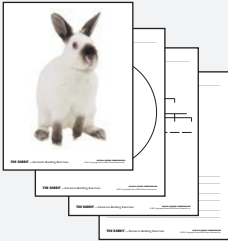


THE RABBIT

Sentence-Building Exercise 2



Materials:

photograph of rabbit, students' circle-in-circle charts and branch organizers, lined paper, tape, completed circle-in-circle chart on chart paper (from Lesson 15 sentence-building exercise), two pieces of blank chart paper, dry-erase marker, watercolor marker



Before the Lesson:

1. At <http://fhautism.com/arc.html>, find the circle-in-circle chart, branch organizer, and lined paper. Print one of each for each student, plus a few extras.
2. On the blank chart paper, draw the lined paper and branch organizer.
3. On the board, hang the completed circle-in-circle chart on chart paper (from Lesson 15 sentence-building exercise) and blank branch organizer.
4. Write the date on the board.

Teaching the Lesson

1. Gather the children in a circle. Hold up the photograph of the rabbit. Ask: "What animal is this?" If no one can identify the animal, ask an aide to answer, or answer the question yourself.
2. Ask: "What can the rabbit do?" If no one answers, prompt the students to look at the circle-in-circle chart on the board. If no one answers, ask an aide to answer, or answer the question yourself. Possible answers include hop, run, dig. Students may come up with different answers. Ask the question several times, and allow different children to answer.
3. Ask: "What does the rabbit have? If no one answers, prompt the students to look at the circle-in-circle chart on the board. If no one answers, ask an aide to answer, or answer the question yourself. Possible answers include long ears, a nose, a tail.

AUTISM & READING COMPREHENSION

Students may come up with different answers. Ask the question several times, and allow different children to answer.

- 4.** Ask: “What does the rabbit like? If no one answers, prompt the students to look at the circle-in-circle chart on the board. If no one answers, ask an aide to answer, or answer the question yourself. Possible answers include carrots, leaves, lettuce. Students may come up with different answers. Ask the question several times, and allow different children to answer.
- 5.** Praise students and pass out reinforcers.
- 6.** The children return to their desks. Pass out pencils and blank graphic organizers. On each desk, tape a circle-in-circle chart on the left and the branch organizer on the right. (Always emphasize a left-to-right progression when teaching reading and writing.)
- 7.** Say: “Write your name on your paper.” Make sure everyone writes his or her name. Then say: “Write the date. It is on the board.” Make sure everyone writes the date.
- 8.** Say: “Copy the words from the circle-in-circle chart on the board onto your circle-in-circle chart.” They do not have to copy all of the words at first.
- 9.** Say: “Now we will do the branch organizer.” On the branch organizer on the board, write “Rabbit” on the top line and “Can,” “Has,” and “Likes” on the three spaces under the top line. Say: “Copy the words onto your charts.”
- 10.** Ask: “What can the rabbit do?” Point to the words on the circle-in-circle chart. Encourage students to look at their own chart. If no one answers, ask an aide to answer, or answer the question yourself. Ask the question several times, and allow different children to answer.

If someone uses a nonsensical word, e.g., “lettuce,” say the whole sentence. Say: “The rabbit can lettuce? Does that make sense? Let’s look back in the circle and find something the rabbit can do.”

- 11.** Write students’ answers on the branch organizer on the board. For each answer, say: “Write (the answer) under the word ‘Can’ on your branch organizer.”

As you use words from the circle-in-circle chart, you may choose to cover up the words with a sticky note or leave them all showing.

LEVEL 2: THE RABBIT

12. For each word that students write, say the whole sentence, e.g., “The rabbit can dig.” As you say each word of the sentence, point to the corresponding word on the branch chart.

13. Ask: “What does the rabbit have?” Point to the words on the circle-in-circle chart. If no one answers, ask an aide to answer, or answer the question yourself. Ask the question several times, and allow different children to answer. Introduce adjectives. Ask: “Are the ears short? Are the ears long?”

If someone uses a nonsensical word, e.g., “dig,” say the whole sentence. Say: “The rabbit has dig? Does that make sense? Let’s look back in the circle and find something the rabbit has.”

14. Write students’ answers on the branch chart. For each answer, say: “Write (the answer) under the word ‘Has’ on your branch organizer.”

15. For each word that students write, say the whole sentence, e.g., “The rabbit has long ears.” As you say each word of the sentence, point to the corresponding word on the branch chart.

16. Ask: “What does the rabbit like?” Point to the words on the circle-in-circle chart. If no one answers, ask an aide to answer, or answer the question yourself. Ask the question several times, and allow different children to answer.

If someone uses nonsensical words, e.g., “long ears,” say the whole sentence. Say: “The rabbit likes long ears? Does that make sense? Let’s look back in the circle and find something the rabbit likes.”

17. Write students’ answers on the branch organizer on the board. For each answer, say: “Write (the answer) under the word ‘Likes’ on your branch organizer.”

18. For each word that students write, say the whole sentence, e.g., “The rabbit likes lettuce.” As you say each word of the sentence, point to the corresponding word on the branch chart.

19. Praise students, pass out reinforcers, and take a short break.

AUTISM & READING COMPREHENSION

20. Draw a large version of the lined paper on your chart paper, using the watercolor marker. Tape the chart paper to the board. Pass out the lined paper. Tape one to each desk, next to the branch organizer. It's important that all three graphic organizers stay in front of students for the sentence-building phase.

21. Say: "It's time to make a sentence. Let's make a sentence from the first column of the branch organizer, using the word 'Can.'" (Example sentence: The rabbit can dig.) Point to the words on the branch chart on the board as you slowly say them, forming the sentence. Show the students the relationship between the words on the chart and a spoken sentence.

Lead students to make different sentences than they did in the first sentence-building exercise.

22. Write the sentence on your "lined paper" on the board.

23. Say: "Copy the sentence on the first line of your paper."

24. Say: "Let's make a sentence from the second column of the branch organizer, using the word 'Has.'" (Example sentence: The rabbit has long ears.) Point to the words on the branch chart on the board as you slowly say them, forming the sentence.

25. Write the sentence on your "lined paper" on the board.

26. Say: "Copy the sentence on the second line of your paper." Make sure they write on the lines and not in the blank space above. This is for the illustration.

27. Say: "Let's make a sentence from the third column of the branch organizer, using the word 'Likes.'" (Example sentence: The rabbit likes lettuce.) Point to the words on the branch chart on the board as you slowly say them, forming the sentence.

28. Write the sentence on your "lined paper" on the board.

29. Say: "Copy the sentence on the third line of your paper."

When students become familiar with this process, they may choose any of the three words to make a sentence.

30. Say: "Now we will read our sentences aloud." Group students in pairs to read to each other, or let each child read aloud to you, an aide, or the whole class.

LEVEL 2: THE RABBIT

- 31.** Praise students and pass out reinforcers.
- 32.** Say: “Now we will draw a picture to go with our sentences.” Lead students to read the first sentence and then draw a picture of it. Do this for each sentence, one sentence at a time at first. Monitor the drawings and try to limit them to drawing only one rabbit. If a higher-functioning child is drawing three rabbits, clearly intending one rabbit for each sentence, without exhibiting difficulties, then that is okay. Later in the program, they may be able to remember two or three details at once and incorporate them all into one rabbit picture.

The illustration must reflect the information in the sentence. If you see an illustration of a rabbit missing long ears or not eating lettuce, ask the student to read the corresponding sentence again. Then show the student what’s missing. (“Your sentence says, ‘The rabbit has long ears.’ Your picture of the rabbit does not have long ears. Draw long ears on the rabbit.”)

- 33.** Collect papers and pencils, praise students, and pass out reinforcers.