

Story Mat Scenes

At the Pond (page 55)



Realia:
forest animals (e.g.,
frog, rabbit, duck,
fox, owl, bird, skunk,
bear, deer), nest,
boat, picnic basket,
blanket

Picnic in the Park (page 59)



Realia:
skateboard, kite,
camera, food (e.g.,
apple, grapes, pizza,
cake), ball, family
(e.g., mother, father,
sister, brother)

Under the Sea (page 56)



Realia:
sea creatures (e.g.,
shark, octopus,
starfish, crab, turtle,
lobster), sunken
ship, treasure chest

Barnyard (page 60)



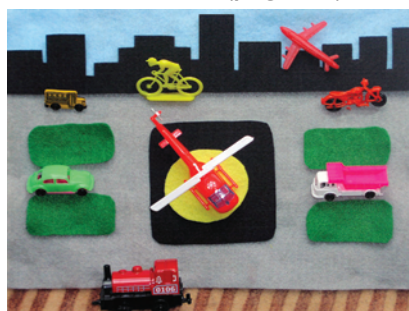
Realia:
farm animals (e.g.,
cow, horse, sheep,
pig, hen, goat, goose,
rooster, turkey,
donkey, cat, dog),
wagon

In the Jungle (page 57)



Realia:
rainforest animals
(e.g., monkey,
parrot, tiger,
crocodile, butterfly),
log

Around Town (page 61)



Realia:
cars, airplane,
helicopter, bus,
motorcycle, bicycle,
truck, signs

Bug Life (page 58)



Realia:
ladybug, spider,
butterfly, bee, fly,
ant, worm, snail

African Adventure (page 62)



Realia:
lion, elephant, zebra,
hippo, jeep, rocks

See It, Say It

In this activity, the children must listen carefully to see whether the word is pronounced correctly.

SET UP Set out some objects such as those listed below on a felt workmat.

ACTIVITY Name an object, either pronouncing the word correctly or incorrectly. Have the children point to the object only if you have said its name correctly. For example, if the object on the table is a horse and you say “hearse,” the children should not point to the horse. Mix up times when you say the actual word and when you make a miscue.



Object

horse

lion

watch

lock

clock

worm

saw

peas

truck

bird

ring

log

fox

Miscue

hearse

line

wash

look

clack

warm

song

peace

trunk

board

wing

long

fax



EXTENSION Let the children take turns being the one to say a word. If the child says the word correctly, the other children point to the object.

Sort and Say

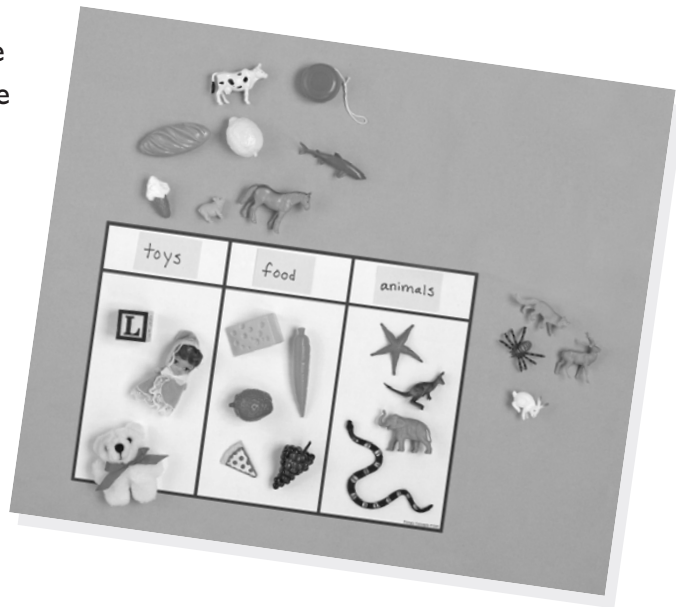
Introduce sorting with this basic category sorting activity.

SET UP Set up one or more sorting stations. At each station, provide a sorting mat (see pages 49–52) and objects from three or four categories. Mix up the objects and spread them on the table.

ACTIVITY Have the children work in pairs to sort the objects into categories. Encourage them to discuss with each other what the categories might be and what objects go in each. Ask questions like the following as they work:

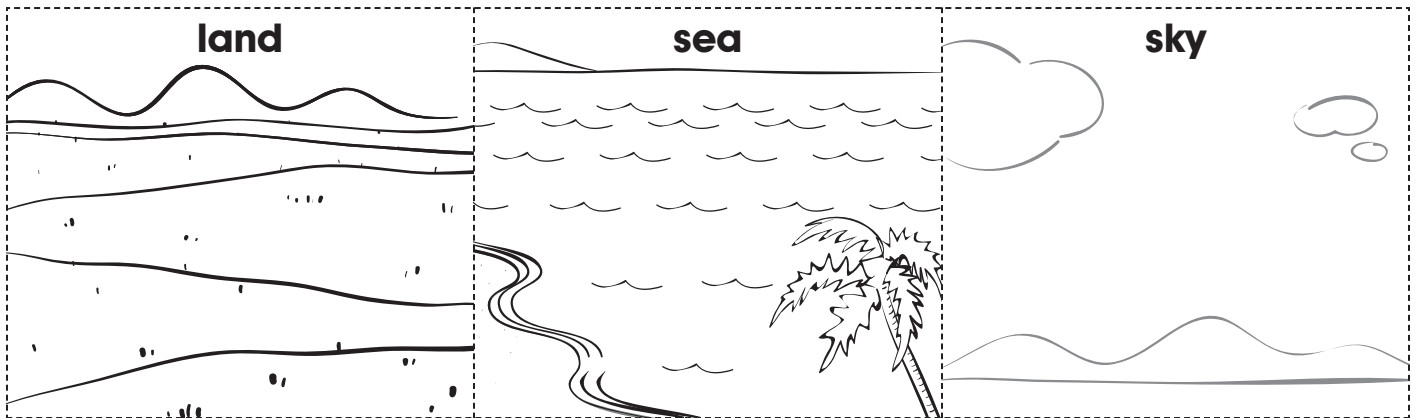
- What is this group (point to a group) called?
- Why is the (name of object) in this group?
- What other things could go in this group?

When the children are finished, help them name the categories. Label the columns on the sorting mat with the category names. Then have the children say the objects in each category using sentence patterns. Say together, for example, “An orange is a fruit. A strawberry is a fruit.”



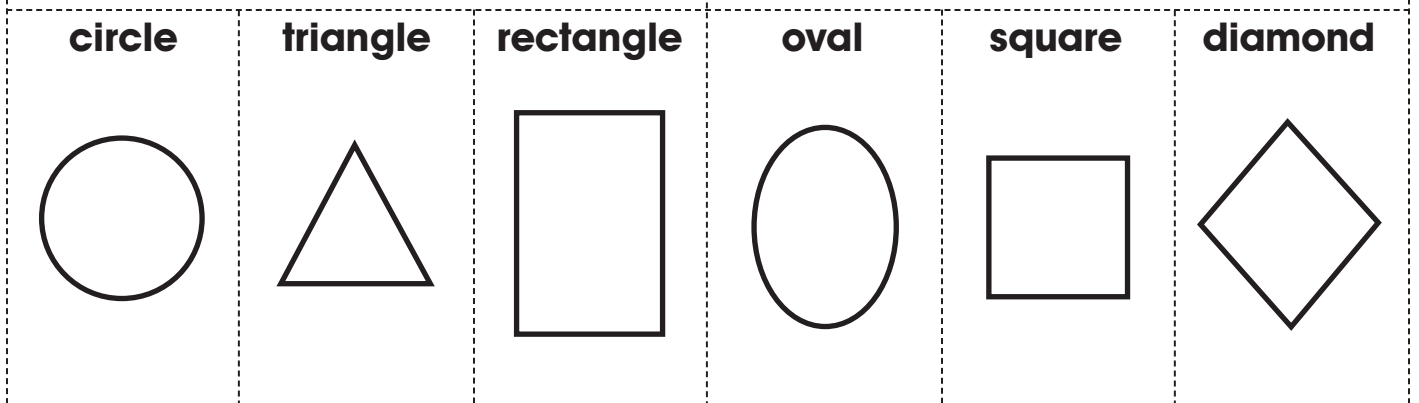
EXTENSION Write the sentences on chart paper, and then read the sentences aloud.

Label Cards



yes

no



small

medium

large