simply
science

Attainment's
Simply Earth
Science

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Attainment's
Simply Earth Science
Teacher's Guide

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Contents

Simply Earth Science: An Introduction

Simply Earth Science is a standards-based science curriculum for students with limited reading abilities, including those with an intellectual disability or autism. The curriculum includes: one **Student Book**, a **Consumable Student Workbook**, an **Easy Reader**, a **USB flash drive**, and this **Teacher's Guide**.

Curriculum Inventory

Simply Earth Science Teacher's Guide includes:

- Standards Alignment for chapter content
- An At a Glance chart with the instructional resources available for each chapter
- 3—day and 5—day Simply Science Lesson Template
- Sample 3—day and 5—day lesson for the chapter *Learning About Rocks*
- Data collection forms

Simply Earth Science Student Book includes:

- Vocabulary Picture Cards
- Vocabulary Definitions
- Symbol-supported Text Articles
- Chapter Quizzes

The Easy Reader is a companion book that provides access to instructional lesson content for students that struggle with concepts covered by the symbol-supported Text Articles. The Easy Reader uses simplified text and large images to provide access to lessons tied to grade-level content.

The consumable *Simply Earth Science* Student Workbook includes chapter quizzes for students to complete at the end of the unit chapters. The workbook condenses all of the student activities into a consumable option, giving students the opportunity to share their accomplishments with peers, parents, and instructional staff.

USB flash drive includes the following for each chapter:

Articles	Projects / Experiments
- Symbol-supported Text Article - Easy Reader	
Vocabulary	**Extras**
- Vocabulary picture flashcard files - Vocabulary definitions	- Text Articles without symbol supports - Image libraries: Literacy Support Pictures (LSP) and photographs - Standards Alignment document
Activities	- *Simply Earth Science* At a Glance chart
- Worksheets - Quizzes - Language extension activities	- Master Vocabulary picture flashcards and definitions for *Simply Earth Science*

Picture It files—Picture It Software is required to open these files. **IMPORTANT:** *Picture It Software is not required to access all the content in Simply Earth Science™.* The Picture It files are included as a "true" extra for those who already have purchased the Picture It software.

PixWriter™ setups—PixWriter™ Software is required to open and access these files.

INSTRUCTIONAL METHODS

The *Simply Earth Science* curriculum provides a lesson template for planning and creating either a three- or five-day instructional plan. The lesson template helps to provide structure to lessons and ensure a systematic approach to providing instruction. Systematic instruction components are embedded in the template scripts and include the evidence-based practices described below.

Time-Delay Procedure

The time-delay procedure uses systematic prompting and prompt fading to promote the learning of a desired response with few or no errors. *Simply Earth Science* lesson templates encourage the use of the time-delay procedure to teach vocabulary identification and vocabulary comprehension. During the initial round of teaching, the teacher immediately points to or provides the correct answer response for students allowing for errorless learning (0 second time-delay). Prompts are gradually faded and students are given the opportunity to respond independently (5 second time-delay). Incorrect responses are blocked and students are redirected to the correct answer.

Sample Time-Delay Script

Review the vocabulary words using the Vocabulary Flashcards found on the USB flash drive and in the Student Book. Define each of the vocabulary words using the definitions included in the Student Book. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you read the word aloud. Say, **I want you to find the words from our Text Article or Easy Reader.** Present the vocabulary flashcards in sets of 2, 3, or 4 depending on the student's ability.

Time-Delay Procedure: Vocabulary Identification
Round 1: 0-Second Delay
Point to the Vocabulary Flashcard while saying the vocabulary word. **Show me** _____. For example, **Show me rock.** Repeat for each student in the group.
Round 2: 5-Second Delay
Ask a student to find the Vocabulary Flashcard as you say the vocabulary word. Do not point to the Vocabulary Flashcard this time. Say, **Show me** _____. Allow up to 5 seconds for the student to respond independently before prompting. Reinforce correct responses or block and redirect for error correction. Shuffle the flashcards and move on to the next vocabulary word. Repeat for each student.

Now we are going to learn definitions to the vocabulary words from the Text Article or Easy Reader. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you give a definition. Say, **Now I want you to find the words when I give you the definition.** Present the vocabulary flashcards in sets of 2, 3, or 4 depending on the student's ability.

Time-Delay Procedure: Vocabulary Comprehension
Round 1: 0-Second Delay
Point to the Vocabulary Flashcard while saying the definition. **Show me the one that _____.** For example, **Show me the one that is a hard, solid material that covers the Earth.** Repeat for each student in the group.
Round 2: 5-Second Delay
Ask a student to find the Vocabulary Flashcard as you say the definition. Say, **Show me the one that _____.** For example, **Show me the one that is a hard, solid material that covers the Earth.** Allow up to 5 seconds for the student to respond independently before prompting. Reinforce correct responses or block and redirect for error correction. Shuffle the flashcards and move on to the next vocabulary word. Repeat for each student.

Least Intrusive Prompts and Specific Feedback

A system of least intrusive prompts places prompts given to students into a hierarchy from the least intrusive (or most independent) to the most intrusive (or least independent). Prior to prompting, the student should be provided the opportunity to respond independently. If an independent response does not occur, the continuum of prompts is utilized until the student elicits a response. Prompting is most effective when it is paired with specific feedback. Specific, descriptive feedback is essential for students to develop skills and to promote student success. The *Simply Earth Science* lesson templates include least intrusive prompting procedures, scripts for delivering specific praise to reinforce correct student responses, and error correction procedures to prompt incorrect student responses.

LESSON FORMAT

Each *Simply Earth Science* lesson template provides a three- or five-day plan to support and develop student understanding of vocabulary and builds comprehension of specific science concepts related to Earth Science.

Scripted lesson templates and sample lessons are included with *Simply Earth Science*.

Simply Earth Science Lesson Format Overview—3 Day

Day 1	Day 2	Day 3
▪ Anticipatory Set and predictions	▪ Review vocabulary	▪ Final reading of the Text Article
▪ Introduce vocabulary	▪ Science Journal: Vocabulary	▪ Complete the KWL chart with students by having them generate what they have learned; or have them place picture/symbol representations of what they have learned on the chart; or have them activate an AAC device to report what they have learned
▪ Create KWL chart and Text Article	▪ Review KWL chart	
▪ Ask comprehension questions related to the article	▪ Continue reading Text Article, ask comprehension questions related to the article, model monitoring comprehension, and have students summarize the article;	
▪ Model monitoring comprehension		
▪ Have students summarize the article	**OR**	▪ Assess student learning of vocabulary for the chapter that includes identifying the word/object/picture and demonstrate comprehension of the vocabulary by selecting the word/picture/object when the definition is provided by the teacher
▪ Concept Development using chapter Activity, Project, or Experiment	▪ Watch a video related to the topic. Videos to support content can often be found on the internet	
	▪ Be sure to preview the selected video prior to showing it to students for appropriateness and planning purposes. Plan stopping points in the video to probe student comprehension and generalization of topic knowledge	▪ End of Chapter Quiz for chapters that have them
	▪ Have students report in their Science Journal what they have learned about the topic during the week	

Simply Earth Science Lesson Format Overview—5 Day

Day 1	Day 2	Day 3	Day 4	Day 5
■ Anticipatory Set and predictions	■ Review vocabulary	■ Review vocabulary	■ Review vocabulary	■ Final reading of the Text Article
■ Introduce vocabulary	■ Science Journal: Vocabulary	■ Review or complete Science Journal: Vocabulary	■ Review or complete Science Journal: Vocabulary	■ Complete the KWL chart with students by having them generate what they have learned; or have them place picture/symbol representations of what they have learned on the chart; or have them activate an AAC device to report what they have learned
■ Create KWL chart and Text Article	■ Review KWL chart	■ Review KWL chart	■ Review KWL chart	
■ Ask comprehension questions related to the article	■ Group students and have them read either the Text Article or the Easy Reader. Consider sending home a copy of the Easy Reader or Text Article for students to share with their families	■ Group students and have them read either the Text Article or the Easy Reader	■ Watch a video related to the topic. Videos to support content can often be found on the internet	
■ Model monitoring comprehension		■ Continue to probe student comprehension	■ Be sure to preview the selected video prior to showing it to students for appropriateness and planning purposes. Plan stopping points in the video to probe student comprehension and generalization of topic knowledge	■ Assess student learning of vocabulary for the chapter that includes identifying the word/object/ picture and demonstrate comprehension of the vocabulary by selecting the word/picture/ object when the definition is provided by the teacher
■ Have students summarize the article	■ Ask comprehension questions related to the article	■ Concept Development using chapter Activity, Project, or Experiment		
	■ Model monitoring comprehension		■ Have students report in their Science Journal what they have learned about the topic during the week	■ End of Chapter Quiz for chapters that have them
	■ Have students summarize the article		■ Concept Development continued using chapter Activity, Project, or Experiment	

HOW TO USE

Choose a Text Article from the Student Book to begin. Select either the 3-day or the 5-day lesson plan template to develop your instructional plan. Both the 3-day and 5-day lesson plan address vocabulary comprehension, article comprehension, and concept development through activities, projects, or experiments. The 5-day lesson plan provides for additional concept development activities and repeated review of concepts to further reinforce student learning. Lesson templates provide a consistent and predictable structure to lessons when they are used. The partial scripts included with the lesson templates help to minimize teacher preparation time and increase fidelity of lesson implementation. Although scripts are provided and the colored text represents what to say, they are intended to be used as a guide and do not have to be read verbatim. Lessons also provide scripted, specific feedback responses for correct and incorrect answers and considerations for accommodating student supports for tasks, if needed.

Group Size

The lessons are designed for small group instruction with the recommendation of 2-4 students per group. However, depending on student ability levels, the group size could be larger. It is important to ensure that an appropriate lesson pace is provided, while giving all students an opportunity to respond and actively participate in the lessons. For chapters that have both a Text Article and an Easy Reader, the lesson template provides an instructional plan for each article type (e.g., Easy Reader Group Plan or Text Article Plan).

How Often to Use

Lessons are intended to be taught daily for approximately 20-30 minutes. Depending on the lesson plan template selected, a topic may be taught for a 3- or 5-day period.

Identifying Vocabulary Level

When planning instructional lessons, teachers should consider leveling the vocabulary that students will be responsible for learning. The vocabulary that will be covered in a lesson can be found in the Student Book at the beginning of each chapter. When planning for Level One vocabulary, select vocabulary words that are frequently used in the Easy Reader or the Text Article the student will be reading for the week. To determine targeted vocabulary for Levels Two and Three, include vocabulary that is more abstract and that may occur less frequently in the Text Article. To help determine which level is appropriate for your students, it is recommended that teachers use the *Vocabulary Data Collection Form* to assess each student prior to beginning instruction.

Monitoring Progress

Blank *Data Collection Forms* are provided to document student progress on vocabulary and Text Article comprehension. The *Vocabulary Data Collection Form* will need to be populated with vocabulary words and definitions for the Text Article being used. The Text Article *Comprehension Data Collection Form* will also need to be populated with the specific comprehension questions planned for the Text Article or Easy Reader being used.

Expanding the Lessons

Additional activities that support each Text Article and/or Easy Reader are included on the USB flash drive. These activities may be selected and used to further support student learning of the concept being taught.

GETTING STARTED

🔲 Step 1: Select a Chapter Text Article

Begin by previewing the Text Articles included in the Student Book. Determine which Text Article you will teach first and if some students will need to access the Easy Reader companion book. If you will be using the Easy Reader companion book for the Text Article, be sure to preview it as well.

📅 Step 2: Preview the 3-day and 5-day Lesson Plan Samples

After previewing both lesson plan samples, determine which plan will work best for your students. You may wish to consider using the 3-day or 5-day sample lesson plan to deliver your first *Simply Earth Science* lesson. If you will not be using one of the sample lesson plans, print the 3-day or 5-day Lesson Template from the USB flash drive to develop your instructional plan for the Text Article you have selected.

🔍 Step 3: Review the activities, projects, and experiments for the Chapter Text Article

Refer to the At a Glance document included in the Teacher's Guide to preview the resources available for the Text Article you have selected. Each of the resources included on the At a Glance chart are located on the USB flash drive for further review, printing, and lesson preparation. Many of the resources included on the At a Glance chart are also available in the Student Book (Vocabulary Picture Flashcards, Vocabulary Definitions, Text Articles, and Chapter Quizzes), Easy Reader companion book, and the consumable Student Workbook (Chapter Quizzes). The projects, experiments, and some activities will need to be printed from the USB flash drive if you plan to use them with lessons. PixWriter files included on the USB flash drive will require PixWriter Software (not included) to access the files.

✅ Step 4: Determine individual student accommodations

The *Simply Earth Science* lesson templates are designed to address the diverse needs of students with moderate-to-severe disabilities.

It is important to determine which accommodations or supports each student will need during the lessons you plan to allow for active participation. The *Simply Earth Science* lesson templates provide accommodation considerations that may offer students access to learning and allow each student to demonstrate what they have learned.

🔊 Step 5: Read and Practice the First Scripted Lesson

The *Simply Earth Science* lesson templates are scripted to provide guidance on what to say and do during lessons. After completing a lesson template or using one of the sample lessons, take time to practice reading the lesson scripts out loud and using the lesson materials. Consider practicing the lesson script with another person prior to delivering the lesson to students. Practicing the lesson will help you to become more familiar with the lesson structure and increase your fluency with delivering instruction to students. As you practice the lesson, make notes on any adjustments that need to be made to the lesson for individual students as well as any additional materials and supports that will need to be included.

Step 6: Prepare for and Teach Your First Lesson

Daily lessons will take approximately 20-30 minutes to complete. Review your current schedule to determine when you will implement *Simply Earth Science* lessons during your day. After scheduling a time for daily instruction, organize and prepare the materials that will be used with the lesson. You may need to prepare or pull the following materials:

- Printed and prepared lesson plan to reference and follow for the Text Article selected

- KWL Chart or dry-erase markers to record KWL information on a whiteboard

- Objects or photographs to support student learning of vocabulary

- Printed activities, projects, and experiments that will be used for concept development

- Materials needed for projects and experiments

- Science Journals for students to record what they have learned

- Identify video for students to view related to the topic, previewed ahead of time

- Printed data collection forms for recording student progress

- Preprogrammed AAC devices to support student participation

- Printed Text Articles and Easy Readers to share with families

Step 7: Progress Monitoring

Use the provided *Simply Science Vocabulary Data Collection Form* and Simply Science Text Article *Comprehension Data Collection Form* to document and monitor student performance related to Chapter Vocabulary and Text Article comprehension. Most Text Articles include a Chapter Quiz included on the USB flash drive, in the Student Book, and in the consumable Student Workbook. The Chapter Quizzes are another tool you can use to monitor student progress and learning related to *Simply Earth Science*.

Standard	How Simply Science™ Aligns with National & State Standards
Identifies components of the natural world	- Describes the different types of earth materials–rocks, soil, water, minerals (Ch. 1–4) - Knows that rocks come in many different shapes and sizes (Ch. 1) - Names three groups of rocks (igneous, sedimentary, metamorphic.) (Ch. 1) - Understands the rock cycle (Ch. 1) - Knows ways rocks are useful (Ch. 1) - Knows soil is composed of brokendown pieces of living and nonliving earth material (Ch. 2) - Describes the properties of soil (Ch. 2) - Knows ways soil is useful (Ch. 2) - Identifies the major sources of water (Ch. 3) - Describes properties of water (solid, liquid, gas) and where each is found on earth (Ch. 3) - Understands ways that water is useful (Ch. 3) - Understands the water cycle (Ch. 3) - Knows that rocks have different combinations of minerals (Ch. 4) - Describes the properties of minerals (Ch. 4) - Knows how minerals are important to our lives (Ch. 4)
Understands Earth's structure and history	- Knows where rocks are found (Ch. 1) - Knows where soil is found (Ch. 2) - Knows where water is found (Ch. 3) - Distinguishes difference between freshwater and saltwater (Ch. 3) - Names sources of liquid water, solid water, and water vapor (Ch. 3) - Knows fossils are evidence of past life on earth (Ch. 5) - Recognizes scientists learn about earth's past history by studying fossils (Ch. 5) - Sorts fossils into groups – plants and animals (Ch. 5) - Explains how fossils are formed (Ch. 5) - Knows the four ways fossils form (Ch. 5)

Standard	How Simply Science™ Aligns with National & State Standards
Understands Earth's features	• Knows, understands, and labels earth's crust, mantle and core (Ch. 6) • Knows that earth's crust is divided into plates (Ch. 6, Ch. 8) • Understands that plates move and pressure builds at faults (Ch. 6, Ch. 8) • Identifies the major features of earth's surface (mountains, rivers, plains, oceans, deserts, polar lands) (Ch. 7)
Understands that Earth's surface is changing	• Understands earth's surface changes by rapid processes (Ch. 8) • Understands how earthquakes happen (Ch. 8) • Understands that natural events affect humans (Ch. 8–10) • Learns earthquake safety procedures (Ch. 8) • Explains how fossils are formed (Ch. 10) • Knows the four ways fossils form (Ch. 10) • Describes erosion (Ch. 9) • Lists factors that affect the rate of erosion (Ch. 9) • Understands weathering (Ch. 9) • Knows that weathering is a natural process causing rocks to break down into smaller pieces (Ch. 9) • Knows how land forms are created by the destructive forces of nature (Ch. 9) • Knows how land forms are created by the constructive forces of nature (Ch. 10) • Understands volcanoes (Ch. 10) • Recognizes that humans are affected by natural events such as earthquakes and volcanoes (Ch. 8 – Ch. 10) • Describes mountain building (Ch. 10) • Understands deposition of sediment as a constructive force (Ch. 10)

At a Glance

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary

Rocks

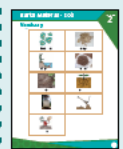| Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Learning About Rocks"	Many Different Rocks	Rocks chapter retell Observing rocks How hard? Settling rocks Quiz answers	Sorting rocks - Category labels - Rock photos How hard is rock? - Hard rocks - Hard rock chart Settling	Rock hunt Quiz: Rock chapter	Picture cards Definition

Soil

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Earth Material - Soil"	Plants Grow in Soil	Soil chapter retell Easy Soil retell Observe dirt Write Garden Center	What is dirt? - School dirt Describing soil - Soil sentences Experiment: Soil & Plants - Soil type - Soil type charts - Type sentence	Plants poster Plant flashcards Trip to a Garden Center - Garden Center - Garden checklist Photo book - Photo planting sequence - Planting sentences	Picture cards Definition

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary

Water
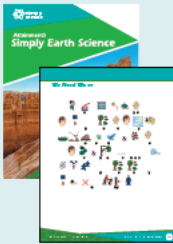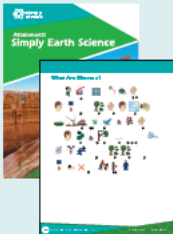
Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"We Need Water"	Water-Solid, Liquid, Gas	Water chapter retell Easy Water retell Liquids - Solids Using water Evaporation experiment	Uses of water ▪ Water use ▪ Home water use ▪ School water use Experiment: Evaporation ▪ Evaporation sentence (big) ▪ Evaporation sentence (small)	Classbook Water Matching Liquids & Solids flashcards Water cycle Quiz: Water chapter	Picture cards Definition

Minerals

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"What are Minerals?"	Minerals	Minerals chapter retell Easy Minerals retell Museum finds	Finding minerals in rocks ▪ Rock shop ▪ Mineral chart	Visit a local museum Mineral sorting Quiz: Mineral chapter	Picture cards Definition

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary

Fossils

"Life on Earth - A Long, Long Time Ago"	Learning About Fossils	Fossils chapter retell Easy Fossil retell Fossil sequence Natural history trip Quiz answers	Making a Fossil • Fossil recipes • Photo book • Photo sequence	Sorting fossils • Fossil flashcards Trip to the Natural History Museum • Fossil checklist Quiz: Fossils chapter • Quiz sentences	Picture cards Definition
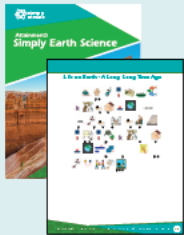
Earth's Core

"Inside the Earth"	Core Cookies	Core chapter retell Baking Core cookies Model sequence My core sample Quiz answers	Clay model Core sample	Diagram of Earth's core Cookie recipe Quiz: Core chapter • Quiz sentences	Picture cards Definition
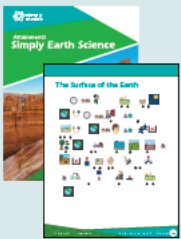
Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary

Surface Features

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"The Surface of the Earth"	Beautiful Earth	Surface chapter retell Easy Surface retell Aquarium Aquarium easy Observe cactus Glacier retell Quiz Answers	Desert cactus • Cactus chart • Desert labels Glacier • Glaciers change • Glacier sentences	Trip to an aquarium Quiz: Surface chapter • Quiz sentences	Picture cards Definition

Earthquakes

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Shake, Rattle, and Roll"	Earthquakes!	Earthquake chapter retell Easy Earthquake retell Be Safe Write about shelters Quiz answers	Making an earthquake • Quake predictions	Photo match • Photo sentences Quake cloze Safe shelter • Shelter flashcards Quiz: Earthquake chapter	Picture cards Definition

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary

Erosion & Weathering

Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Wearing Down the Earth"	Erosion and Weathering	Erosion chapter retell Easy Erosion retell Beach experiment Write about erosion Chemical erosion	Experiment: Beach Erosion • Beach sentences Causing erosion • Erosion sentences Experiment: Marble Erosion	Erosion field trip • Checklist Erosion chapter quiz	Picture cards Definition

Volcanoes
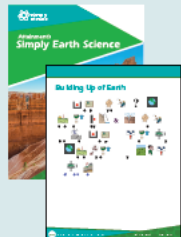
Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Building Up of Earth"	Volcanoes	Volcanoes chapter retell Easy Volcanoes retell Volcano sequence Sediment experiment Made mountain	Making a Volcano Experiment: Sediment • Sediment sentences	Up and Down Making Mountains Quiz: Volcano chapter	Picture cards Definition

⤓⤒ Extras Included on Flash Drive

- Master Vocabulary for all units
- Photographs and graphics included in units
- PixWriter files on both Mac and Windows platforms (PixWriter Software required).

- Files of Picture It text articles in both Mac and Windows platforms. Picture It files require the Picture It Software to access; software is not included. Text Articles are included and accessible in PDF format.
- All chapter lessons in text .pdf

Simply Science: Lesson Template—3 Day

Unit:_____

Chapter Title:_____

Text Article:_____

Easy Reader (not all chapters will have one):_____
_____

Concept Statement:_____

*Teacher-created statement—Big idea of the chapter

Student Learning Objectives: (included in the Standards Alignment Document)

_____

_____

Teacher-Created Standards-Based Objectives:_____

_____

Vocabulary (Photographs are located on the flash drive; object representation and word cards are provided by the teacher):

Level 1:_____(object representation/photographs)

Level 2:_____(photographs/picture cards)

Level 3: _____(picture/word cards)

Text Article/Easy Reader Comprehension Questions:

Page #	Comprehension Questions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

⊖△ Materials:
*PixWriter Setups (PixWriter Software required), Picture Images, Projects, Experiments, and Activities are located on the Simply Science flash drive

T#A Articles:_____(Text Article)

and_____(Easy Reader)

V Vocabulary Cards and Vocabulary Definitions:_____

_____

_____

_____

PW PixWriter Setups_____

_____

Projects/Experiments:_____

_____

Activities/Quiz:_____

_____

Picture Images:_____

_____

Blank Science Journal for each student to record vocabulary and report what they learned.
This could be a blank spiral notebook, a blank composition notebook, or several pages of printer paper bound together.

KWL KWL Chart

▶ Video Link Related to Topic: _____

↓+↑ Optional Materials:_____

_____

Photo Cards:_____

_____

Object Representations:_____

Preprogrammed AAC Device with Concept Statement:_____

Additional copies of article for students to take home and share with their families

Day 1

✅ Anticipatory Set

Think about how you plan to introduce the lesson topic and engage students in what they will be learning about. Ask students questions to get them thinking about what they may already know about the topic or have them make predictions about what they will be learning.

Today we are going to learn about _____. Can anyone think of examples of _____? Why do you think _____? What might happen if _____? Do you know what these items have in common?

🔲 Vocabulary

First, we are going to learn new vocabulary words that will help us to learn about our topic, _____. Introduce the vocabulary words and define them. Then use the Time-Delay Procedure to introduce and teach vocabulary words and their definitions. Target vocabulary comprehension by presenting the vocabulary definition and having the student identify the object/photograph/symbol of the term definition presented.

T‖A Introduce/Read the Text Article or Easy Reader
E‖R
KWL

We are going to read and learn about _____. Before we read, I want to see what you already know about _____. Have students share what they already know about the topic. Create a **K** (What I Know), **W** (What I Want to Know), and **L** (What I Learned) chart and record what students already know about the topic and what they want to know about the topic. **Listen to me read and let's see what we can learn about _____.**

For chapters that have both a Text Article and an Easy Reader, you will have two groups for reading. Determine which students will be reading the Text Article and which students will be reading the Easy Reader. You will only have one reading group for chapters that only have a Text Article.

E‖R Group 1: Easy Reader

For students reading the Easy Reader, consider adding the concept statement to the bottom of each page.

Encourage students to participate in the reading of the article by anticipating and stating the concept statement at the end of each page by orally stating the sentence, completing part of the sentence, and/or using a preprogrammed AAC device. As you read, pause prior to reading the last word or words (_____) of the concept statement. Look for students to engage with the text by either stating the last word or words of the concept statement or by activating a prerecorded AAC device to complete the sentence.

- If the student does not respond or an incorrect response is given, reread the concept statement and say, **Press the button on your device to complete the concept statement,** or say, **Remember the concept statement is: _____.**

- If the student still does not respond or provides an incorrect response again, model by saying the concept statement _____. Or, repeat the last word of the concept statement: _____. Some students may only complete the last word of the concept statement orally or by using an AAC device.

- If the student still does not respond or continues to provide an incorrect response, guide the student's hand to activate the AAC device, or say, **The concept statement is: _____. Your turn. Try again.**

When targeted vocabulary is read in the story, pair the word with the visual/object/tactile representation and have the student acknowledge the photograph or object being presented. As you read, pause prior to reading the targeted vocabulary word: _____. Look for students to engage with the text by either stating the targeted vocabulary word (_____) or activating a prerecorded AAC to complete the sentence. When

targeted vocabulary is read in the story, pair the word with the visual/object/tactile representation and have the student acknowledge the photograph or object being presented.

- If the student does not respond to the targeted vocabulary, provide a verbal prompt: **This is the word _____. Look at/touch/point to/show me _____.**

- If the student does not respond or responds incorrectly, model touching/pointing to the targeted vocabulary word (_____) while saying, **Look at/touch/point to/show me _____.**

- If the student still does not respond or continues to provide an incorrect response, guide the student's hand to the targeted vocabulary word (_____), while stating the word.

Students may also be encouraged to participate in reading the article by making requests for the page to be turned.

- For students who do not independently turn pages, give a verbal prompt: **Help us keep reading the article. Turn the page.**

- If the student still does not respond or provides an incorrect response again, model turning the page while saying, **This is how I turn the page to keep reading the article.**

- If the student still does not respond or continues to provide an incorrect response, use hand-over-hand assistance to help the student turn the page.

T|A Group 2: Text Article

We are going to read an article titled _____. Before we read, I want to see what you already know about _____. Have students make connections with what they already know about the topic. Create a **K** (What I Know), **W** (What I Want to Know), and **L** (What I Learned) chart and record what students already know about the topic and what they want to know. **Listen to me read and let's see what we can learn about _____.** Read the Text Article _____.

As the Text Article is read, ask comprehension questions to monitor student understanding of the text. Highlight and focus students on the concept statement for the lesson (_____). Consider adding the concept statement to select pages of the article. Encourage students to participate in the reading of the article by anticipating and stating the concept statement as it occurs throughout the article.

- If the student does not respond or an incorrect response is given, reread the concept statement and say, **Press the button on your device to complete the concept statement,** or say, **Remember the concept statement is _____.**

- If the student still does not respond or provides an incorrect response again, model by saying the concept statement: _____. Or, repeat the last word of the concept statement: _____. Some students may only complete the last word of the concept statement orally or by using an AAC device.

- If the student still does not respond or continues to provide an incorrect response, guide the student's hand to activate the AAC device, or say, **The concept statement is _____. Your turn. Try again.**

As the article is read, focus students' attention on the **bolded text** representing the vocabulary words being taught in the lesson. You may choose to model highlighting the vocabulary words as you read and encourage students to highlight the vocabulary words in the article if students have their own copies. For repeated readings of the article, be sure to reference why the words are highlighted and have students locate vocabulary that they highlighted and state what the word means throughout the article. When targeted vocabulary is read in the story, pair the word with the visual/object/tactile representation and have the student acknowledge the photograph or object being presented.

- If the student does not respond to the targeted vocabulary, provide a verbal prompt: **This is the word _____. Look at/touch/point to/highlight _____.**

- If the student does not respond or responds incorrectly, model touching/pointing to the targeted vocabulary word while saying, **Look at/touch/point to/show me/highlight _____.**

- If the student still does not respond or continues to provide an incorrect response, guide the student's hand to the targeted vocabulary word, while stating the word.

Text Article Comprehension

As you read each section or page, pause before going on to model comprehension strategies and monitor comprehension:

A. Comprehension Strategy—Answering Questions

Utilize images and objects as answer choices for students who may benefit from them to actively participate in the lesson. Preprogram AAC devices with answer choices to encourage student participation. Determine which comprehension questions you will ask each time you read the article. Reference comprehension questions created on page 1 of the lesson plan.

B. Comprehension Strategy—Monitoring Comprehension

- Model asking questions about things that students may not understand in the text.

- Pause after reading a sentence and model thinking out loud about the text.

- Determine and summarize important ideas and supportive details.

- Determine text importance.

- Integrate new ideas with existing background knowledge.

C. Comprehension Strategy—Summarization

Ask students, **What was this article about?** Provide students with visual supports or object representations to generate responses if needed. Utilize preprogrammed AAC devices with responses to facilitate participation.

After reading the article, review the key points covered in the lesson that students may not have mentioned.

Concept Development

Choose a chapter Activity, Project, or Experiment for students to participate in to close the lesson for the day.