing sombreros and pink wigs are playing with costumes.
- Pigs that shimmy and wiggle make me giggle.
- The sheep who are in this book are pigs in disguise!



Summary of Research Teaching Vocabulary

- Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.
- Active engagement improves learning.
- Effective direct vocabulary instruction does not rely on definitions.
- Teaching word parts enhances learning.
- Students must represent their knowledge of words in both linguistic and non-linguistic ways.
- Playing with words and gamification are effective ways to help students become more word conscious.
- Repeated exposure is essential

CCSS Vocabulary Standards

Understand and Use a Variety of Words from Different Semantic Categories.

- Nouns
- Verbs
- Adjectives
- Adverbs
- Prepositions
- Conjunctions

Grade-Level Vocabulary and Content

- Unknown Words
- Multiple Meaning Words
- Using Context as a Clue to Meaning
- Represent Words Using Visual Displays

Word Relationships

- Categorization
- Shades of Meaning
- Synonyms, Antonyms
- Real-Life Connections Between Words and Use
- Literal/Non-Literal Language
- Figurative Language
- Homographs/Homophones

Morphological Skills

- Affixes/Roots
- Greek/Latin Influences
- Compound Words

Create your own story!

the

went for a walk

THROUGH the

ACROSS the

DOWN the

OVER the

AROUND the

and UNDER the

and got home just in time for

Create your own story!

the

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**SUGGESTED VOCABULARY WORDS FOR FIREFLY FOX
STICKY NOTE ACTIVITY**
(See video on our You Tube Channel for Instruction)

curious	midnight	surprised	miserable
peaceful	glowing	fluorescent*	enormous
grumpy	however	suddenly	surprised
sleepy	brightly	scrub	trotted
celebration	quickly	firefly	disturbed

Notes:

Encourage students to use all the words
Students can also create their own words
At least one word per page
Modify as necessary

*optional

WE ARE PINNING ACTIVITIES TO EXTEND
THE FUN AND LEARNING ON PINTEREST!
COME CHECK US OUT!
@DYNRESOURCES

SUBSCRIBE TO OUR YOU TUBE CHANNEL
FOR ONGOING IDEAS, LESSONS, ACTIVI-
TIES, AND FREE REESOURCES.

<p style="text-align: center;">Categorization</p>	<p>Use the graphic organizer to talk about food in the book:</p> <p>What does it look like? How does it taste or smell? What does it sound like? How does it feel? Where do you find or keep it? How is it make or what can you make with it? When do we eat? What group does it go in?</p>								
	<p>Think of your favorite foods.</p> <p>Take turns descibing it using the graphic organizer. Can you communiation partner guess the food?</p>								
<p style="text-align: center;">Same/Different</p>	<p>Pick two foods from the book:</p> <p>How are they the same? How are they different?</p>								
<p style="text-align: center;">Act it out</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">slice</td> <td style="width: 50%;">whizz</td> </tr> <tr> <td>mash</td> <td>smuch</td> </tr> <tr> <td>peel</td> <td>bubble</td> </tr> <tr> <td>munch</td> <td>burp</td> </tr> </table>	slice	whizz	mash	smuch	peel	bubble	munch	burp
slice	whizz								
mash	smuch								
peel	bubble								
munch	burp								
<p style="text-align: center;">Social/Emotional Connections (TOM)</p>	<p>What does worry look like? Look at the foods sitting on the railroad tracks. Study their eyes and mouths. What clues do you see that tell you they are worried about the train?</p> <p>eyebrows - raised eyes - wide open, sqeezed shut, tears mouth - open wide, clenched shut, teeth body - shaking other - sweating</p> <p>Make your worried face and take a picture. What do you look like where you are worried?</p>								

DOODLE MONSTERS!

My Doodle Monster's NAME is

My monster likes to eat

My monster lives in a

MY monster has lots of different body parts!

A _____ head

A _____ body

Two _____ eyes

Two _____ ears

A _____ mouth

Two _____ wings

A _____ nose

Two _____ horns

And _____

Words that describe how my monster moves

This is what makes
my monster **HAPPY**

This is what makes
my monster **MAD**

This is what makes
my monster **SAD**

This is what makes
my monster **AFRAID**

MY DOODLE MONSTER

SUPER ME



MY SUPERPOWERS
ARE

MY SUPERHERO
NAME IS

MY ARCHENEMY
IS

MY SIDEKICK IS

LET'S DESCRIBE COWS!



SIGHT	SMELL	TOUCH	SOUND	MOVEMENT

EXTENSION ACTIVITIES FOR A PEANUT SAT ON A RAILROAD TRACK



<p style="text-align: center;">Syllabe Segmentor (Phonological Awareness)</p>	<p>Identify the number of syllables in the foods in the story :</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">peas</td> <td style="width: 50%;">apples</td> </tr> <tr> <td>avocado</td> <td>bananas</td> </tr> <tr> <td>strawberries</td> <td>potatoes</td> </tr> <tr> <td>chocolate milk</td> <td>peanut</td> </tr> </table> <p>Other words for segmenting syllables:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">railroad</td> <td style="width: 50%;">guacamole</td> </tr> <tr> <td>track</td> <td>jug</td> </tr> <tr> <td>number</td> <td>soup</td> </tr> <tr> <td>louder</td> <td>yummy</td> </tr> <tr> <td>apple sauce</td> <td>burp</td> </tr> </table>	peas	apples	avocado	bananas	strawberries	potatoes	chocolate milk	peanut	railroad	guacamole	track	jug	number	soup	louder	yummy	apple sauce	burp
peas	apples																		
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railroad	guacamole																		
track	jug																		
number	soup																		
louder	yummy																		
apple sauce	burp																		
<p style="text-align: center;">Rhyme Time (Phonological Awareness)</p>	<p>Listen to the story. When the reader pauses, tell them two rhyming words you heard on that page.</p> <p>(Answers: aflutter/peanut butter aflit/(banana) split louder/chowder toss/sauce roly-poly/guacamole bam/jam loop/soup treat(s)/eat</p>																		
<p style="text-align: center;">Sound Segmenter (Phonemic Awareness)</p>	<p>Use various strategies to identify the sounds in each action word:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">slice</td> <td style="width: 50%;">whizz</td> </tr> <tr> <td>mash</td> <td>smuch</td> </tr> <tr> <td>peel</td> <td>bubble</td> </tr> <tr> <td>munch</td> <td>burp</td> </tr> </table> <p>(HINT: We love using paint strips (horizontally). Touch or move a token into a color variant on the strip for each sound)</p>	slice	whizz	mash	smuch	peel	bubble	munch	burp										
slice	whizz																		
mash	smuch																		
peel	bubble																		
munch	burp																		

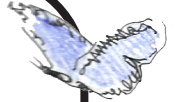
Adjectives Describe THINGS!

Can you find adjectives in Rudy's story to describe these things?



Horses

Butterflies



People



Other things in the story



Flowers



Rudy says: Now, try to think of more adjectives to describe these things!

Map Rudy's Story!



Characters:

Setting:

Problem:




Plan:

Resolution:



Read with Me! Using Children's Literature to Facilitate Speech, Language, and Literacy



Shari Robertson, Ph.D., CCC-SLP
Board Certified Specialist-Child Language

ISHA Convention, 2023

1

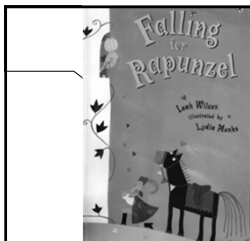


Why we use books to in therapy

2

- Whine
- Curly locks
- Twine
- Hammered
- Coincidence
- Chap
- Hoot
- Sallied (forth)
- Thrilled
- Heaved
- Enamored
- Squarely
- Nimbly
- Steed
- Plea
- Frills
- Swine
- Braid
- Flattened

3




Ages 3-8

4

BOOKS

- A study by Haynes and Ahrens (1988) revealed that children's books contain approximately twice as many infrequently used or rare (think Tier 2 and 3) words than even conversations among college students.



5


Just a few of the possible IEP goals and Core Standards goals that this book could address...

- ✓ Building Tier 2 vocabulary
- ✓ Phonological awareness (rhyming)
- ✓ Predicting
- ✓ Answering Wh Questions
- ✓ Figurative Language ~ Literal/Non-literal language
- ✓ Using context as a clue to word meanings
- ✓ Double-meaning word
- ✓ Critical thinking
- ✓ Synonyms
- ✓ Adjectives
- ✓ Shades of Meaning
- ✓ Prefixes and Affixes
- ✓ Pragmatic Skills
- ✓ Adverbs

6


WHY use books?

Key support for using children's literature in therapeutic contexts for speech, language, and literacy development



7


Literature-based intervention has been recommended as a best practice to support language and literacy goals for young children with language delays for over 25 years.



8

Books are also...

- Low cost or no cost
- Readily available
- Portable
- FUN!!!




9


Books Build Imagination!

"Books are a uniquely portable magic."
- Stephen King

"Books and doors are the same thing. You open them, and you go through into another world."
- Jeanette Winterson




10



Books naturally help develop both oral and written language and (when used correctly) facilitate a love of reading.

11

THE LANGUAGE/ LITERACY HIERARCHY




12




13

Given their comprehensive knowledge of oral language, speech/language pathologists are uniquely qualified to provide interventions that support robust development of skills to support both domains.



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BUT WHAT ABOUT:



What to Read with Children

How to Read with Children


15



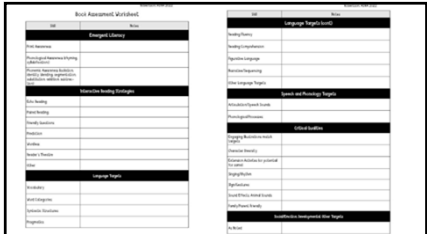
Not all books are created equal

16

Particularly with children who are at risk for delayed, constrained, or disordered language development.



17



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USING CHILDREN'S BOOKS
 "How" to read with children

19

Interactive Reading Strategies

- Interactive reading strategies encourage children to be active participants in the reading interaction, paralleling how children learn language in the dyad.
- Can be implemented long before children can decode. (And after!)
- Are built on a robust literature base.
- Can be implemented in small groups and large groups and taught to parents/educators.

LANGUAGE AND LITERACY DEVELOP IN THE DYAD!

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Interactive Reading Strategies

- **Echo Reading**
- **Paired Reading**
- **Questioning Strategies**
- **Predicting**
- **Wordless Books**
- **Reader's Theatre**

21

National Reading Panel Critical Skills for Reading Success

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Text Comprehension

22

OCCSS identify skills typically developing students are expected to have mastered by the **END** of the school year.

○ Many, if not most, of the students who qualify for Special Education and SLP services will be functioning below grade level due to identified Language-Learning Deficits.

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National Reading Panel Critical Skills for Reading Success

1. Phonemic Awareness
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COCK-A-DOODLE-MOO!

BERNARD MOST

25

Ook the Book
and
Other Silly Rhymes

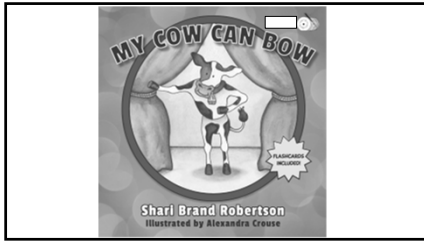
The Silly Bookworm

26

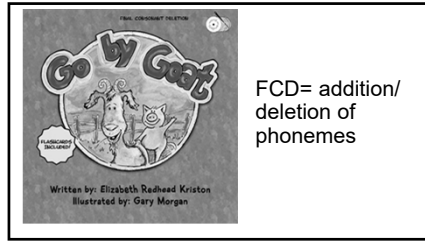
Double Dip!

Target phonological processes and phonemic awareness

27



28



FCD= addition/
deletion of
phonemes

29

Cluster Reduction

Voicing

Word Menders

- Word Menders Series
- Phonological Processes
- Paired Reading
- Friendly Questions

Final Consonant Deletion

Initial Consonant Deletion

Stopping

30

National Reading Panel Critical Skills for Reading Success

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Text Comprehension

31

National Reading Panel

"Good readers comprehend more words than poorer readers."

-National Reading Panel Report

32

Vocabulary – not decoding skills - has been found to be the BEST predictor of later reading comprehension

Again...we already knew this....

~~Hooked on Phonics~~

33

Students must understand the oral meaning of words before they can comprehend the written version of the word!

(We know this, too...)

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More than Meets the Eye

Although there is a category on the CCSS labeled "Vocabulary Acquisition and Use," there are many more skills that are linked to vocabulary development embedded in the standards, but labeled something else.

Vocabulary skills across CCSS Communication areas can be categorized into common themes.

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CCSS Vocabulary Standards

Understand and Use a Variety of Words from Different Semantic Categories:

- Nouns
- Verbs
- Adjectives
- Adverbs
- Prepositions
- Conjunctions

Grade-Level Vocabulary and Content

- Unknown Words
- Multiple Meaning Words
- Using Context as a Cue to Meaning
- Base/Root Words
- Using Visual Displays

Word Relationships

- Categorization
- Shades of Meaning
- Synonyms/Antonyms
- Real-Life Connections Between Words and Use
- Literal/Non-Literal Language
- Figurative Language
- Homographs/Homophones

Morphological Skills

- Affixes/Roots
- Greek/Latin Influences
- Compound Words

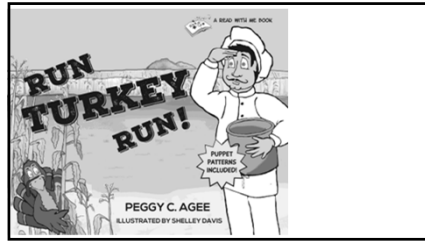
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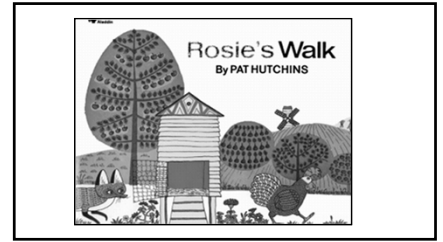
36

Prepositions


37



38



39



Rosie the Hen went for a walk:

- Across the yard
- Around the pool
- Over the haystack
- Past the mill
- Through the fence
- Under the beehive
- And got home just in time for dinner!
- (Unaware that the fox had been chasing her the entire time)

40

Create your own story!

[] the [] went for a walk

THROUGH the []

ACROSS the []

DOWN the []

OVER the []

AROUND the []

and UNDER the []

and got home just in time for []

Extend to Written Language

41

Create your own story!

Rudy the cat went for a walk

THROUGH the cat door

ACROSS the grass

DOWN the driveway

OVER the car

AROUND the tree

and UNDER the bridge

and got home just in time for cuddles

Targets multiple CCSS: Tell or recount a story; Use complete sentences; Demonstrate understanding. Scaffold to story grammar development. MORE!

○ Students write or dictate nouns that go into the boxes to create their own versions of Rosie's Walk.

42

Create your own story!

Rudy the black cat went for a walk

THROUGH the tiny cat door

ACROSS the short grass

DOWN the long driveway

OVER the old car

AROUND the big tree

and UNDER the creamy bridge

and got home just in time for warm cuddles!

Add simple pictures

Addresses CCSS: Speaking and listening/presentation of knowledge and ideas

- Adds drawing or other visual displays to clarify information, ideas, thoughts, feelings (K-2)

43

Create your own story!

Rudy the black cat went for a walk

THROUGH the tiny cat door

ACROSS the short grass

DOWN the long driveway

OVER the old car

AROUND the big tree

and UNDER the creamy bridge

and got home just in time for warm cuddles

Add Adjectives

- CCSS
- Use Adjectives
- Produce and expand sentences
- Shades of meaning/adjectives
- **IP Goals**
- Increase MLU (oral)
- Facilitate understanding of sentence structure (oral and written)
- Retell/Sequence story

44

Create your own story!

Rudy the white cat went for a walk

THROUGH the big cat door

ACROSS the tall grass

DOWN the short driveway

OVER the new car

AROUND the little tree

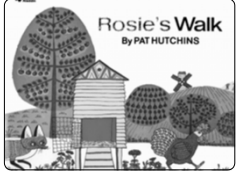
and UNDER the tiny bridge

and got home just in time for sticky cuddles

Add Opposites

- Does it make sense?
- Draw story both ways!
- (Also works with **SYNONYMS** - more Classroom standards and IEP targets)

45



Rosie's Walk
By PAT HUTCHINS

From this book...

- Adverbs of Manner
- Adjectives
- Synonyms
- Antonyms
- Nouns
- Verbs
- Metalinguistic skills (sentence building)
- Shades of Meaning
- Written language

46

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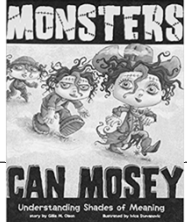
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 - Categorization
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 - Synonyms, Antonyms
 - Real-Life Connections and Use
 - Literal/Non-Literal Language
 - Figurative Language
 - Homographs/Homophones
- Morphological Skills
 - Affixes/Roots
 - Greek/Latin Influences
 - Compound Words
- Grade-Level Vocabulary and Content
 - Unknown Words
 - Multiple Meaning Words
 - Using Context as a Cue for Meaning
 - Represent Words
 - Using Visual Displays

47

Synonyms and Shades of Meaning

48



MONSTERS

CAN MOSEY

Understanding Shades of Meaning

49

Movement	
Lurch	Slink
Walk	Glide
Strut	Float
Prance	Silther
March	Squirm
Trudge	Ooze
Lumber	Prowl
Clomp	Slide
Stomp	Mosey
Tiptoe	Sneak

50

Act it Out

- Obviously, you are going to have students act out all of the different ways a Monster can move!
- "Slink," lumber," and "march" your way across the room. Try the "side lurch" like Uncle Rob (the zombie).
- For multiple students, have them pick which form of movement they want to demonstrate or do a compare and contrast, such as "prowl" versus "prance."

51

Extend
(so many ways to do this: Here is one)

○ Brainstorm others things that could move in the way described....And what could not!

Things that lumber:	Things that do NOT lumber:
Elephant	Snake
Rhinoceros	Butterfly
Gorilla	Eagle

Categorization, Critical Thinking

52

CREATE A NEW BOOK TITLE!

○ Task: Create a title for another (hypothetical) book following the pattern of the title from *Monsters Can Mosey*.

○ For younger students: Have students brainstorm other ways that "nouns" can "move." You write the title on a sticky note and they add it to the poster or word wall board.

○ For older students: Students create and write titles themselves.

53

Monsters Can Mosey Also targets Phonemic Awareness

Giraffes Can Gyrate	Tigers Can Tiptoe	Ducklings Can Dawdle
Llamas Can Lollygag	Pandas Can Prance	Cats Can Cartwheel

54

Movement		Fear
Lurch	Slink	Scary
Walk	Glide	Unnerving
Strut	Float	Panic
France	Sither	Frighten
March	Squirm	Spooky
Trudge	Ooze	Creepy
Lumber	Prowl	Horifying
Clomp	Slide	
Stamp	Mosey	
Tip toe	Sneak	

55

Fear

○ Fear is described in many ways throughout the book.

○ What is something that is "creepy" versus "horifying?" "Unnerving" versus "spooky."

○ Create a new word wall for "scary." (Adjectives/shades of meaning)

56

YOUR TURN "Scary" Titles

_____ are Terrifying

_____ Are Scary

_____ are Spooky

_____ are Frightening

Are Horrifying

_____ are Creepy

57

Movement		Fear	Cognition
Lurch	Slink	Scary	Think
Walk	Glide	Unnerving	Know
Strut	Float	Panic	Suspect
France	Sither	Frighten	Keep in mind
March	Squirm	Spooky	Conclude
Trudge	Ooze	Creepy	Suppose
Lumber	Prowl	Horifying	Imagine
Clomp	Slide		
Stamp	Mosey		
Tip toe	Sneak		

58

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Grade-Level Vocabulary and Content

- Unknown Words
- Multiple Meaning Words
- Using Context as a Clue to Meaning
- Represent Words Using Visual Displays


Word Relationships

- Connotation
- Shades of Meaning
- Synonyms, Antonyms
- Real-Life Context
- Sound Between Words and Use
- Clans/Non-Clans
- Language
- Figurative Language
- Homographs/Homophones

Morphological Skills

- Affixes/Roots
- Greek/Latin Influences
- Compound Words

59



Dart, run, bounce, jump, kick, walk, gallop, crawl

60

WHALE	dive	swim
ARMADILLO	swim	leap
CROCODILE	leap	sither
SNAKE	sither	climb
PRAYING MANTIS	climb	fly

61

Adverbs

There are words that describe how things MOVE

62

MOVE

There are words that describe how things MOVE

quickly	slowly
lazily	carefully
gently	sneakily
happily	interestingly
excitedly	eagerly
wildly	loudly
quietly	silently
noiselessly	noisily
dangerously	effortlessly

63

ADVERBS OF MANNER		
WHALE	dives	swims
	eagerly	lazily
ARMADILLO	swims	leaps
	slowly	excitably
CROCODILE	leaps	slithers
	wildly	(silently)
SNAKE	slithers	climbs
	quickly	effortlessly
PRAYING MANTIS	climbs	flies
	slowly	carefully

64

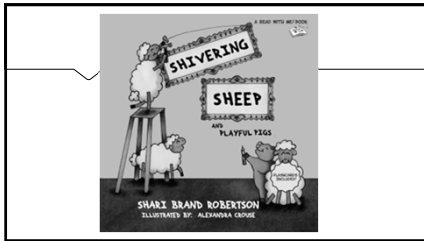
ADVERBS OF PLACE		
WHALE	dives	swims
	into	under
ARMADILLO	swims	leaps
	across	straight up
CROCODILE	leaps	slithers
	forward	into
SNAKE	slithers	climbs
	through	up
PRAYING MANTIS	climbs	flies
	over	upward

65

One Book.... (and we can show teachers how to do this to support oral language AND CCSS)

- ✓ Verbs
- ✓ Adverbs of Place
- ✓ Adverbs of Manner
- ✓ Conjunctions
- ✓ Represent concepts in non-linguistic ways
- ✓ Synonyms
- ✓ Shades of Meaning
- ✓ Make connections between word and real life

66



67

Let's have fun with Shivering Sheep and Playful Pigs!

Look carefully! Choose the sheep in each row that doesn't belong. Tell why you chose that one!

Categorization

68

Let's have fun with Shivering Sheep and Playful Pigs!

Look carefully! Which sheep do you think might be pig? What do you see that gives you a clue?

Critical Thinking

69

Get Crafty!

Represented in both linguistic and non-linguistic modes

70

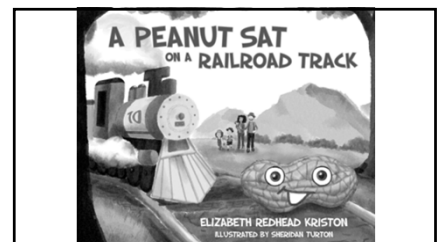
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 - Unknown Words
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 - Relevant Words
 - Using Visual Displays
- Morphological Skills
 - Affixes/Roots
 - Cracks/Cuts
 - Influences
 - Compound Words

71



72

PEANUT BUTTER

Ingredients:

- 2 C. unshelled peanuts (can be roasted for richer flavor)
- Optional: honey/sugar kosher salt, peanut oil, chopped peanuts

To Prepare:

CRUNCH the peanuts in a food processor by running it for 4-5 minutes or until a creamy consistency is achieved.

- You may need to add small amounts of oil if nuts are too dry.
- Mix in honey/sugar and a bit of salt if you desire.
- Chopped nuts can be stored in for crunchy peanut butter.
- Refrigerate. (Unless you eat it all right away!)



73

BANANA SPLIT

Ingredients:

- 1 ripe banana
- 1 scoop each of vanilla, strawberry and chocolate ice cream (may be replaced with 3 scoops Neapolitan ice cream)
- Fruit, your choice of strawberries, sliced pineapple, blackberries, raspberries, blueberries, and/or mandarin oranges
- Chocolate sauce, butterscotch sauce (your choice)
- Chopped peanuts
- Whipped cream and cherries


To Prepare:

SLICE banana lengthwise.

- Place one half on each side of an oblong bowl.
- Add the three scoops of ice cream in between the sliced bananas.
- Top each scoop with the toppings any way you would like.
- Add whipped cream and a cherry on top!



74

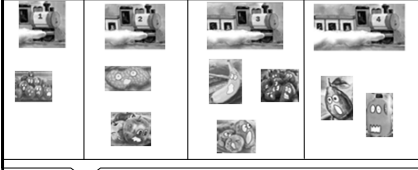


Syllable Segmenter

Skill: Identify the number of syllables in each word.

Directions: Drag the picture under the correct column to indicate the number of syllables in the word.

75



How many syllables are in the names of these foods?

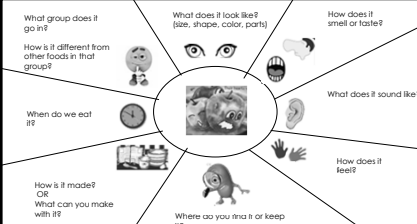
Peas Peanut Apples Banana Potatoes Strawberries Avocado Chocolate Milk

76

Additional words for syllable segmentation

<input type="radio"/> Railroad	<input type="radio"/> Apple sauce
<input type="radio"/> Track	<input type="radio"/> Guacamole
<input type="radio"/> Number	<input type="radio"/> Jug
<input type="radio"/> Louder	<input type="radio"/> Soup
	<input type="radio"/> Yummy

77



What group does it go in?

How is it different from other foods in that group?

When do we eat it?

How is it made? OR What can you make with it?

Where do you find it or keep it?

What does it look like? (size, shape, color, parts)

How does it smell or taste?

What does it sound like?









How does it feel?

78









Act it Out

- Slice
- Mash/smush
- Peel
- Munch/Crunch
- Quake
- Bubble

79

BIG	BIGGER	BIGGEST
Drag and drop match items to correct term Pea, strawberry, apple		
		
		
		

80

BIG	BIGGER	BIGGEST
Drag and drop match items to correct term avocado, peanut, banana		
		
		
		

81

BIG BIGGER BIGGEST

Drag and drop match items to correct term
Banana, chocolate milk, potato

Peas Peanut Apples Banana Potatoes Strawberries Avocado Chocolate Milk

82

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Morphological Skills

- Affixes/Roots
- Greek/Latin Influences
- Compound Words
- Comparatives, Superlatives

83

Wordless Books

- Great vehicle to target a wide variety of targets:
- Vocabulary
- Semantics (word categories)
- Story Structure
- Writing

84

Pick a Wordless Book

Small groups, full class, individual students

85

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- Compound Words

86

SEL: Acad. Assessment of On-Communication Benchmarks 3.4

Progress Monitoring Detailed Summary

Area	Score	Target
SPREADING AND LISTENING SKILLS		
Comprehension and Collaboration		
1. Engage in Collaborative Discussions in Grade 3 Topics		
2. Compare and Contrast Perspectives on Grade 3 Topics		
3. Ask and Answer Questions, Offer Appropriate Extension and Clarification		
4. Engage in Collaborative Discussions in Grade 3 Topics		
5. Participate in Discussions		
6. Provide and Respond to Feedback on Ideas, Questions, Comments, and Media		
7. Analyze and Evaluate		
8. Engage in Collaborative Discussions in Grade 3 Topics		
9. Support Research and Inquiry		
10. Analyze and Evaluate		
11. Support Research and Inquiry		
12. Analyze and Evaluate		
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14. Analyze and Evaluate		
15. Support Research and Inquiry		
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95. Support Research and Inquiry		
96. Analyze and Evaluate		
97. Support Research and Inquiry		
98. Analyze and Evaluate		
99. Support Research and Inquiry		
100. Analyze and Evaluate		

87

Morphology

Many skills in CCCSS and research links morphological knowledge to academic success

88

Cat Queen

Alexandra Crouse Bowser

89

Compassionate
Outspoken
Unafraid
Resourceful
Adventurous
Gutsy
Empowered

COURAGE

90

PREFIX(es)	ROOT/BASE	SUFFIX(es)
WORD MEANING (write or draw)		

91

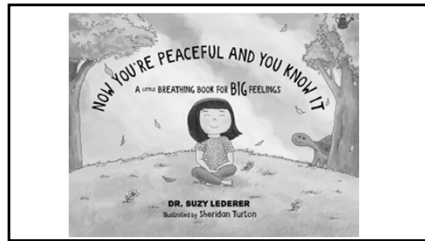
em	passion	ant	out	power	ment
dis	spoke	ion	com	courage	
un	afraid	ion	im		
re	gut		ns		
ad	source		ous		

92

93

ON BEYOND VOCABULARY....

94

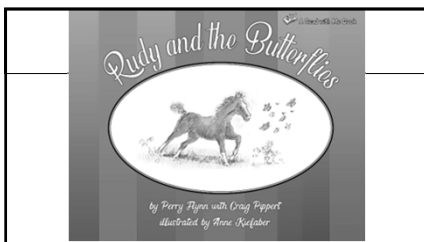


95

A few of the targets in this book...

- o -təf | uəl ; nɔːtɪtɪks
- o ɒfɪj | sɪfɪəl
- o sɪfɪəl =ɜːʃəl
- o -r tɪtɪs sɪlɪzɪtɪs
- o -lɪmɪtɪd ɒf ɪnɪtɪzɪŋ
- o [tɪfɜːfɪw- tɪk-r tɪtɪks
- o tɪŋwɪ t [tɪfɜːfɪw-
- o :mɪtɪjw ; tɪjwɪ-

96



97

SO MUCH TO WORK WITH!

98

Rudy and the Butterflies
Vocabulary and Spelling

The story introduces 100 vocabulary words and 100 spelling words. Students will learn to read and understand the story and use the words in their own writing. Download a complete activity sheet for each word at the link below.

www.dynamicelearning.com

Word	Definition
Nouns	Persons, birds, insects, things, and all other objects, animals, and substances.
Verbs	Persons, places, things, animals, and substances, and all other objects, animals, and substances.
Adjectives	Persons, places, things, animals, and substances, and all other objects, animals, and substances.
Adverbs	Persons, places, things, animals, and substances, and all other objects, animals, and substances.
Prepositions	Persons, places, things, animals, and substances, and all other objects, animals, and substances.
Conjunctions	Persons, places, things, animals, and substances, and all other objects, animals, and substances.
Interjections	Persons, places, things, animals, and substances, and all other objects, animals, and substances.
Articles	Persons, places, things, animals, and substances, and all other objects, animals, and substances.
Other	Persons, places, things, animals, and substances, and all other objects, animals, and substances.

99

Vocabulary Targets in Rudy and the Butterflies

Rich, descriptive vocabulary (nouns, verbs, adjective, adverbs)

○ elegant	○ gloated	○ admired
○ foolish	○ crafty	○ magnificent
○ sneaky	○ plotted	○ rosette
○ charming	○ heartfelt	○ thwarted
○ hard-hearted	○ swooped	○ flock
	○ spectators	○ captive
		○ perked

100

Synonyms and shades of meaning

○ Words to describe butterflies

- fluttery
- flitty
- delicate
- colorful
- beautiful

○ Words to describe evil

- dastardly
- mean
- despicable
- villainous
- dreadful
- fiendish

○ Synonyms for flowers

- posies
- blossoms
- blooms

○ Adverbs of time

- Soon
- After a while
- Next
- Before long
- Late

101

Figurative Language

- Mad as a homet
- Ran like the wind
- Like the shifting colors of a kaleidoscope
- Like a spoiled brat
- Like he had wings on his feet

102

103

Rudy's Glossary for Equations

Abandon	To leave someone or something behind; to give up.
Admire	To look at something or someone with respect and approval.
Adopt	To take someone or something as one's own.
Adoptive	Relating to adoption.
Adoptive parent	A person who has adopted a child.
Adoptive child	A child who has been adopted.
Adoptive family	A family that has adopted a child.
Adoptive sibling	A sibling who has been adopted.
Adoptive brother	A brother who has been adopted.
Adoptive sister	A sister who has been adopted.
Adoptive parent and child	A parent and child who have been adopted.
Adoptive family and child	A family and child who have been adopted.
Adoptive sibling and child	A sibling and child who have been adopted.
Adoptive brother and child	A brother and child who have been adopted.
Adoptive sister and child	A sister and child who have been adopted.
Adoptive parent and child and sibling	A parent, child, and sibling who have been adopted.
Adoptive family and child and sibling	A family, child, and sibling who have been adopted.
Adoptive sibling and child and sibling	A sibling, child, and sibling who have been adopted.
Adoptive brother and child and sibling	A brother, child, and sibling who have been adopted.
Adoptive sister and child and sibling	A sister, child, and sibling who have been adopted.
Adoptive parent and child and sibling and sibling	A parent, child, and two siblings who have been adopted.
Adoptive family and child and sibling and sibling	A family, child, and two siblings who have been adopted.
Adoptive sibling and child and sibling and sibling	A sibling, child, and two siblings who have been adopted.
Adoptive brother and child and sibling and sibling	A brother, child, and two siblings who have been adopted.
Adoptive sister and child and sibling and sibling	A sister, child, and two siblings who have been adopted.
Adoptive parent and child and sibling and sibling and sibling	A parent, child, and three siblings who have been adopted.
Adoptive family and child and sibling and sibling and sibling	A family, child, and three siblings who have been adopted.
Adoptive sibling and child and sibling and sibling and sibling	A sibling, child, and three siblings who have been adopted.
Adoptive brother and child and sibling and sibling and sibling	A brother, child, and three siblings who have been adopted.
Adoptive sister and child and sibling and sibling and sibling	A sister, child, and three siblings who have been adopted.

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Map Rudy's Story

CHARACTERS	SETTING	PROBLEM
PLAN	RESOLUTION	

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How many bajillion vocab (and other language targets) did this ONE BOOK target?

Picking the right book is important!

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