

# Instructional Materials

## *Executive Function Group*

WEEK 7

# WEEK 7

## Day 1

DAY 1 (group instruction)		
Print Knowledge	Phonological Awareness	Rhyming
Do You Know?	Elision	Hop-Skip-Jump
Letters: M, K, D, W, C, R, T, A, J, P, X, Z, L, E, Q, B, F, O, Y, N, V		
10-15 min	10-15 min	Remainder of time

*At the beginning of the session, start the recording and include the following information: Your name, student's name and ID number, Week and day of instruction, student's group, and date.*

## PRINT KNOWLEDGE ACTIVITY

### DO YOU KNOW? (Unit 3 page 15)

**Materials:** marker board, dry-erase pen, list of related words (see Teacher materials)

- Say: **We already learned some letters. Can you tell me the names of these letters?** Ask the student to name the upper- and lower-case letters (Mm, Kk, Dd, Ww, Cc, Rr, Tt, Aa, Jj, Pp, Xx, Zz, Ll, Ee, Qq, Bb, Ff, Oo)
  - When reviewing old letters, make sure you leave enough time to introduce new letters and complete the activity.
- Say: **Now we are going to learn some new letters. This is an uppercase ‘Y’ and this is a lowercase ‘y.’ What is this letter?** Point to one of the cards. Child should name the letter. (Child should just say ‘Y’ not “uppercase Y” or “lowercase y.”) Point to the other card. Ask: **What is this letter?** Child should name the letter.
  - If correct say, **Yes, this is \_\_\_\_.**
  - If incorrect say, **This is the letter \_\_\_\_.** What letter is this?
- Repeat the above steps with the remaining letters (Nn, Vv)
- Say: **Now I am going to write two words on this marker board. Then I want you to tell me which one begins with one of the letters we just studied.** (see Teacher materials)
- Write two words from the same category on the marker board, one underneath the other. Always put the first word in the list on top.
- Say: **This is the word \_\_\_\_\_, and this is the word \_\_\_\_\_.** Ask: **Which word begins with the letter \_\_\_\_\_?**
- Allow the child to tell which word begins with the target letter.
  - If correct, say: **Good job finding the word that begins with the letter \_\_\_\_\_.**
  - If incorrect, point to the correct word and say: **Almost. The word \_\_\_\_\_ begins with the letter \_\_\_\_\_.** Ask, **Which word begins with the letter \_\_\_\_\_?** Repeat until the child can find the word that begins with the target letter.

## PHONOLOGICAL AWARENESS ACTIVITY

### ELISION CARD GAME (Unit 4 page 11)

**Materials:** *List of words in the Teacher Materials*

- Say, **Today we are going to break apart one longer word into two smaller parts. Watch me.**
- Ask: **What two parts do you get when you break apart the word \_\_\_\_\_.** You get \_\_\_\_\_ and \_\_\_\_\_.
- (Note: the student can eliminate the word 'and' as long as there is a pause between the two independent parts.)
- Say, **You try it. What two parts do you get when you break apart \_\_\_\_\_?**
- Allow the child to say the two parts.
  - If correct, say: **Good job breaking apart the word \_\_\_\_\_ into \_\_\_\_\_ and \_\_\_\_\_. Let's try another one.**
  - If incorrect say: **Almost. When you break apart the word \_\_\_\_\_ into two parts, you get \_\_\_\_\_ and \_\_\_\_\_. Repeat until the child can break apart the word correctly.**
- Continue with the remaining words. If the child is unable to do the task on their own, continue to model for them and have them repeat the parts.

## RHYMING ACTIVITY

### **ADAPTED FROM HOP, SKIP, AND A JUMP: SEQUENTIAL EXERCISE** (Unit 3 page 22)

**Body Parts:** Nose/Ear, Knee/Hand, Leg/Lip

- Begin each set by naming and practicing touching each of the relevant body parts that you will be doing that day: nose/ear, knee/hand, or leg/lip. Only practice one at a time, and only do the example for the pair you will be working on

#### NOSE/EAR EXAMPLES

- Say: **For this game, I will tell you a word. When you hear a word that rhymes with NOSE, I want you to touch your NOSE like this** (demonstrate). **When you hear a word that rhymes with EAR, I want you to touch your EAR like this** (demonstrate). **Do you understand?**
- Say: **For example, my word is HOSE. Say HOSE and NOSE. Now say HOSE and EAR. Can you tell which words rhyme?** (Children should repeat the words then acknowledge that HOSE and NOSE rhyme.) Say: **Yes, NOSE and HOSE rhyme, so what should you do?** (Children should touch their nose.) Say: **Yes, you should touch your NOSE because NOSE rhymes with HOSE.**
- Say: **Here is another word. My new word is HEAR. Say HEAR and NOSE. Now say HEAR and EAR. Can you tell which words rhyme?** (Children should repeat the two words then acknowledge that EAR and HEAR rhyme.) Say: **That's right. EAR and HEAR rhyme, so what should you do?** (Children should touch their EAR). Say: **Yes, you should touch your EAR because HEAR rhymes with EAR.**
- Say: **Let's give it a try. The next word is \_\_\_\_\_.** Say \_\_\_\_\_ and NOSE. Now say \_\_\_\_\_ and EAR. **Can you tell which words rhyme?** (Children should then identify the rhyme.)
  - If correct say: **Yes, \_\_\_\_\_ and (NOSE/EAR) rhyme. Now, what do you do when you hear a word that rhymes with (NOSE/EAR)?** (Child should do the action).
  - If incorrect say: **Almost, \_\_\_\_\_ and (NOSE/EAR) rhyme. Now, what do you do when you hear a word that rhymes with (NOSE/EAR)?** (Child should do the action).
- If time allows, continue playing the game with the other action pairs.

## KNEE/HAND EXAMPLES

- Say: **For this game, I will tell you a word. When you hear a word that rhymes with KNEE, I want you to touch your KNEE like this (demonstrate). When you hear a word that rhymes with HAND, I want you to touch your HAND like this (demonstrate). Do you understand?**
- Say: **For example, my word is LAND. Say LAND and HAND. Now say LAND and KNEE. Can you tell which words rhyme?** (Children should repeat the words then acknowledge that LAND and HAND rhyme.) Say: **Yes, LAND and HAND rhyme, so what should you do?** (Children should touch their HAND.) Say: **Yes, you should touch your HAND because LAND rhymes with HAND.**
- Say: **Here is another word. My new word is KEY. Say KEY and HAND. Now say KEY and KNEE. Can you tell which words rhyme?** (Children should repeat the two words then acknowledge that KEY and KNEE rhyme.) Say: **That's right. KEY and KNEE rhyme, so what should you do?** (Children should touch their EAR.) Say: **Yes, you should touch your KNEE because KEY rhymes with KNEE.**
- Say: **Let's give it a try. The next word is \_\_\_\_\_. Say \_\_\_\_\_ and KNEE. Now say \_\_\_\_\_ and HAND. Can you tell which words rhyme?** (Children should then identify the rhyme.)
  - If correct say: **Yes, \_\_\_\_\_ and (KNEE/HAND) rhyme. Now, what do you do when you hear a word that rhymes with (KNEE/HAND)** (Child should do the action).
  - If incorrect say: **Almost, \_\_\_\_\_ and (KNEE/HAND) rhyme. Now, what do you do when you hear a word that rhymes with (KNEE/HAND)?** (Child should do the action).
- If time allows, continue playing the game with the other action pairs.

## LEG/LIP EXAMPLES

- Say: **For this game, I will tell you a word. When you hear a word that rhymes with LIP, I want you to touch your LIP like this (demonstrate). When you hear a word that rhymes with LEG, I want you to touch your LEG like this (demonstrate). Do you understand?**
- Say: **For example, my word is SKIP. Say SKIP and LIP. Now say SKIP and LEG. Can you tell which words rhyme?** (Children should repeat the words then acknowledge that SKIP and LIP rhyme.) Say: **Yes, SKIP and LIP rhyme, so what should you do?** (Children should touch their LIP.) Say: **Yes, you should touch your LIP because SKIP rhymes with LIP.**
- Say: **Here is another word. My new word is EGG. Say EGG and LIP. Now say EGG and LEG. Can you tell which words rhyme?** (Children should repeat the two words then acknowledge that EGG and LEG rhyme.) Say: **That's right. EGG and LEG rhyme, so what should you do?** (Children should touch their LEG). Say: **Yes, you should touch your LEG because EGG rhymes with LEG.**
- Say: **Let's give it a try. The next word is \_\_\_\_\_. Say \_\_\_\_\_ and LIP. Now say \_\_\_\_\_ and LEG. Can you tell which words rhyme?** (Children should then identify the rhyme.)
  - If correct say: **Yes, \_\_\_\_\_ and (LEG/LIP) rhyme. Now, what do you do when you hear a word that rhymes with (LEG/LIP)** (Child should do the action).
  - If incorrect say: **Almost, \_\_\_\_\_ and (LEG/LIP) rhyme. Now, what do you do when you hear a word that rhymes with (LEG/LIP)?** (Child should do the action).
- If time allows, continue playing the game with the other action pairs.

# WEEK 7

## Day 2

Day 2 (individual instruction)		
Print Knowledge	Phonological Awareness	Rhyming
Do You Know?	Elision	Hop-Skip-Jump
Letters: M, K, D, W, C, R, T, A, J, P, X, Z, L, E, Q, B, F, O, Y, N, V		
10 min	10 min	Remainder of time

*At the beginning of the session, start the recording and include the following information: Your name, student's name and ID number, Week and day of instruction, student's group, and date.*

## PRINT KNOWLEDGE ACTIVITY

### DO YOU KNOW? (Unit 3 page 15)

**Materials:** marker board, dry-erase pen, notecards, pen, list of related words (see Teacher materials)

- Say: **We already learned some letters. Can you tell me the names of these letters?** Ask the student to name the upper- and lower-case letters (Mm, Kk, Dd, Ww, Cc, Rr, Tt, Aa, Jj, Pp, Xx, Zz, Ll, Ee, Qq, Bb, Ff, Oo)
  - When reviewing old letters, make sure you leave enough time to introduce new letters and complete the activity.
- Say: **Now we are going to learn some new letters. This is an uppercase ‘Y’ and this is a lowercase ‘y.’ What is this letter?** Point to one of the cards. Child should name the letter. (Child should just say ‘Y’ not “uppercase Y” or “lowercase y.”) Point to the other card. Ask: **What is this letter?** Child should name the letter.
  - If correct say, **Yes, this is \_\_\_\_.**
  - If incorrect say, **This is the letter \_\_\_\_.** What letter is this?
- Repeat the above steps with the remaining letters (Nn, Vv)
- Say: **Now I am going to write two words on this marker board. Then I want you to tell me which one begins with one of the letters we just studied.** (see Teacher materials)
- Write two words from the same category on the marker board, one underneath the other. Always put the first word on top.
- Say: **This is the word \_\_\_\_\_, and this is the word \_\_\_\_\_.** Ask: **Which word begins with the letter \_\_\_\_?**
- Allow the child to tell you which word begins with the target letter.
  - If correct, say: **Good job finding the word that begins with the letter \_\_\_\_.** Say: **I’m going to write that word on this notecard then turn it over. What word is this? That’s right! This word is \_\_\_\_.** Remember this word. Turn notecard over and set it on the table.
  - If incorrect, point to the correct word and say: **Almost. Let’s look again. The word \_\_\_\_\_ begins with the letter \_\_\_\_.** Repeat until the child can find the word that begins with the target letter. Say: **I’m going to write that word on this notecard then turn it over** (only write the target word on the notecard, not both words). **What word is this? That’s right! This word is \_\_\_\_.** Remember this word. Turn notecard over and set it on the table.

- Point to the notecard on the table. Ask: **What word is on this notecard?** The child says the word (repeat 3 times)
- Say: **Let's find another one.** Repeat the previous steps of the game. Write each newly named word on a new notecard and turn the notecard over (there should only be one word on each notecard).

#### **Adaptive Training Procedure:**

- Point to the upside down notecard. Ask: **What word did I just write on the notecard?** The child names the word. Ask: **What was the word before that?** (repeat this sequence 3 times)
  - If the child can remember both words, move the notecards off the table and get a new notecard.
  - Begin the game again. This time, play until the child can name three words in a sequence.
  - Continue in this way. Each time you start over, make the sequence one word longer, before getting a new notecard.
  - Play until the child cannot remember all the words in the expanding sequence.
    - If the child cannot name all the words in the sequence tell them the words on the page.
    - Ask the child to repeat the words.
    - Move the notecards off the table and begin the game again.
    - Continue playing until the child has the same number of words in the row as the previous round.
      - If the child is able to name that many words in the row, get a new notecard and begin a new game.
      - If the child is not able to name that many words in the row, get a new notecard and begin a new game. Play until the sequence is one word *shorter* than the previous round. If the child is able to name that many words in the row, get a new notecard and begin a new game.
  - Continue playing as before, each time making the sequence one card longer (if the child can name all the words in the row) or same/shorter (if the child is unable to name all the words in the row) before getting a new notecard.

## PHONOLOGICAL AWARENESS ACTIVITY

### ELISION CARD GAME (Unit 4 page 11)

**Materials:** *List of words in the Teacher Materials*

- Say, **Today we are going to break apart one longer word into two smaller parts. Watch me.**
- Ask: **What two parts do you get when you break apart the word \_\_\_\_\_.** You get \_\_\_\_\_ and \_\_\_\_\_.
- (Note: the student can eliminate the word 'and' as long as there is a pause between the two independent parts.)
- Say, **You try it. What two parts do you get when you break apart \_\_\_\_\_?**
- Allow the child to say the two parts.
  - If correct, say: **Good job breaking apart the word \_\_\_\_\_ into \_\_\_\_\_ and \_\_\_\_\_.** *Write the whole word on one card and place the card upside down on the table.*
  - If incorrect say: **Almost. When you break apart the word \_\_\_\_\_ into two parts, you get \_\_\_\_\_ and \_\_\_\_\_.** Repeat until the child can break apart the word correctly. *Write the whole word on one card and place the card upside down on the table.*
- Point to the upside down card. Ask: **What is this word?** The child names the word (repeat 3 times) Say: **Remember this word.**
- Say: **Let's find another one.** Play the game again. Add the new word card to the first one to create a row of upside down cards.
- Continue with the remaining words. If the child is unable to do the task on their own, continue to model for them and have them repeat the parts.

### Adaptive Training Procedure:

- Point to the new upside down card. Ask: **What is this word?** The child names the picture.
- Then point to both cards, one at a time, in the order they were laid. As you point to each card ask: **What is this word?** (repeat 3 times)
  - If the child can remember both words, remove the cards.
  - Begin the game again. This time, play until the child can name three cards in a sequence.
  - If the child can remember all three words, remove the row of cards and begin the game again. Continue in this way. Each time you start over, make the sequence one card longer, before removing the row of cards.
  - Play until the child cannot remember all the words in the expanding sequence.
    - If the child cannot name all the words in the sequence tell them the words.
    - Ask the child to repeat the words.
    - Remove the row of cards and begin the game again.
    - Continue playing until the child has the same number of cards in the row as the previous round.
      - If the child is able to name that many cards in the row, remove the row of cards and begin a new game.
      - If the child is not able to name that many cards in the row, remove the row of cards and begin a new game. Play until the sequence is one card *shorter* than the previous round. If the child is able to name that many cards in the row, remove the row of cards and begin a new game.
  - Continue playing as before, each time making the sequence one card longer (if the child can name all the cards in the row) or same/shorter (if the child is unable to name all the cards in the row) before removing the row.

## RHYMING ACTIVITY

### **ADAPTED FROM A HOP, SKIP, AND A JUMP: SEQUENTIAL EXERCISE** (Unit 3 page 22)

**Body Parts:** Nose/Ear, Knee/Hand, Leg/Lip

- Begin each set by naming and practicing touching each of the relevant body parts that you will be doing that day: nose/ear, knee/hand, or leg/lip. Only practice one at a time, and only do the example for the pair you will be working on

#### NOSE/EAR EXAMPLES

- Say: **This is a silly game. For this game, I will tell you a word. When you hear a word that rhymes with NOSE, I want you to touch your EAR. When you hear a word that rhymes with EAR, I want you to touch your NOSE. So you are doing the opposite of what you hear. Do you understand?**
- Say: **For example, my word is HOSE. Say HOSE and NOSE. Now say HOSE and EAR. Can you tell which words rhyme?** (Children should repeat the words then acknowledge that NOSE and HOSE rhyme.) Say: **Yes, NOSE and HOSE rhyme, so what should you do?** (Children should touch their EAR.) Say: **Yes, you should touch your EAR. Because this is a silly game, we are doing the opposite of the rhyme. Let's give that a try. Because HOSE rhymes with NOSE, you should touch your EAR.**
- Say: **Here is another word. My new word is HEAR. Say HEAR and NOSE. Now say HEAR and EAR. Can you tell which words rhyme?** (Children should repeat the two words then acknowledge that HEAR and EAR rhyme.) Say: **That's right. HEAR and EAR rhyme, so what should you do?** (Children should touch their NOSE) Say: **Yes, you should touch your NOSE because this is a silly game, and we are doing the opposite of the rhyme. Let's give that a try. Because HEAR rhymes with EAR, you should touch your NOSE.**
- Say: **Let's give it a try. The next word is \_\_\_\_\_. Say \_\_\_\_\_ and NOSE. Now say \_\_\_\_\_ and EAR. Can you tell which words rhyme?** (Children should then identify the rhyme.)
  - If correct say: **Yes, \_\_\_\_\_ and (NOSE/EAR) rhyme. Now, what do you do when you hear a word that rhymes with (NOSE/EAR)?** (Child should do the opposite).
  - If incorrect say: **Almost, \_\_\_\_\_ and (NOSE/EAR) rhyme. Now, what do you do when you hear a word that rhymes with (NOSE/EAR)?** (Child should do the opposite).
- If time allows, continue playing the game with the other action pairs.

## KNEE/HAND EXAMPLES

- **This is a silly game. For this game, I will tell you a word. When you hear a word that rhymes with KNEE, I want you to touch your HAND. When you hear a word that rhymes with HAND, I want you to touch your KNEE. So you are doing the opposite of what you hear. Do you understand?**
- Say: **For example, my word is KEY. Say KEY and KNEE. Now say KEY and HAND. Can you tell which words rhyme?** (Children should repeat the words then acknowledge that KEY and KNEE rhyme.) Say: **Yes, KEY and KNEE rhyme, so what should you do?** (Children should touch their HAND.) Say: **Yes, you should touch your HAND. Because this is a silly game, we are doing the opposite of the rhyme. Let's give that a try. Because KEY rhymes with KNEE, you should touch your HAND.**
- Say: **Here is another word. My new word is LAND. Say LAND and KNEE. Now say LAND and HAND. Can you tell which words rhyme?** (Children should repeat the two words then acknowledge that LAND and HAND rhyme.) Say: **That's right. LAND and HAND rhyme, so what should you do?** (Children should touch their KNEE) Say: **Yes, you should touch your KNEE because this is a silly game, and we are doing the opposite of the rhyme. Let's give that a try. Because LAND rhymes with HAND, you should touch your KNEE.**
- Say: **Let's give it a try. The next word is \_\_\_\_\_.** Say \_\_\_\_\_ and KNEE. Now say \_\_\_\_\_ and HAND. **Can you tell which words rhyme?** (Children should then identify the rhyme.)
  - If correct say: **Yes, \_\_\_\_\_ and (KNEE/HAND) rhyme. Now, what do you do when you hear a word that rhymes with (KNEE/HAND)** (Child should do the opposite).
  - If incorrect say: **Almost, \_\_\_\_\_ and (KNEE/HAND) rhyme. Now, what do you do when you hear a word that rhymes with (KNEE/HAND)?** (Child should do the opposite).
- If time allows, continue playing the game with the other action pairs.

## LIP/LEG EXAMPLES

- **This is a silly game. For this game, I will tell you a word. When you hear a word that rhymes with LIP, I want you to touch your LEG. When you hear a word that rhymes with LEG, I want you to touch your LIP. So you are doing the opposite of what you hear. Do you understand?**
- Say: **For example, my word is SKIP. Say SKIP and LIP. Now say SKIP and LEG. Can you tell which words rhyme?** (Children should repeat the words then acknowledge that SKIP and LIP rhyme.) Say: **Yes, SKIP and LIP rhyme, so what should you do?** (Children should touch their LEG.) Say: **Yes, you should touch your LEG. Because this is a silly game, we are doing the opposite of the rhyme. Let's give that a try. Because SKIP rhymes with LIP, you should touch your LEG.**
- Say: **Here is another word. My new word is EGG. Say EGG and LIP. Now say EGG and LEG. Can you tell which words rhyme?** (Children should repeat the two words then acknowledge that EGG and LEG rhyme.) Say: **That's right. EGG and LEG rhyme, so what should you do?** (Children should touch their LIP) Say: **Yes, you should touch your LIP because this is a silly game, and we are doing the opposite of the rhyme. Let's give that a try. Because EGG rhymes with LEG, you should touch your LIP.**
- Say: **Let's give it a try. The next word is \_\_\_\_\_. Say \_\_\_\_\_ and LIP. Now say \_\_\_\_\_ and LEG. Can you tell which words rhyme?** (Children should then identify the rhyme.)
  - If correct say: **Yes, \_\_\_\_\_ and (LEG/LIP) rhyme. Now, what do you do when you hear a word that rhymes with (LEG/LIP)** (Child should do the opposite).
  - If incorrect say: **Almost, \_\_\_\_\_ and (LEG/LIP) rhyme. Now, what do you do when you hear a word that rhymes with (LEG/LIP)?** (Child should do the opposite).
- If time allows, continue playing the game with the other action pairs.

# WEEK 7

## Day 3

<b>DAY 1</b> <b>(group instruction)</b>
<b>Dialogic Reading</b>
<i>The Little Red Hen</i>
25-30 minutes

*At the beginning of the session, start the recording and include the following information: Your name, student's name and ID number, Week and day of instruction, student's group, and date.*

## DIALOGIC READING

### **READ: *The Little Red Hen***

- Read the story to students, asking the questions on the sticky notes.
- Also use the **PEER** method (see below) to read in a more interactive way:

### **PEER METHOD OF READING INTERACTIVELY:**

**P:** Prompt the child with a question about the story. *Prompting the child focuses attention, engages the child in the story, and helps the child understand the book.*

*Point to something in the picture, for example, a balloon. "What is that?"*

**E:** Evaluate your child's response.

*"That's right! That's a balloon."*

**E:** Expand on what your child said.

*"That's a big, red balloon! We saw one of those in the grocery store yesterday."*

**R:** Repeat or revisit the prompt you started with, encouraging your child to use the new information you've provided.

*"Can you say big, red balloon?" Each time the book is reread, the expanded vocabulary words are verbalized again.*

# WEEK 7

## Day 4

<b>DAY 2</b> <b>(individual instruction)</b>
<b>Dialogic Reading</b>
<i>The Little Red Hen</i>
Cx - retell using pictures in book Tx - summarize story during reading using picture cards then sequence story using the picture cards
25-30 minutes

*At the beginning of the session, start the recording and include the following information: Your name, student's name and ID number, Week and day of instruction, student's group, and date.*

## DIALOGIC READING

### READ: *The Little Red Hen*

- Read the story to students, asking the questions on the sticky notes.
- Also use the **PEER** method (see next page) to read in a more interactive way
- *As you are reading the story* and asking the questions on the sticky notes, there will also be designated places to stop reading and ask, **Can you tell me what has happened so far in the story?**
- Let the child summarize that part of the story.
- Say: **Here is a picture that shows the part of the story you just told me about.** *Briefly* review how the picture matches their summary. Place the picture upside down in a pile.
- Continue reading the story and asking the questions that are on the sticky notes. At the next designated place in the story, repeat the above steps. Continue to place the pictures in a pile.
- After you have finished reading the story, mix up the picture cards, then lay them face up on the table. Ask, **What happened first in the story? Can you find the picture that matches what happened first?**
  - If correct, say: **Good job finding the picture that shows what happened at the beginning of the story. Tell me about the picture.** (Remind student if needed.) Say, **Let's place the card here.** Let the child place the card on the table in front of them.
  - If incorrect say: **This is the picture that shows what happened at the beginning of the story.** Ask **Can you tell me what happened at the beginning of the story?** (Remind student if needed.) Say, **Let's place the card here.** Let the child place the card on the table in front of them.
- Ask, **Can you find the picture that shows what happened next?** The child should find the picture that shows the next event in the story. Lay the card next to the previous, in sequence.
- Continue with the above steps/corrections until the child has found all the cards in order.
- After the child has all the pictures in order, ask, **Can you use all of these pictures to tell me what happened in the story?** Let the child retell the entire story using the picture cards. Assist the child as needed.

**PEER METHOD OF READING INTERACTIVELY:**

**P:** Prompt the child with a question about the story. *Prompting the child focuses attention, engages the child in the story, and helps the child understand the book.*

*Point to something in the picture, for example, a balloon. "What is that?"*

**E:** Evaluate your child's response.

*"That's right! That's a balloon."*

**E:** Expand on what your child said.

*"That's a big, red balloon! We saw one of those in the grocery store yesterday."*

**R:** Repeat or revisit the prompt you started with, encouraging your child to use the new information you've provided.

*"Can you say big, red balloon?" Each time the book is reread, the expanded vocabulary words are verbalized again.*