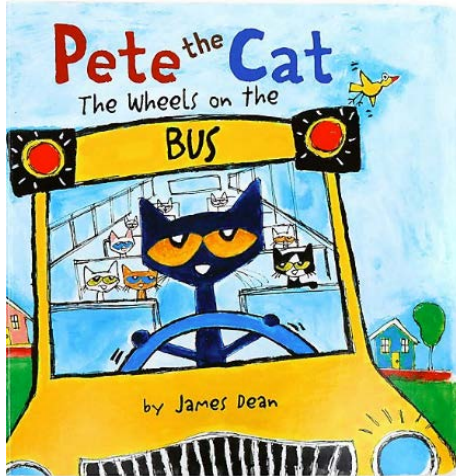


CORE VOCABULARY - ROCK & READ

BY MICHELLE BRITT-THOMPSON, STEPHEN KNEECE & JANE ODOM

SEPTEMBER - ON



Read the book 'Pete the Cat: The Wheels on the Bus' with your student. Read the book again and ask the student to find the word, on, when it appears in the story. Talk about all the things that are 'on' the bus.

SONG –

[The Wheels on the Bus](#)

[Put On Your Shoes](#)

Speech Songs – [ON-OFF](#)

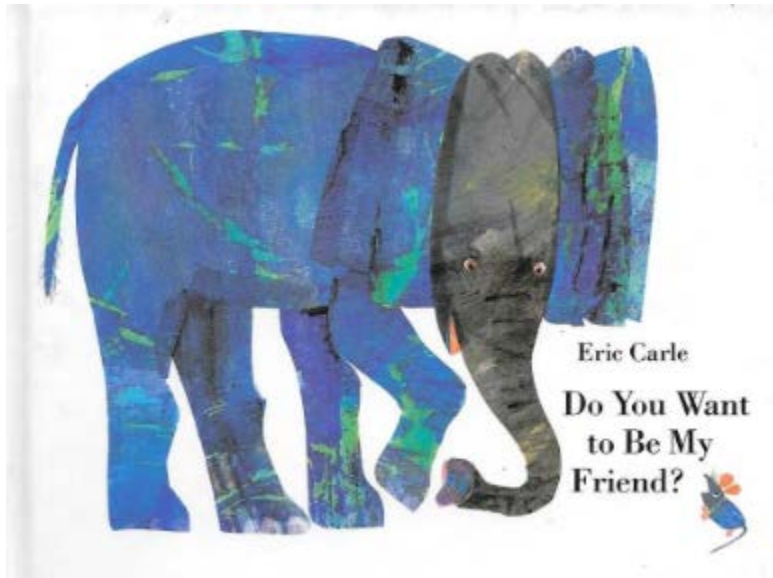
ACTIVITY –

[Light the Word](#) – Print out the word cards or create your own. Attach the cards to the wall or floor. Give the student a flashlight and ask them to light up a word. Once they light one, they can then find the word on their talker or use it in a phrase or sentence.

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OCTOBER - WANT



Read the book 'Do You Want to Be My Friend?' with your student. Read the book again and ask the student to find the word, want, when it appears in the story. Talk about all the things that the characters 'want' in the story

SONG –

[Do You Want to Build a Snowman?](#)

Speech Songs – [I WANT](#)

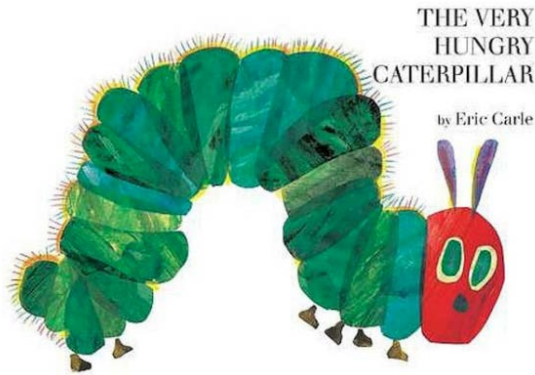
ACTIVITY –

[How to Build a Monster](#) – Create a simple monster using construction paper. Have the student use the device to choose the color, shapes and body parts they want.

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NOVEMBER - EAT - ATE



Read the book 'The Very Hungry Caterpillar' with your student. Read the book again and ask the student to find the word, eat or ate, when it appears in the story. Talk about all the things that the caterpillar ate in the story. What does the student like to eat?

SONG –

[I'm Gonna Eat on Thanksgiving Day](#)

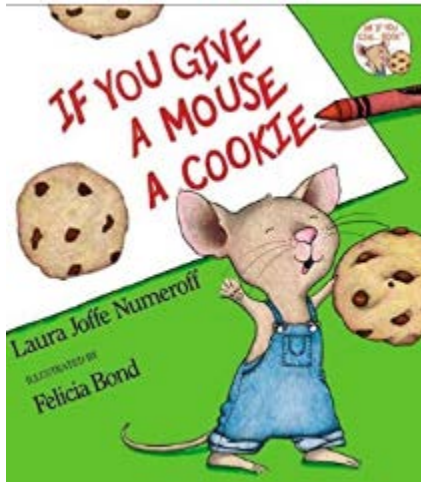
Speech Songs – [EAT](#)

ACTIVITY – Use construction paper and create all the food in the story. Have the student try to remember how many of each fruit did the caterpillar eat. String all the fruit together for the student to create their own caterpillar.

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DECEMBER - GIVE



Read the book 'If You Give a Mouse a Cookie' with your student. Read the book again and ask the student to find the word, give, when it appears in the story. Talk about all the things you have to give to the mouse.

SONG –

[I've Got So Much to Give](#)

Speech Songs – [GIVE ME](#)

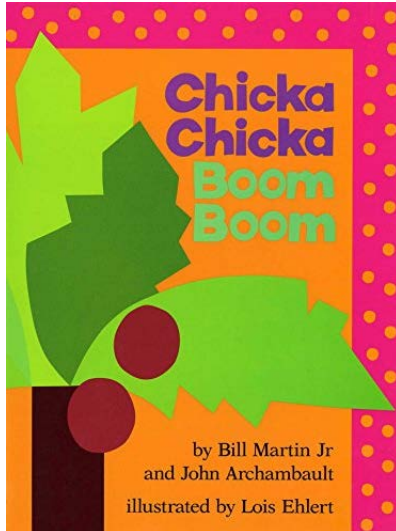
ACTIVITY –

High Five Game – Using foam or construction paper, cut out hands. Add a target vocabulary word to each hand and tape it to the wall. Have the student direct the game by calling out a word. They can then either give it a high five or direct you to high five the hand.

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JANUARY - UP & DOWN



Read the book 'Chicka Chicka Boom Boom' with your student. Read the book again and ask the student to find the words up or down, when they appear in the story. Talk about all the things that are up and down.

SONG –

[Down By the Bay](#)

[Itsy Bitsy Spider](#)

Speech Songs – [UP-DOWN](#)

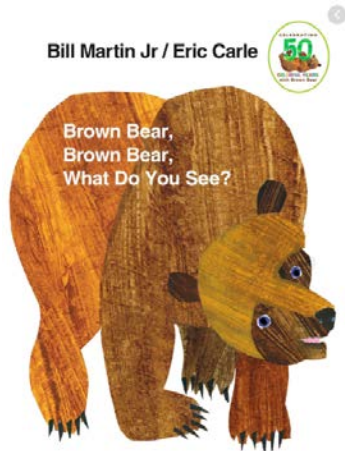
ACTIVITY –

Ring Around the Rosie - Play Ring Around the Rosie with your student. Have them use their device to direct when to fall down and when to get back up.

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JANUARY - WHAT



Read the book 'Brown Bear, Brown Bear, What Do You See?' with your student. Read the book again and ask the student to find the word, what, when it appears in the story. Talk about all the things that the bear sees on his adventure.

SONG –

[What Do You Hear?](#)

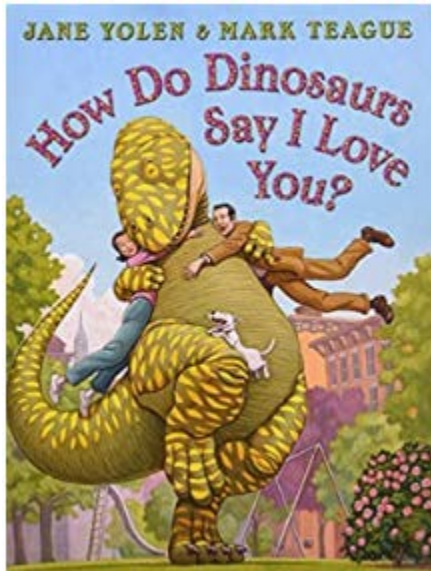
Speech Songs – [WHAT DAY IS IT?](#)

ACTIVITY – Cut a bear shape out of a piece of sandpaper. Have the student put a piece of paper over the sandpaper bear and rub with a crayon to create a textured drawing of a bear. They can use their device to choose colors for their bear.

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FEBRUARY - LOVE



Read the book 'How Do Dinosaurs Say I Love You?' with your student. Read the book again and ask the student to find the word, love, when it appears in the story. Talk about all the different people the student loves.

SONG –

[I Love Trash](#)

Speech Songs – [I LOVE](#)

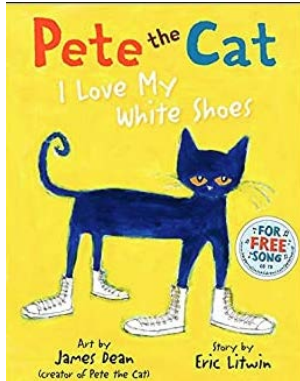
ACTIVITY –

Have the student write a letter to someone they love. They can tell the person all the things they love about that person.

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MARCH - MY



Read the book 'Pete the Cat, I Love My White Shoes' with your student. Read the book again and ask the student to find the word, my, when it appears in the story. Have the student tell you the things they love using the word 'my'.

SONG –

[You Are My Sunshine](#)

Speech Songs – [MY TURN](#)

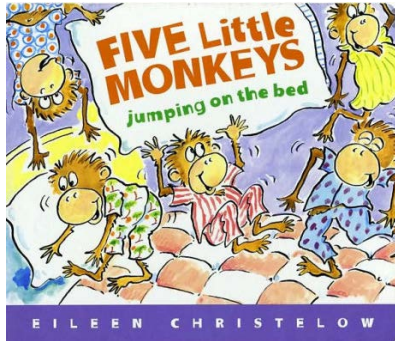
ACTIVITY –

Have the student write a poem about their favorite things. Use the sentence starter 'I like my....' Use this multiple times. End the poem with the sentence starter 'I don't like my....'

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MARCH - LITTLE



Read the book 'Five Little Monkeys Jumping on the Bed' with your student. Read the book again and ask the student to find the word, little, when it appears in the story. Talk about how many little monkeys they see on each page.

SONG –

[Mary Had a Little Lamb](#)

[Twinkle Twinkle Little Star](#)

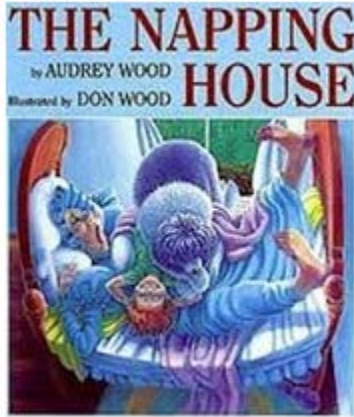
Speech Songs – [LITTLE-BIG](#)

ACTIVITY – Print out the [Adjective Cube](#). Have the student roll the cube and think of something that fits each description. They can also use the adjective in a phrase or sentence.

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APRIL - THE



Read the book 'The Napping House' with your student. Read the book again and ask the student to find the word, the, when it appears in the story. Talk about who is sleeping with the student. (Ex. The child, the dog etc.)

SONG –

[The Farmer in the Dell](#)

Speech Songs – [OPEN](#)

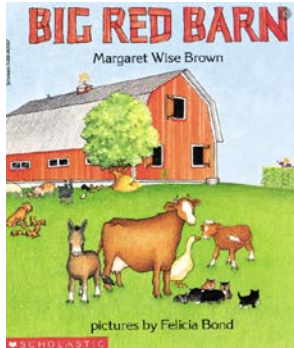
ACTIVITY –

Play with Mr. Potato Head. Have the student tell you when they want 'the nose' or 'the eyes' etc.

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MAY - BIG



Read the book 'The Big Red Barn' with your student.

Read the book again and ask the student to find the word, big, when it appears in the story. Talk about all the things that are 'big' the barn.

SONG –

[Big and Small song](#)

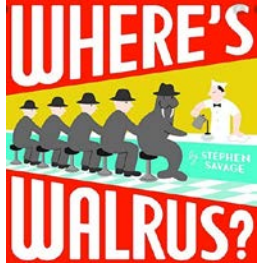
Speech Songs – [LITTLE-BIG](#)

ACTIVITY – Play [Build a Bug](#) with the student. Use play dough, googly eyes, buttons and pipe cleaners to create a bug. Have the student use their device to make requests using the words big and little.

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MAY - WHERE



Read the book 'Where's Walrus?' with your student.

Read the book again and ask the student to ask, where the walrus is on each page. Have the student practice asking where things are around the house or classroom.

SONG –

[Where is Thumbkin?](#)

Speech Songs – [WHERE IS MY LUNCH?](#)

ACTIVITY –

Play Hide and Seek with favorite objects. Hide favorite toys or objects and have the student practice asking 'where' each one is.

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JUNE - GO



by P.D. Eastman

Read the book 'Go Dog Go' with your student. Read the book again and ask the student to find the word, go, when it appears in the story. Talk about places the student likes to go.

SONG –

[The Ants Go Marching In](#)

Speech Songs – [LET'S GO](#)

ACTIVITY – Stop and go with a bubble machine or just blowing bubbles with the student. The student can direct the activity by telling you when to stop and when to go.
