

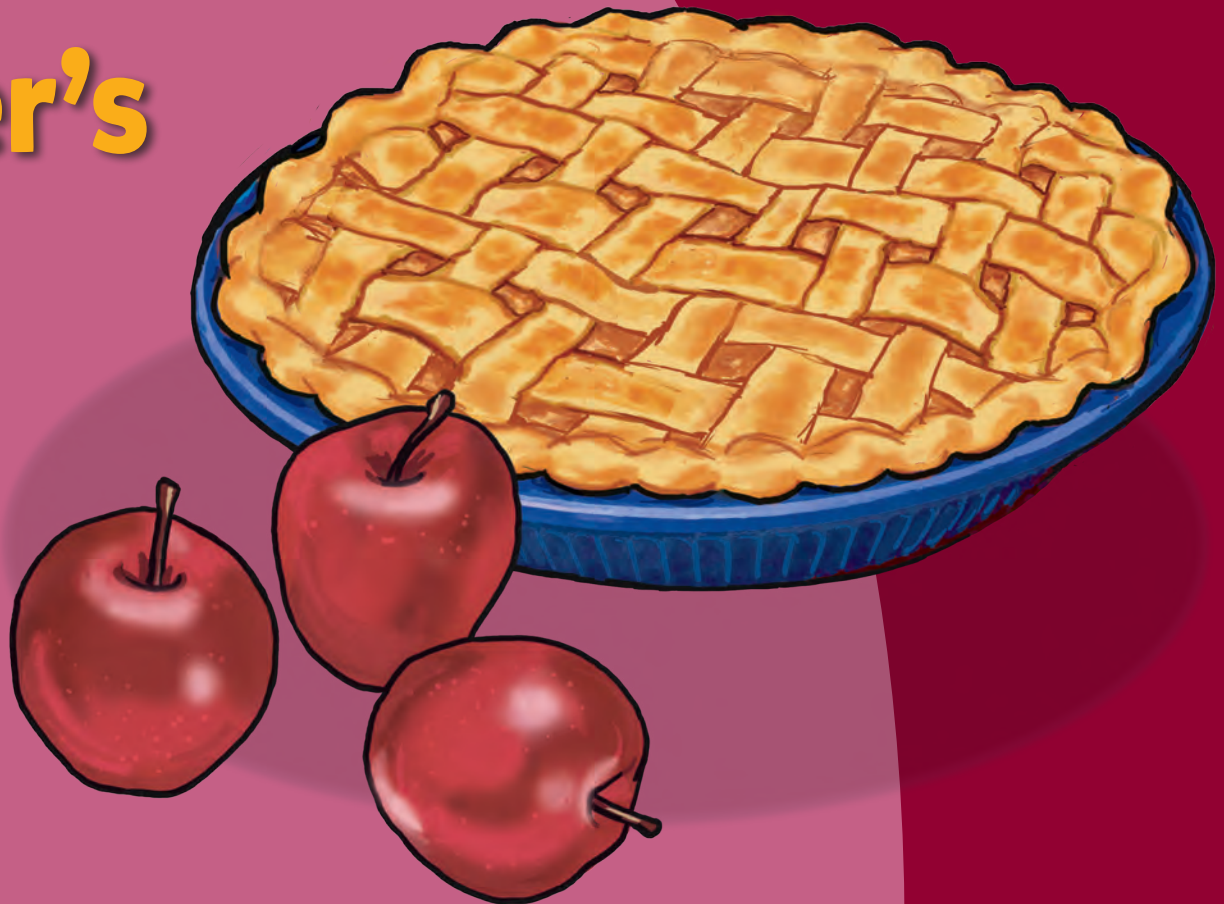
**Attainment's**

**Level 1  
Level A**

# *Early Literacy Skills Builder*

## **Teacher's Guide**

**Diane Browder  
Susan Gibbs  
Lynn Ahlgrim-Delzell  
Ginevra Courtade  
Angel Lee**



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# Overview

The **Building with Sounds and Symbols** lessons begin by teaching the concept of word (and general print) awareness. More complex emergent literacy skills are introduced and taught in a spiraling manner (e.g., objectives are repeated across levels). There are 5 lessons each in Levels 1 and A. Each lesson takes approximately 60 minutes of daily instruction and is developed for small-group instruction. Lessons can be broken up into two 30-minute sessions during the instructional day. Note that a portion of daily literacy should also be devoted to the **Building with Stories** component so that students receive about 90 minutes of literacy instruction daily.

Level 1 and Level A lessons address key literacy components supported by the National Reading Panel (2000) and other professionals. The **Scope and Sequence** preceding each level details the skills.

## Materials Needed to Teach

At the start of each lesson, a list of materials needed for the lesson is provided. This **Teacher's Guide** provides scripted text so that you know exactly what to say and do during the lesson. The dark pink text is the script that tells you what to say. The black text provides directions and general information. For each lesson, you'll need this Teacher's Guide and the **Student Response Book**. For students who are unable to point to the answers in the Student Response Book, the responses can be printed from the accompanying Disc 1, cut apart, and laminated. The responses can be posted on Plexiglas® for students who eye gaze or made into laminated cards or strips for students who need to physically grasp the correct response. They can be mounted on augmentative and alternative communication (AAC) devices.

At the end of each lesson, students work on writing a book about themselves called "My Book About Me." The pages for this book can be copied from Appendix D of the **ELSB Implementation Guide** or can be printed from the PDF included on Disc 1.

## Preparing to Teach the Lessons

To prepare to teach the lessons, it is important to read and practice the script in advance. Some parts of the lesson will require a preplanning decision. For example, will the student respond using a verbal response or by pointing to the answers? Will the student response options need to be put on a Plexiglas® board for an eye gaze response? If students will be using an AAC device, the device should be preprogrammed. Note that art for use as AAC overlays is provided in Appendix H of the ELSB Implementation Guide and on Disc 1.

## Teaching the Lesson

Begin a lesson by engaging the students with the Lesson Opening. Follow by teaching Objective 1, followed by Objective 2, and so on in succession until all objectives for the lesson have been taught. Some teachers choose to complete Objective 14, the writing activity, at another time of day if students require a break. They also devote another 30 minutes to reading classroom literature for the Buildings with Stories component of ELSB.

Lessons should be repeated as needed for students to begin making independent responses. Students do not need to master a lesson before moving on to the next lesson; however, repeating the lessons helps students begin to respond independently. Some

teachers find it helpful to follow a pattern for lesson repetition by devoting, for example, 2, 4, or 10 days to each lesson before moving on to the next lesson.

## Advancing to the Next Level

Each level of the Building with Sounds and Symbols component has an **Assessment Manual**. The corresponding assessment should be used to determine the student's mastery of skills before proceeding to the next level. Once the student has proceeded through the end of a level, administer the assessment to the student individually to determine if the student is ready to progress to the next level. A mastery level should be determined for each

student individually; a minimum of 75% mastery may be adequate for some students. If a student does not obtain the mastery level determined for him or her, repeat the lessons in the level and re-administer the assessment. For students who seem to be "stuck" on a level due to lack of mastery of a particular skill (e.g., not reaching mastery on two attempts), consider two alternatives. First, consider increasing the number of days devoted to each lesson. Second, proceed to the next level for skills that are spiraled back in and repeated at an upper level. Review the full Scope and Sequence of the ELSB program (included in Appendix A in the ELSB Implementation Guide) to determine if a particular skill is reviewed at an upper level.

# Level 1



## Level 1 Scope and Sequence

Objective	Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
1. Read sight words using time-delay instruction	Flashcard Game	<b>boy, friend</b>	boy, friend	<b>girl</b> , boy, friend	girl, boy, friend	girl, boy, friend
2. Point to sight words to complete sentences	Flashcard Game	Moe is a <u>boy</u> frog. Moe is your <u>friend</u> .	The <u>boy</u> likes to read. I have a new <u>friend</u> .	My sister is a <u>girl</u> . The <u>boy</u> eats pizza. My <u>friend</u> lives next door.	The <u>girl</u> is tall. Leonard is a <u>boy</u> . My dog is my <u>friend</u> .	Sally is a <u>girl</u> . The <u>boy</u> has brown hair. My <u>friend</u> is nice.
3. Point to text as it is read	Pointing to Words	Read "Hello, Moe." Students point to text in line 1.	Read "Hello, Moe." Students point to text in line 4.	Read "Moe Likes to Sing." Students point to text in lines 1–2.	Read "Moe Likes to Sing." Students point to text in lines 6–7.	Read "Hello, Moe" and "Moe Likes to Sing." Students point to text in lines 10–11 of "Moe Likes to Sing."
4. Say and/or point to a word to complete a repeated story line	Hidden Words	Repeated word: friend	Repeated word: jump	Repeated word: frog	Repeated word: sing	Repeated word: Moe

Objective	Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
5. Respond to literal questions about a story	Answering Questions	<p>"Hello, Moe"</p> <p>Line 1: What is Moe?</p> <p>Line 4: What can Moe do?</p> <p>Line 5: What can Moe jump over?</p> <p>Line 8: What can Moe jump under?</p>	<p>"Hello, Moe"</p> <p>Line 1: Is Moe a turtle or a frog?</p> <p>Line 3: Who is Moe?</p> <p>Line 4: What can Moe do?</p> <p>Line 5: What can Moe jump over?</p>	<p>"Moe Likes to Sing"</p> <p>Line 4: Moe likes boys. Who else does Moe like?</p> <p>Line 6: What can Moe do?</p> <p>Line 9: What is his name?</p> <p>Line 11: What can Moe say?</p>	<p>"Moe Likes to Sing"</p> <p>Line 1: What color is Moe?</p> <p>Line 4: Moe likes boys. Who else does Moe like?</p> <p>Line 6: What can Moe do?</p> <p>Line 8: Is Moe a big frog or a little frog?</p>	<p>"Hello, Moe"</p> <p>Line 4: What can Moe do?</p> <p>Line 6: What can Moe jump under?</p> <p>"Moe Likes to Sing"</p> <p>Line 7: Moe can jump. What else can Moe do?</p> <p>Line 11: What can Moe say?</p>
6. Demonstrate understanding of syllable segmentation by clapping out syllables in words	Chunking Words					
7. Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words	Tapping Out Sounds					
8. Identify letter-sound correspondences	Letter Sounds Game	/m/, 1 distractor	/m/, 1 distractor	/m/, 1 distractor	/m/, 1 distractor	/m/, 1 distractor

(Continued on next page)

## Level 1 Scope and Sequence *(continued)*

Objective	Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
9. Point to and/or say the first/last sounds in words	First/Last Sound Game					
10. Identify pictures that begin/end with given sounds	Finding Pictures with Special Sounds					
11. Point to letter sounds in words	Stretching Words					
12. Blend sounds to identify pictures	Finding Pictures					
13. Point to pictures/words representing new vocabulary	The New Word Game			boy	girl boy	friend
14. Use new vocabulary words and personal information to create a story	Fun with Writing		Introduce "My Book About Me."	My name is ____.	I am a ( <u>boy/girl</u> ).	The name of my friend is ____.



# Lesson 1



## Materials

- Moe the frog puppet
- Sight word flashcards: boy, friend
- 2" × 2" Post-it® notes
- **Level 1 Student Response Book** (pages 6–18)
- Magnetic dry erase board and marker
- **All About Moe** easel book: "Hello, Moe" story

## Optional Materials

- AAC device
- Pointer/light pointer
- Plexiglas® for eye gazing
- Optional pictures or text for AAC device (see Appendix H):
  - Lesson Opening: Hello, Moe
  - Objective 4: friend
  - Lesson Closing: Goodbye, Moe

## Tips

- If needed, use the magnetic dry erase board and marker (or magnetic objects) for reinforcement. Draw a line on the

board dividing it into two columns. At the top of the first column, place a picture of the student. At the top of the second column, place a picture of yourself. When a student responds appropriately, congratulate him or her for good work and place a mark on the student side. If a student does not respond appropriately, place a mark on your side. At the end of the lesson, count the marks and find out who had more for that day. Encourage students to participate by being enthusiastic about the marks they received.

- If a student requires an augmentative or alternative communication (AAC) device, preprogram it using the text from the optional materials list.
- All student materials (including AAC overlays) can be printed from Disc 1. Printing from the disc allows you to adapt the materials for students.
- If you are working with a student whose mode of responding is to eye-gaze, the

student response options can be printed from Disc 1, laminated, and cut apart. The student choices can be adhered to Plexiglas® with Velcro®. Point to the correct answer after the student gazes to it to provide the watching peers with feedback.

## ▶ Lesson Opening

Introduce a new friend, Moe, using the frog puppet. Say, **Boys and girls, I have a new friend. He is hiding under my chair, but he might jump right out. My friend is green and he is a frog. Yikes! Here he comes now! That was a big jump, Moe! Moe, can you say hello to (student's name)?** Have Moe greet each student. **Moe wants you to say hello to him. Let's tell him hello. Get ready . . . Hello, Moe! Again . . . Hello, Moe! Say it by yourselves.** Have students say hello to Moe verbally or by using their AAC devices.

# Objective 1

## Read sight words using time-delay instruction

### Activity

#### Flashcard Game

### Materials

- Moe the frog puppet
- Sight word flashcards: boy, friend

### Tip

A constant time-delay procedure is used to promote near-errorless responding. If a student is making errors in Round 1, which is a 0-second time-delay round, he or she may need additional practice (outside of this lesson) in imitating your model of choosing the correct response. Using pictures, have the student practice pointing where you point until he or she can do so fluently. If the student makes mistakes in Round 2, which is the 5-second time-delay round, shorten the time before you show the correct answer to 2 seconds. He or she will only have time to answer if certain. The student may also need to practice “wait training” to wait for the response. To do “wait training,” use several sheets of different colored paper and say, **Point to the paper**. Have the student wait for you to point to show him or her which sheet.

### Instructions

**Flashcard Game: Part I.** Part I of the Flashcard Game will give students practice saying or pointing to words with guidance.

**Round 1:** In this round, point to the correct answer as you ask the student to point (0-second time delay).

Lay the sight word flashcards in front of the students. Introduce the activity: **Let’s play a game. I’ll point to a word, then you point to the same word. Watch me.**



Move the sight word flashcards in front of the first student. Point to the sight word while saying, **This word is \_\_\_\_\_. (Student name), now you point to \_\_\_\_\_.**

Be sure you are pointing to the sight word as you say the word. Don’t move your finger until the student points to where you are pointing. If you know a student will not imitate you, guide his or her hand for correct responding. For students who eye-gaze, use a light pointer or tap the answer to get them to focus their gaze on the correct answer.

When the student points to \_\_\_\_\_, say, **Yes, \_\_\_\_\_.** For students who are verbal, also say, **What word?** and have them say the word.

**Wonderful job pointing to the word \_\_\_\_\_!**

Shuffle the sight word flashcards and display them in a new order in front of the next student. In this round, each student takes a turn pointing to the same sight word before moving on to the next sight word.

**(Second student’s name), point to \_\_\_\_\_.** Be sure you are pointing to \_\_\_\_\_ as you say the word. Use the same prompt if required.

After each student's turn, shuffle the sight words around so they are not in the same position. Repeat shuffling sight words and pointing to the words until each student has had a turn with each word. Be sure all students are watching during each student's turn to encourage incidental learning.

**Round 2:** In Round 2 of the Flashcard Game, students point to or say the sight word independently. Moe is ready to help after giving the student up to 5 seconds to initiate a response (a 5-second time delay).

Have Moe whisper in your ear. **OK, Moe. We can do that. Moe wants you to find the word. He can help you if you are not sure. (Student's name), find the word \_\_\_\_.**

Allow the student 5 seconds to point to the word. After the student finds the word, have Moe point to the same word with the student. **(Student's name), you point with Moe. Thank you for helping, Moe.**

If the student is verbal, have him or her say the word also. If the student does not point, have Moe prompt the answer and restate the word.

Give each student a turn to practice pointing to the sight word you name. Shuffle the sight words and repeat the process for each student with the remaining word. Be sure all students are watching each other's turn.

**Awesome playing the Flashcard Game! Moe is learning to read and so are you! Let's play the next game.**

## Assisting Students



**Prompt** If the student does not point to the word, use Moe to point to the correct word, saying, **Moe pointed to \_\_\_\_.** **Now you point to \_\_\_\_.** If the student still does not point, physically guide his or her hand.



**Correction** If the student points to the wrong word, model the correct response by pointing to the correct word and saying, **This is the word \_\_\_\_.** **Now you point to \_\_\_\_.** If the student still does not point to the correct word, physically guide his or her hand. Give a turn to another classmate, and praise that student for doing it correctly.



**Pile on the Praise**

## Objective 2

### Point to sight words to complete sentences

#### Activity

##### Flashcard Game

#### Materials

- Moe the frog puppet
- Sight word flashcards: boy, friend
- Level 1 Student Response Book (pages 6–9)

#### Instructions

**Flashcard Game: Part II.** Display the Student Response Book. Place Moe’s mouth near your ear and appear to be intently listening. **Moe wants you to read your new word in a sentence. Moe, why do you need to read the words in sentences?** Place Moe’s mouth near your ear again. **I see . . . that’s what the “big frogs” do! The “big frogs” read words in sentences. Then that’s what we want to do!**

Model reading sentence A.1 while pointing to each word in the sentence. Place *verbal emphasis* on the underlined word.

**Moe is a boy frog. Listen again. Moe is a boy frog.**

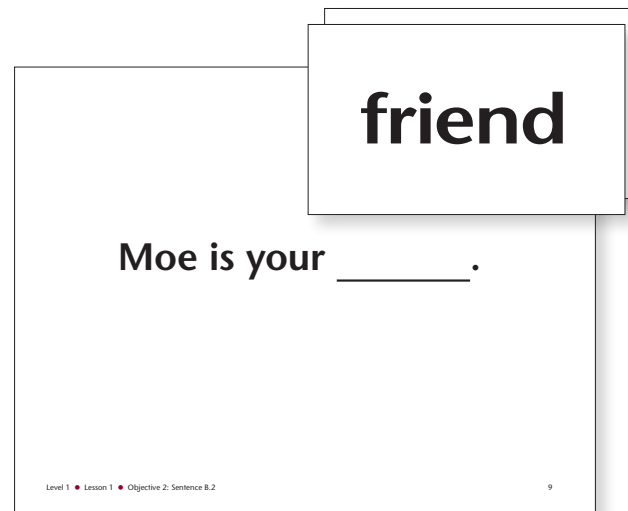
Read sentence B.1, pointing to each word. **Moe is a \_\_\_\_\_ frog.** Point to the blank space.

Place the sight word flashcards in front of a student.

**Show Moe which word goes here** (pointing back to the blank space in the sentence). **What word goes here? \_\_\_\_\_ or \_\_\_\_\_?**

Allow the student 5 seconds to respond. If the student responds correctly, affirm by saying, **Yes, boy. Moe is a boy frog.**

Shuffle the sight words and repeat the script with sentence A.2 “**Moe is your friend**” and sentence B.2.



#### Assisting Students



**Prompt** If the student does not respond within 5 seconds, read sentence A again, placing verbal emphasis on the sight word. Then read sentence B, pausing at the blank space.

\_\_\_\_\_ **is the word that goes here. I can find \_\_\_\_\_.**  
Point to the correct sight word and say, **(Student’s name), point to \_\_\_\_\_ with me. Yes, \_\_\_\_\_.**



**Correction** Do not allow students to practice incorrect responses. For a student who can point and is about to point to an incorrect response, physically guide his or her hand to the correct response while verbally reinforcing the response. For students who use eye-gaze and are visually attending to the incorrect response, remove the incorrect response and visually cue them to the correct response.

## Objective 3

### Point to text as it is read

#### Activity

##### Pointing to Words

#### Materials

- Moe the frog puppet
- “Hello, Moe” story
- Level 1 Student Response Book (page 10)

#### Tips

- Use a wait time of 5 seconds for all responses in this activity. However, students may need longer than 5 seconds initially. In this case, responding within 5 seconds should be viewed as a goal to work toward. Note and track response time for any student for whom you feel it is physically difficult to respond within 5 seconds.
- Do not slow your speed of reading to accommodate students’ speed of movement. The goal of text pointing in this level is to have students move left-to-right and top-to-bottom (rather than move word-by-word). Work toward having students keep pace with your speed of reading as you point to the text.

#### Instructions

Introduce the activity by saying, **Today we are going to read “Hello, Moe.”**

While displaying the book so all can see, read “Hello, Moe” with enthusiasm, pointing to each word while you read.

After reading the story, return to the text-pointing page. Say, **Now Moe needs help reading his story. You can help him. I want you to point to each word in the line that I read. Like this.** While displaying the book so all can see, read the first line of “Hello, Moe.” Point to the text in line 1, moving left-to-right and top-to-bottom as you read. Then choose a student to point. Students can point to the text in the story, or you can use the page in the Student Response Book.

**(Student’s name), your turn! Point to the words for Moe as I read the line. I’m going to show you where to start, and I want you to follow along by pointing to each word as I read it.** Show the student where to start pointing by touching the first word.

Repeat for each student, using the line in the book (or in the Student Response Book).

**Let’s find out what Moe wants to do next!**

#### Assisting Students



**Prompt** Modeling for the correct response is already built into the script. A student is given 5 seconds to begin responding. If the student does not initiate a response within 5 seconds, provide a visual cue. A visual cue may be tapping the page in the book and modeling the pointing. If there is still no response within 5 seconds, physically guide the student’s hand to point to the words.

## Objective 4

### Say and/or point to a word to complete a repeated story line

#### Activity

##### Hidden Words

#### Materials

- Moe the frog puppet
- “Hello, Moe” story (prepare for this activity by adhering a Post-it® note to cover the word *friend* highlighted in yellow in story line 3)
- Level 1 Student Response Book (page 11)

#### Tips

- For students who eye-gaze, print the student page from Disc 1 and cut the choices apart. Place the choices a distance apart so that you can discriminate the students’ purposeful choices.
- If a student is unable to verbalize, program the AAC device to say the hidden word. Let the student activate the AAC device to say the hidden word and to choose the picture representing the hidden word.

#### Instructions

Have Moe whisper to you. **Let’s play the Hidden Words game! I am going to read a line from the “Hello, Moe” story, and I will point to a word that is hidden** (covered with the Post-it® note). **Get ready!**

Read line 2 from “Hello, Moe,” emphasizing the word *friend*.

Read line 3, pausing to remove the Post-it® note. Point to the word *friend* and say, **Friend**.

Again cover the word *friend* in line 3. Say, **It’s your turn, boys and girls! I am going to read these lines, and this time I want you (or a student’s name) to say the hidden word. Get ready!**

Read lines 2 and 3, pausing for a student to indicate the hidden word *friend* in line 3. Uncover the word when students say it. Repeat until all students have had a turn.

**Now Moe wants you to point to the picture and the word that tells what the hidden word was. First Moe is going to show you how to do it, and then you will have a turn. I will read the lines again, and he will point to a picture that tells what the uncovered word is. He has two choices here.**

Point to the pictures in the Student Response Book and tell the students what the two choices are. Read lines 2 and 3 again, pausing on line 3 for Moe to point to the picture/word representing *friend*. Encourage students to say the uncovered word (use an AAC device for nonverbal students). Repeat the sequence for each student.

#### Assisting Students



**Prompt** If there is no response within 5 seconds, provide the student with a visual cue. A visual cue might consist of tapping (or using a light pointer to point to) the correct response. Say the word as you give the visual cue. If there is still no response within 5 seconds, physically guide the student’s hand to the correct response. Say the word as you give the physical cue.

## Objective 5

### Respond to literal questions about a story

#### Activity

##### Answering Questions

#### Materials

- Moe the frog puppet
- “Hello, Moe” story
- Level 1 Student Response Book (pages 12–15)

#### Tips

- Each line is numbered in the story. In this activity, lines 1, 4, 5, and 8 are appropriate places to ask questions. When reading “Hello, Moe,” stop to ask questions at lines 1, 4, 5, and 8. You do not need to ask each student each question; rather, have students take turns answering the questions.
- For students who eye-gaze, print the student page from Disc 1 and cut the choices apart. Place the choices a distance apart so that you can discriminate the students’ purposeful choices.

#### Instructions

Start by having Moe whisper to you. **Moe wants to hear his story again. But this time, I am going to ask you some questions about Moe. You are going to answer the questions by pointing to a picture. The answers are here.** Touch the page in the Student Response Book. **Get ready!**

Read the story “Hello, Moe,” stopping to ask the following questions at the end of the designated lines. After asking the question, point to and name the answer choices in the Student Response Book, and then ask the question again. Encourage students who are verbal to point to the correct response and to say the correct response.

Question 1 from Line 1: **What is Moe?**

Question 2 from Line 4: **What can Moe do?**

Question 3 from Line 5: **What can Moe jump over?**

Question 4 from Line 8: **What can Moe jump under?**

#### Assisting Students



**Prompt** If there is no response within 5 seconds, provide the student with a visual cue. For this skill, you might ask Moe to do the visual prompt (e.g., say, **Moe, can you help [student’s name] find the answer?**). A visual cue might consist of having Moe tap the correct response. Say, **Moe has shown you the answer. Now I will read the question again, and you show me the answer.** Read the question a second time. If there is still no response within 5 seconds, physically guide the student’s hand to the correct response. Say the word as you give the physical cue.



**Correction** Do not allow students to practice incorrect responses. For a student who can point and is about to point to an incorrect response, physically guide his or her hand to the correct response while verbally reinforcing the response. For students who use eye-gaze and are visually attending to the incorrect response, remove the incorrect response and visually cue them to the correct response.



## Objective 8

### Identify letter-sound correspondences

#### Activity

##### Letter Sounds Game

#### Materials

- Moe the frog puppet
- Level 1 Student Response Book (pages 16–18)

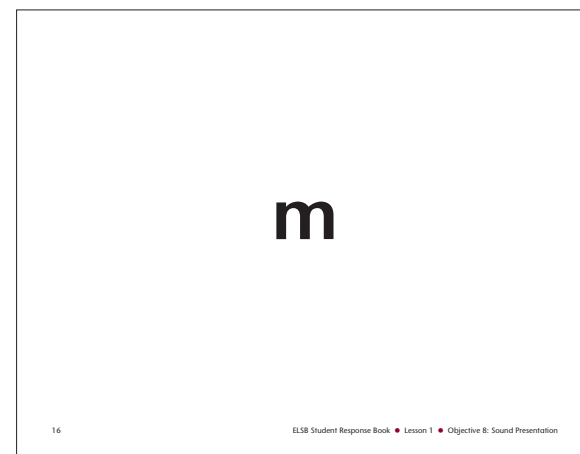
#### Tip

When a letter appears between two virgules (/ /), say the sound the letter makes rather than the letter name (e.g., /m/ means to make the *m* sound). Stretch the sound when multiple letters (e.g. /mmm/) appear within the virgules.

#### Instructions

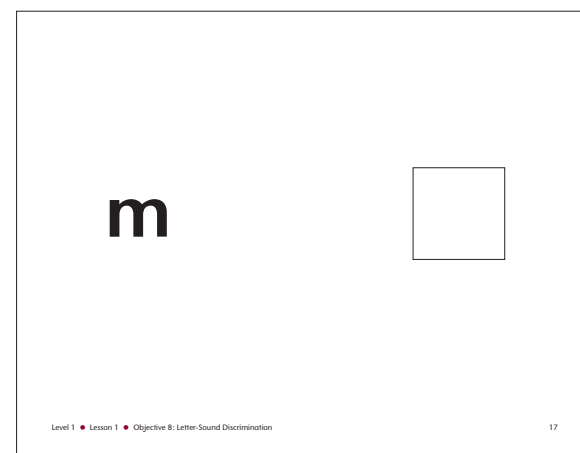
**Letter Sounds Game: Part I.** Part I introduces the letter *m* and the sound *m* makes. Introduce the activity: **We are going to play the Letter Sounds Game. It's a fun game. Here we go.**

Touch below the *m* on the Sound Presentation page in the Student Response Book and say, **This letter says /mmm/. The letter *m* says /mmm/. Touch /mmm/ with me.** Be sure you are pointing below the *m* as you say the sound. Don't move your finger until the student points to where you are pointing. **Your turn. Touch the /mmm/.** Give each student an opportunity to touch the *m*.



**Letter Sounds Game: Part II.** Part II helps students discriminate *m* and the sound /m/ when given a distractor. Introduce the activity: **Now we get to do the next page of the Letter Sounds Game. Get ready!**

Turn to the Letter-Sound Discrimination page in the Student Response Book. **Touch /mmm/. Good job touching /mmm/. The letter *m* says /mmm/.** Give each student an opportunity to touch the *m*.





Whether students are verbal or nonverbal, encourage them to make the sound for *m*. **This time I will touch the *m* and you say the sound /mmm/. Ready?** Give each student an opportunity to say /m/.

**Letter Sounds Game: Part III.** Part III helps students identify and discriminate the *m* sound when it is the beginning sound in words.

Turn to the Millie Monkey page in the Student Response Book and say, **Our new sound is /mmm/. Let's practice. Touch /mmm/. Nice job. We are going to play a really fun game. First, we will listen to the poem about Millie Monkey. Millie lives at the Miami zoo. Let's read the poem about Millie and see if we can hear words that start with /mmm/.**

Read the following poem one time. While you read, point to the *m* on the Millie Monkey page each time you say a word that begins with *m*.



### Millie Monkey

Millie Monkey lives at the Miami zoo,  
With her **m**ama and her **m**ama and some cousins, too!  
Millie and **M**ama play on the **m**onkey swing.  
Millie pushes **M**ama high on the swing.  
**M**ama swings up and a bell starts to ring.  
**M**ama pushes **M**illie high on the swing.  
**M**illie swings high and **M**illie swings low,  
Down to the ground . . . then up she goes!  
Up . . . goes **M**illie.  
The bell starts to ring.  
Then down jumps **M**illie from the **m**onkey swing!

**I will read the poem again and point to /mmm/ when I hear words that begin with /mmm/. This time you help me. You touch /mmm/ when you hear a word that starts with /mmm/.**

Read the poem a second time and encourage students to listen and point to the *m* on the Millie Monkey page when they hear words that begin with /m/. Stretch the beginning sound to emphasize the *m*. When a student touches the *m* at the appropriate time, give feedback and praise. For example: **Good. The first sound in Millie is /mmm/.** Note that students may find it difficult to point to the sound every time they hear it, but even pointing to the sound some of the time helps develop their phonemic awareness.

## Assisting Students



**Prompt** If you know a student will not imitate you, guide his or her hand for correct responding. For students who eye-gaze, use a light pointer or tap the answer to get them to focus their gaze on the correct answer.



**Correction** Touch below the *m* and say, **This sound is /mmm/. Say /mmm/ with me. /mmm/. Say it by yourself. What sound?**



## Lesson Closing

**Boys and girls, thank you for being such hard workers today. Have Moe whisper to you. Moe says he can't wait to see you tomorrow! Say goodbye to Moe!** Have students say goodbye to Moe verbally or by using their AAC devices.

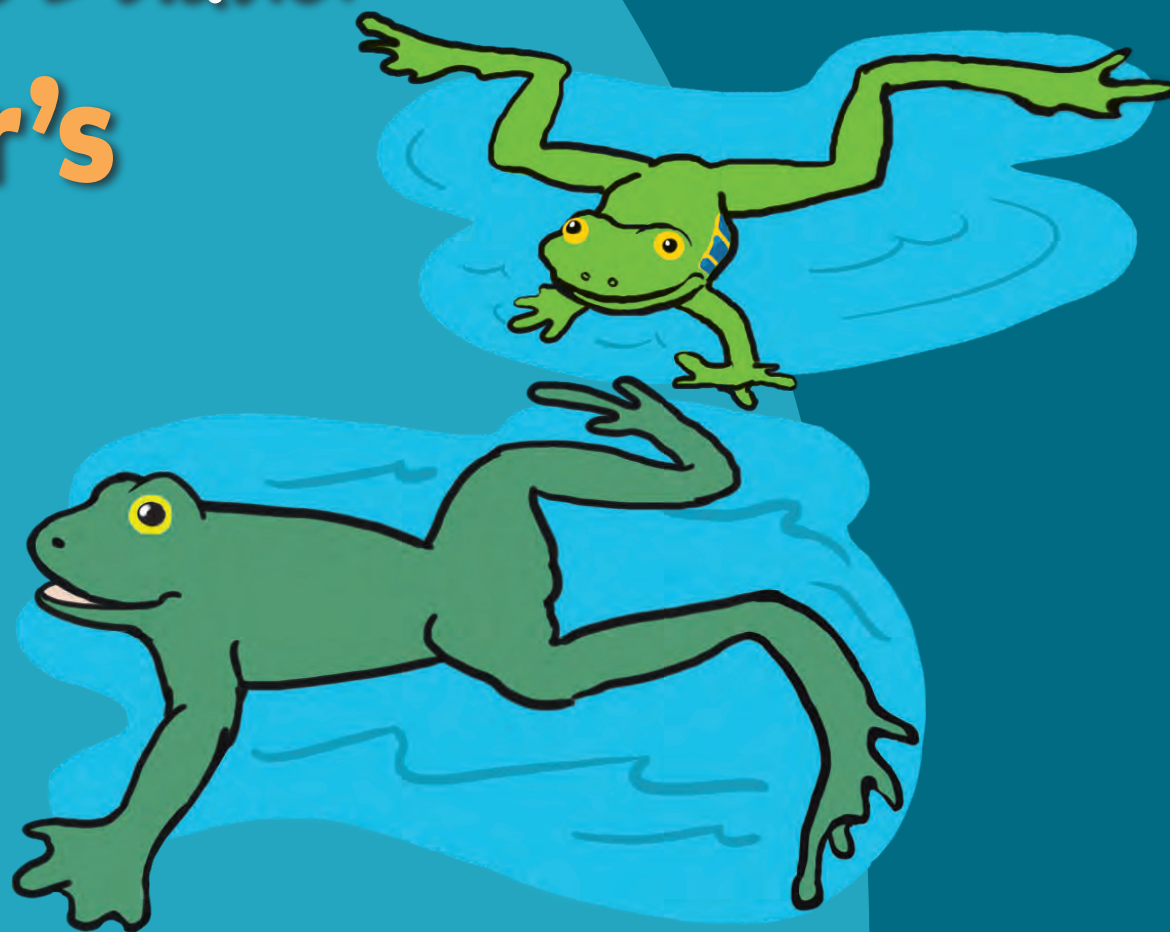
Attainment's

Level 4

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# Level 4



# Overview

The **Building with Sounds and Symbols** lessons begin by teaching the concept of word (and general print) awareness. More complex emergent literacy skills are introduced and taught in a spiraling manner (i.e., objectives are repeated across levels). There are 5 lessons in Level 4. Each lesson takes approximately 60 minutes of daily instruction and is developed for small-group instruction. Lessons can be broken up into two 30-minute sessions during the instructional day. Note that a portion of daily literacy should also be devoted to the **Building with Stories** component so that students receive about 90 minutes of literacy instruction daily.

Lessons in Level 4 address key literacy components supported by the National Reading Panel (2000) and other professionals. The **Scope and Sequence** on pages 8–10 details the skills.

## Materials Needed to Teach

At the start of each lesson, a list of materials needed for the lesson is provided. This **Teacher's Guide** provides scripted text so that you know exactly what to say and do during the lesson. The blue text is the script that tells you what to say. The black text provides directions and general information. For each lesson, you'll need this Teacher's Guide and the **Student Response Book**. For students who are unable to point to the answers in the Student Response Book, the responses can be printed from the accompanying Disc 1, cut apart, and laminated. The responses can be posted on Plexiglas® for students who eye-gaze to respond or made into laminated cards or strips for students who need to physically grasp the correct response. They can be mounted on augmentative or alternative communication (AAC) devices.

At the end of each lesson, students work on writing a book about themselves called "My Book About Me." The pages for this book are reproducible and can be copied from Appendix D of the **ELSB Implementation Guide** or can be printed from the PDF included on Disc 1.

## Preparing to Teach the Lessons

To prepare to teach the lessons, it is important to read and practice the script in advance. Some parts of the lesson will require a preplanning decision. For example, will the student respond using a verbal response or by pointing to the answers? Will response options need to be put on a Plexiglas® board for an eye-gaze response? If students will be using an AAC device for voice output, this should be preprogrammed. Note that art for use as AAC overlays is provided in Appendix H of the **ELSB Implementation Guide** and on Disc 1.

## Teaching the Lesson

Begin a lesson by engaging the students with the Lesson Opening. Follow by teaching Objective 1, followed by Objective 2, and so on in succession until all objectives for the lesson have been taught. Some teachers choose to complete Objective 14, the writing activity, at another time of day if students require a break. They also devote another 30 minutes to reading classroom literature for the **Buildings with Stories** component of **ELSB**.

Lessons should be repeated as needed for students to begin making independent responses. Students do not need to master a lesson before moving on to the next lesson; however, repeating

the lessons helps students begin to respond independently. Some teachers find it helpful to follow a pattern for lesson repetition by devoting, for example, 2, 4, or 10 days to each lesson before moving on to the next lesson.

## Advancing to the Next Level

Each level of the Building with Sounds and Symbols component has an **Assessment Manual**. The corresponding assessment should be used to determine the student's mastery of skills before proceeding to the next level. Once the student has proceeded through the end of this level, administer the Level 4 assessment to the student individually to determine if the student is ready to

progress to the next level. A mastery level should be determined for each student individually; a minimum of 75% mastery may be adequate for some students. If a student does not obtain the mastery level determined for him or her, repeat the lessons in the level and re-administer the Level 4 assessment. For students who seem to be "stuck" on a level due to lack of mastery of a particular skill (i.e., not reaching mastery on two attempts), consider two alternatives. First, consider increasing the number of days devoted to each lesson. Second, proceed to the next level for skills that are spiraled back in and repeated at the upper level. Review the full Scope and Sequence of the ELSB program (included in Appendix A in the ELSB Implementation Guide) to determine if a particular skill is reviewed at an upper level.

## Level 4 Scope and Sequence

Objective	Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
1. Read sight words using time-delay instruction	Flashcard Game	<b>my, are,</b> is, me	my, are, is, want	my, are, me, want	my, are, is, me	my, are, is, want
2. Point to sight words to complete sentences	Flashcard Game	Moe is <u>my</u> friend. Moe and Molly <u>are</u> friends. Moe <u>is</u> excited. Do you want to play with <u>me</u> ?	Those are <u>my</u> shoes. We <u>are</u> going home. Molly <u>is</u> coming to play. Molly and Moe <u>want</u> to give the dog a name.	I like <u>my</u> sister. They <u>are</u> from West Virginia. Give that to <u>me</u> , please. She and I <u>want</u> a dog.	<u>My</u> sweater is red. We <u>are</u> going to the gym. What <u>is</u> the dog's name? Come with <u>me</u> .	Bailey <u>is</u> my dog. We <u>are</u> at the zoo. Bo Jo <u>is</u> a good dog. What do you <u>want</u> to do?
3. Point to text as it is read	Pointing to Words	Read "The New Dog Gets a Name." Students point to words in line 12.	Read "The New Dog Gets a Name." Students point to words in line 13.	Read "Moe and Molly Swim in the Pond." Students point to words in line 7.	Read "Moe and Molly Swim in the Pond." Students point to words in line 8.	Read "The New Dog Gets a Name." Read "Moe and Molly Swim in the Pond." Students point to words in line 10 in "Moe and Molly Swim in the Pond."
4. Say and/or point to a word to complete a repeated story line (Note that highlighting of words was faded out in Level 3)	Hidden Words		Repeated Word: Bo Jo			Repeated Word: water

Objective	Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
5. Respond to literal questions about a story	Answering Questions	<p>"The New Dog Gets a Name"</p> <p>After viewing the cover: What do you think this story is going to be about?</p> <p>Line 3: What do they want to give the dog?</p> <p>Line 8: What will Moe and Molly call the dog?</p> <p>Line 12: What kind of dog is Bo Jo?</p>	<p>"The New Dog Gets a Name"</p> <p>Line 2: Who does Molly like to play with?</p> <p>Line 10: What is the new dog's name?</p> <p>Line 13: Who likes to play with Bo Jo?</p> <p>After reading the entire story: What was the story about?</p>	<p>"Moe and Molly Swim in the Pond"</p> <p>After viewing the cover: What do you think this story is going to be about?</p> <p>Line 1: Who is Moe's friend?</p> <p>Line 3: What does Moe like to do?</p> <p>Line 5: Where do Moe and Molly swim?</p>	<p>"Moe and Molly Swim in the Pond"</p> <p>Line 2: What does Molly like to do?</p> <p>Line 6: When do Molly and Moe stop swimming?</p> <p>Line 7: What do Molly and Moe do after they swim?</p> <p>After reading the entire story: What was the story about?</p>	<p>"The New Dog Gets a Name"</p> <p>Line 3: What do they want to give the dog?</p> <p>Line 8: What will Moe and Molly call the dog?</p> <p>"Moe and Molly Swim in the Pond"</p> <p>Line 3: What does Moe like to do?</p> <p>Line 7: What do Molly and Moe do after they swim?</p>
6. Demonstrate understanding of syllable segmentation by clapping out syllables in words	Chunking Words				(1–5 syllables) understanding (4) hippopotamus (5) Moe macaroni (4)	
7. Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words	Tapping Out Sounds	mat, mitt, rat, tom	am, rim, tim, ram	sit, fat, fit, rip	sam, tom, tim, mat	rat, rim, at, am
8. Identify letter-sound correspondences	Letter Sounds Game	/f/, /a/, /t/, /s/ /m/, /r/	/f/, /a/, /t/, /s/ /m/, /r/	/o/, /f/, /a/, /t/, /s/, /m/, /r/	/o/, /f/, /a/, /t/, /s/, /m/, /r/	/r/, /o/, /f/, /a/, /t/, /s/, /m/

(Continued on next page)



## Level 4 Scope and Sequence *(continued)*

Objective	Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
9. Point to and/or say the first/last sounds in words	First/Last Sound Game	sat, mat, rim, fat	rat, mat, fat, tam	on, sam, at, tat	oz, am, mam, fit	on, ram, an, tam
10. Identify pictures that begin/end with given sounds	Finding Pictures with Special Sounds	socks, man, red, food	ring, money, feet, table	octopus, sand, alligator, tape	omelet, ant, mail, fish	olives, rose, apple, teacher
11. Point to letter sounds in words	Stretching Words	tot, sat, mat, rat	mom, rot, sat, mat	mat, rat, rot, ram	ram, mom, fat, mat	mom, ram, sat, rat
12. Blend sounds to identify pictures	Finding Pictures	tot, sat, mat, rat	mom, rot, sat, mat	mat, rat, rot, ram	ram, mom, fat, mat	mom, ram, sat, rat
13. Point to pictures/words representing new vocabulary	The New Word Game	friend, <b>play</b>	play	<b>read, swim</b>	<b>shop, read</b>	play, read
14. Use new vocabulary words and personal information to create a story	Fun with Writing	I like to play with my friend, ____.	I also like to play with ____.	My friend likes to ____.	I like to ____ with my friend.	My friend and I have fun when we ____.

# Lesson 1



## Materials

- Moe the frog puppet
- Sight word flashcards: my, are, is, me
- **Level 4 Student Response Book** (pages 6–38)
- Magnetic dry erase board and marker
- **All About Moe** easel book: “The New Dog Gets a Name” story
- Pictures of friends
- Pencils, crayons, alphabetic rubber stamps, glue
- “My Book About Me” books completed by students in previous lessons
- “My Book About Me, I like to play with my friend, \_\_\_\_\_” page in Appendix D

## Optional Materials

- AAC device
- Pointer/light pointer
- Plexiglas® for eye gazing
- Optional pictures with text for AAC device (see Appendix H):
  - Lesson Opening: Good morning, Moe
  - Objective 14: “My Book About Me, I like to play with my friend, \_\_\_\_\_” page in Appendix D
  - Lesson Closing: Goodbye, Moe

## Tips

- If needed, use the magnetic dry erase board and a marker (or magnetic objects) for reinforcement. Draw a line on the board dividing it into two columns. At the top of the first column, place a picture of the student. At the top of the second column, place a picture of yourself. When a student responds appropriately, congratulate him or her for good work and place a mark on the student side. If a student does not respond appropriately, place a mark on your side. At the end of the lesson, count the marks and find out who had more for that day. Encourage students to participate by being enthusiastic about the marks they have received.
- If a student requires an augmentative or alternative communication (AAC) device, preprogram it using the text from the optional materials list.
- All student materials (including AAC overlays and the “My Book About Me” page) can be printed from Disc 1. Printing from the disc allows you to adapt the materials for students.

- If you are working with a student whose mode of responding is to eye-gaze, the student response options can be printed from Disc 1, laminated, and cut apart. The student choices can be adhered to Plexiglas® with Velcro®. Point to the correct answer after the student gazes to it to provide the watching peers with feedback.

## ▶ Lesson Opening

To engage the students, begin by saying, **Good morning, Moe! Moe has been waiting for you! Moe is really excited this morning. Maybe he has something to tell you. Why don't you tell them, Moe? Have Moe whisper in your ear. OK, Moe. Moe is so excited he can hardly talk! He wants you to know that he has something important to do today. And . . . he says that we will find out what that is when we read the story for today!**

**First, let's play our Flashcard Game so we can read the story and then find out where Moe is going!** Have students use an AAC device if needed to say, “Good morning, Moe.”

# Objective 1

## Read sight words using time-delay instruction

### Activity

#### Flashcard Game

### Materials

- Moe the frog puppet
- Sight word flashcards: my, are, is, me

### Tip

A constant time-delay procedure is used to promote near-errorless responding. If a student is making errors in Round 1, which is a 0-second time-delay round, he or she may need additional practice (outside of this lesson) in imitating your model of choosing the correct response. Using pictures, have the student practice pointing where you point until he or she can do so fluently. If the student makes mistakes in Round 2, which is the 5-second time-delay round, shorten the time to 2 seconds before you show the correct answer. He or she will only have time to answer if certain. The student may also need to practice “wait training” to wait for the response. To do “wait training,” use several sheets of different colored paper and say, **Point to the paper**. Have the student wait for you to point to show him or her which sheet.

### Instructions

**Flashcard Game: Part I.** Part I of the Flashcard Game will give students practice saying or pointing to words with guidance.

**Round 1:** In this round, you point to the correct answer as you ask the student to point (0-second time delay).

Lay the sight word flashcards in front of the students. Introduce the activity: **Let’s play a game. I’ll point to a word, then you point to the same word. Watch me.**



Move the sight word flashcards in front of the first student. Point to the sight word while saying, **This word is \_\_\_\_\_. (Student name), now you point to \_\_\_\_\_.**

Be sure you are pointing to the sight word as you say the word. Don’t move your finger until the student points to where you are pointing. If you know a student will not imitate you, guide his or her hand for correct responding. For students who eye-gaze, you might use a light pointer or tap the answer to get them to focus their gaze on the correct answer.

When the student points to \_\_\_\_\_, say, **Yes, \_\_\_\_\_.** For students who are verbal, also say, **What word?** and have them say the word.

**Wonderful job pointing to the word \_\_\_\_\_!**

Shuffle the sight word flashcards and display them in a new order in front of the next student. In this round, each student takes a

turn pointing to the same sight word before moving on to the next sight word.

**(Second student's name), point to \_\_\_\_.** Be sure you are pointing to \_\_\_\_ as you say the word. Use the same prompt if required.

After each student's turn, shuffle the sight words around so they are not in the same position. Repeat shuffling sight words and pointing to the words until each student has had a turn with each word. Be sure all students are watching during each student's turn to encourage incidental learning.

**Round 2:** In Round 2 of the Flashcard Game, students point to or say the sight word independently. Moe is ready to help after giving the student up to 5 seconds to initiate a response (a 5-second time delay).

Have Moe whisper in your ear. **Okeydokey, Moe. We can do that. Moe wants you to find the word. He can help you if you are not sure. (Student's name), find the word \_\_\_\_.**

Allow the student 5 seconds to point to the word. After the student finds the word, have Moe point to the same word with the student. **(Student's name), you point with Moe. Thank you for helping, Moe.**

If the student is verbal, have him or her say the word also. If the student does not point, have Moe prompt the answer and restate the word.

Give each student a turn to practice pointing to the sight word you name. Shuffle the sight words and repeat the process for each student with the remaining words. Be sure all students are watching each other's turn.

**Awesome playing the Flashcard Game! Moe is learning to read and so are you! Let's play the next game.**

## Assisting Students



**Prompt** If the student does not point to the word, use Moe to point to the correct word, saying, **Moe pointed to \_\_\_\_.** **Now you point to \_\_\_\_.** If the student still does not point, physically guide his or her hand.



**Correction** If the student points to the wrong word, model the correct response by pointing to the correct word and saying, **This is the word \_\_\_\_.** **Now you point to \_\_\_\_.** If the student still does not point to the correct word, physically guide his or her hand. Give a turn to another classmate, and praise that student for doing it correctly.



**Pile on the Praise**

## Objective 2

### Point to sight words to complete sentences

#### Activity

##### Flashcard Game

#### Materials

- Moe the frog puppet
- Sight word flashcards: my, are, is, me
- Level 4 Student Response Book (pages 6–13)

#### Instructions

**Flashcard Game: Part II.** Display the Student Response Book. Place Moe’s mouth near your ear and appear to be intently listening. **Moe wants you to read your new word in a sentence. Moe, why do you need to read the words in sentences?** Place Moe’s mouth near your ear again. **I see . . . that’s what the “big frogs” do! The “big frogs” read words in sentences. Then that’s what we want to do!**

Model reading sentence A.1 while pointing to each word in the sentence. Place verbal emphasis on the underlined word. **Moe is my friend. Listen again. Moe is my friend.**

Read sentence B.1, pointing to each word. **Moe is \_\_\_\_\_ friend.** Point to the blank space.

Place the sight word flashcards in front of a student, using the correct answer and two distractors. **Show Moe which word goes here** (pointing back to the blank space in the sentence). **What word goes here? \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_?**

Allow the student 5 seconds to respond. If the student responds correctly, give praise by saying, **Yes, my. Moe is my friend.**

Shuffle the sight words and repeat the script with sentences A.2 “**Moe and Molly are friends**” and B.2, as well as sentences A.3 “**Moe is excited**” and B.3, and A.4 “**Do you want to play with me?**” and B.4.

#### Assisting Students



**Prompt** If the student does not respond within 5 seconds, read sentence A again, placing verbal emphasis on the sight word. Then read sentence B, pausing at the blank space.

\_\_\_\_\_ **is the word that goes here. I can find \_\_\_\_\_.**  
Point to the correct sight word and say, **(Student’s name), point to \_\_\_\_\_ with me. Yes, \_\_\_\_\_.**



**Correction** Do not allow students to practice incorrect responses. For a student who can point and is about to point to an incorrect response, physically guide his or her hand to the correct response while verbally reinforcing the response. For students who use eye-gaze and are visually attending to the incorrect response, remove the incorrect response and visually cue them to the correct response.

## Objective 3

### Point to text as it is read

#### Activity

##### Pointing to Words

#### Materials

- Moe the frog puppet
- “The New Dog Gets a Name” story
- **Level 4 Student Response Book** (page 14)

#### Tips

- Use a wait time of 5 seconds for all responses in this activity. However, students may need longer than 5 seconds initially. In this case, responding within 5 seconds should be viewed as a goal to work toward. Note and track response time for any student for whom you feel it is physically difficult to respond within 5 seconds.
- The goal of text pointing in this level and beyond is to have students point word-by-word to the text.

#### Instructions

Introduce the activity by saying, **Today we are going to read a new story, “The New Dog Gets a Name.”**

While displaying the easel book so all can see, read “The New Dog Gets a Name” with enthusiasm, pointing to each word while you read.

After reading the story, return to the text-pointing page. Say, **Now Moe needs help reading his story. You can help him. I want you to point to each word in the line that I read. Like this.**

While displaying the book so all can see, read line 12 of “The New Dog Gets a Name.” Point to each word in line 12 as you read. Then choose a student to point. Students can point to the text in the story, or you can use the page in the Student Response Book.

**(Student’s name), your turn! Point to the words for Moe as I read the line. I’m going to show you where to start, and I want you to follow along by pointing to each word as I read it.** Show the student where to start pointing by touching the first word.

Repeat for each student, using line 12 in the book (or in the Student Response Book).

**Let’s find out what Moe wants to do next!**

#### Assisting Students



**Prompt** Modeling for the correct response is already built into the script. A student is given 5 seconds to begin responding. If the student does not initiate a response within 5 seconds, provide a visual cue. A visual cue may be tapping the page in the book and modeling the pointing. If there is still no response within 5 seconds, physically guide the student’s hand to point to the words.

## Objective 5

### Respond to literal questions about a story

#### Activity

##### Answering Questions

#### Materials

- Moe the frog puppet
- “The New Dog Gets a Name” story
- Level 4 Student Response Book (pages 15–18)

#### Tips

- Each line is numbered in the story. In this activity, lines 3, 8, and 12 are appropriate places to ask questions. When reading “The New Dog Gets a Name,” stop to ask questions after viewing the cover and at lines 3, 8, and 12. You do not need to ask each student each question; rather, have students take turns answering the questions.
- For students who eye-gaze, print the student page from Disc 1 and cut the choices apart. Place the choices a distance apart so that you can discriminate the students’ purposeful choices.

#### Instructions

Start by having Moe whisper to you. **Moe wants to hear his story again. But this time, I am going to ask you some questions about Moe. You are going to answer the questions by pointing to a word. The answers are here.** Touch the page in the Student Response Book. **Get ready!**

Read the story “The New Dog Gets a Name,” stopping to ask the following questions at the end of the designated lines. After asking the question, point to and name the answer choices in the Student Response Book, and then ask the question again. Encourage students who are verbal to point to the correct response and to say the correct response.

Question 1 after viewing the cover: **What do you think this story is going to be about?**

Question 2 from Line 3: **What do they want to give the dog?**

Question 3 from Line 8: **What will Moe and Molly call the dog?**

Question 4 from Line 12: **What kind of dog is Bo Jo?**

#### Assisting Students



**Prompt** If there is no response within 5 seconds, provide the student with a visual cue. For this skill, you might ask Moe to do the visual prompt (e.g., say, **Moe, can you help [student’s name] find the answer?**). A visual cue might consist of having Moe tap the correct response. Say, **Moe has shown you the answer. Now I will read the question again, and you show me the answer.** Read the question a second time. If there is still no response within 5 seconds, physically guide the student’s hand to the correct response. Say the word as you give the physical cue.



**Correction** Do not allow students to practice incorrect responses. For a student who can point and is about to point to an incorrect response, physically guide his or her hand to the correct response while verbally reinforcing the response. For students who use eye-gaze and are visually attending to the incorrect response, remove the incorrect response and visually cue them to the correct response.



## Objective 7

Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words

### Activity

Tapping Out Sounds

### Materials

- Moe the frog puppet

### Tip

When the letters of a word appear between two virgules (/ /), say the sound the letters make rather than the letter names.

### Instructions

Have Moe whisper in your ear. **Oh, Moe! This is so exciting. You are ready to work on saying some of our words from the Tapping Out Sounds game. Okeydokey, Moe, let's give it a try. Moe, say *mat*.**

Have Moe segment the sounds in the word *mat* by saying each sound slowly, /m/ /a/ /t/.

**Good job, Moe. You said the sounds in *mat*. This time, when you say the sounds in the word *mat*, we will tap on the table for each sound we hear.**

Have Moe again segment the sounds in the word *mat*, /m/ /a/ /t/. Model tapping once for each sound in the word *mat*, encouraging students to tap out the sounds with you.

**Boys and girls, your turn. When Moe says the sounds in *mat*, you tap one time for each sound you hear. Ready?**

Have Moe segment the sounds in the word *mat*, /m/ /a/ /t/, while the students tap once for each sound.

**Moe said the word slowly. I will say /m/ /a/ /t/ the fast way. *Mat*. Boys and girls, you say /m/ /a/ /t/ the fast way. Yes, *mat*. I'm so proud of you!**



Repeat this process for: **mitt, rat, tom**. To give meaning to these CVC words, use each word in a brief sentence (e.g., The boy has a baseball *mitt*).

### Assisting Students



**Prompt** If the student does not tap the sounds with you, use Moe to model the tapping. **Moe, you helped us tap out the sounds in \_\_\_\_.** If the student still does not tap, physically guide his or her hand.



## Objective 8

### Identify letter-sound correspondences

#### Activity

##### Letter Sounds Game

#### Materials

- Moe the frog puppet
- Level 4 Student Response Book (pages 19–21)

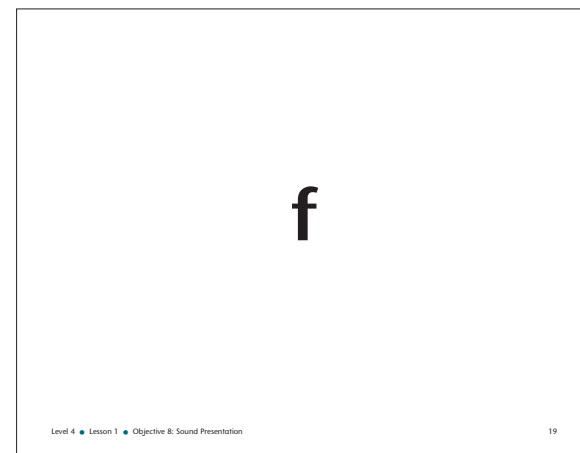
#### Tip

When a letter appears between two virgules (/ /), say the sound the letter makes rather than the letter name (e.g., /f/ means to make the sound the letter *f* says). Stretch the sound when multiple letters (e.g., /fff/) appear within the virgules.

#### Instructions

**Letter Sounds Game: Part I.** Part I introduces the letter *f* and the sound *f* makes. Introduce the activity: **We are going to play the Letter Sounds Game. It's a fun game. Here we go.**

Touch below the *f* on the Sound Presentation page in the Student Response Book and say, **This letter says /fff/. The letter *f* says /fff/. Touch /fff/ with me.** Be sure you are pointing below the *f* as you say the sound. Don't move your finger until the student points to where you are pointing. **Your turn. Touch /fff/.** Give each student an opportunity to touch the *f*.



**Letter Sounds Game: Part II.** Part II helps students discriminate the *f* sound from several distractors. Introduce the activity: **Now we get to do the next page of the Letter Sounds Game. Get ready!**

Turn to the Letter-Sound Discrimination page in the Student Response Book. **Touch /fff/. Good job touching /fff/. The letter *f* says /fff/.** Give each student an opportunity to touch the *f*.

Whether students are verbal or nonverbal, encourage them to make the sound for *f*. **This time I will touch the *f* and you say the sound /fff/. Ready?** Give each student an opportunity to say /f/.

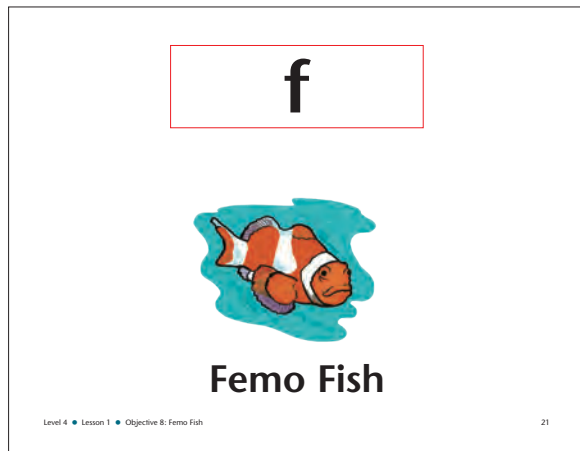
For review, repeat the above script for the other sounds.

**Letter Sounds Game: Part III.** Part III helps students identify and discriminate *f* when it is the beginning sound in words.

Turn to the Femo Fish page in the Student Response Book and say, **Our new sound is /fff/. Let's practice. Touch /fff/. Nice job. We are going to play a really fun game. First, we will listen to a poem about Femo the Little Fish. Femo lives in a fishbowl. Let's**

read Femo's poem and see if we can hear words that start with /fff/.

Read the following poem one time. While you read, point to the *f* on the Femo Fish page each time you say a word that begins with *f*.



### Femo the Little Fish

Femo the little fish lives in a fishbowl made of glass.  
Femo is a little fish, not a trout or a bass.  
Femo eats fish food that comes in a box.  
He swims in his fishbowl with pretend trees and rocks.  
Femo is not like the big fish that swim in the sea.  
He's just a little fish that can live with folks  
like you and like me!

I will read the poem again and point to /fff/ when I hear words that begin with /fff/. This time you help me. You touch /fff/ when you hear a word that starts with /fff/.

Read the poem a second time and encourage students to listen and point to the *f* on the Femo Fish page when they hear words that begin with /f/. Stretch the beginning sound to emphasize the *f*. When a student touches the *f* at the appropriate time, give feedback and praise. For example: **Good. The first sound in fish is /fff/.** Note that students may not catch every /f/ sound. The intent of this activity is to bombard students with the sound and help them become aware of the sound in words.

### Assisting Students



**Prompt** If you know a student will not imitate you, guide his or her hand for correct responding. For students who eye-gaze, use a light pointer or tap the answer to get the student to focus his or her gaze on the correct answer.



**Correction** Touch below the *f* and say, **This sound is /fff/. Say /fff/ with me. /fff/. Say it by yourself. What sound?**

## Objective 9

Point to and/or say the first/last sounds in words

### Activity

First/Last Sound Game

### Materials

- Moe the frog puppet
- Level 4 Student Response Book (page 22)

### Tips

- When you say the word the “fast way,” touch the colored smiley face to focus students, say **Ready**, then slash under the word as you say it.
- Stretch the sound when multiple letters appear in the virgules (e.g., /sss/). Note that some sounds cannot be stretched (e.g., /t/).

### Instructions

Place Moe’s mouth near your ear and appear to be listening. **Moe wants us to get really good at knowing the first sounds in words. Moe has a fun game to play with colored smiling faces to help us hear the first sounds in words. OK, Moe! We are ready to play the First/Last Sound Game.**

Touch the green smiley face on the student page. **Get ready to read the word that comes after the green smiley face. I’ll touch and say the first sound /sss/. I will touch and say the next sound /aaa/. Then I will touch and say the last sound /t/. Say the sounds in this word with me: /sss/ /aaa/ /t/.**

**I can say this word the fast way. Ready** (put your finger on the smiley face, then say *sat* without segmenting it into sounds), ***sat*. Say this word the fast way with me, *sat*. Yes, *sat*. We said *sat* the fast way.**

Touch the first sound in *sat*. Say, **The first sound in *sat* is /sss/. Touch the first sound in *sat*.** Have a student touch or point to the s.

**Say the first sound in *sat*.** Place emphasis on the beginning sound when you say the word *sat*. **Yes, /sss/ is the first sound in the word *sat*.**

Repeat the script above for: **mat, rim, fat**, changing the script to match the color of the smiley face and the beginning sound you are focusing on.

### Assisting Students



**Prompt** If you know a student will not imitate you, guide his or her hand for correct responding. For students who eye-gaze, use a light pointer or tap the answer to get them to focus their gaze on the correct answer.



**Correction** Touch below each sound and say, **This sound is \_\_\_\_/. Say \_\_\_\_/ with me. \_\_\_\_/. Say it by yourself. What sound?**

## Objective 10

Identify pictures that begin/end with given sounds

### Activity

Finding Pictures with Special Sounds

### Materials

- Moe the frog puppet
- Level 4 Student Response Book (pages 23–26)

### Tip

- Stretch the sound when multiple letters appear in the virgules /sss/. Note that some sounds cannot be stretched (e.g., /t/).

### Instructions

Place Moe's mouth near your ear and appear to be listening. **Moe is ready to play his game: Finding Pictures with Special Sounds. The special sounds today are /sss/, /mmm/, /rrr/, and /fff/.**

Display the Student Response Book. Point to each picture as you name it (monkey, socks, nose, and tent), placing emphasis on the first sound in each word.

**Say the picture words with me. The first sound in *monkey* is /mmm/. The first sound in *socks* is /sss/. The first sound in *nose* is /nnn/. The first sound in *tent* is /t/.**

**Point to the picture that has /sss/ as its first sound. Show me the picture that starts with /sss/.**



Have a student point to socks. **Yes, the first sound in the word *socks* is /sss/.**

Repeat the above script for each student page. Change the script to match the target sound. The target response (focusing on either /m/, /r/, or /f/) has an asterisk in the list below.

sink, kite, \*man, rose  
zoo, jelly, fish, \*red  
\*food, duck, sun, pig

Give all students 5 seconds to respond after you say, **Show me the picture that starts with \_\_\_\_\_.**

### Assisting Students



**Prompt and Correction** Point to the correct response and say, **The first sound in \_\_\_\_\_ is /\_\_\_\_/.** **Touch the picture of \_\_\_\_\_.** If the student does not respond within 5 seconds, physically guide the student's hand to the correct response and say, \_\_\_\_\_ **starts with /\_\_\_\_/.**

# Objective 11

## Point to letter sounds in words

### Activity

#### Stretching Words

### Materials

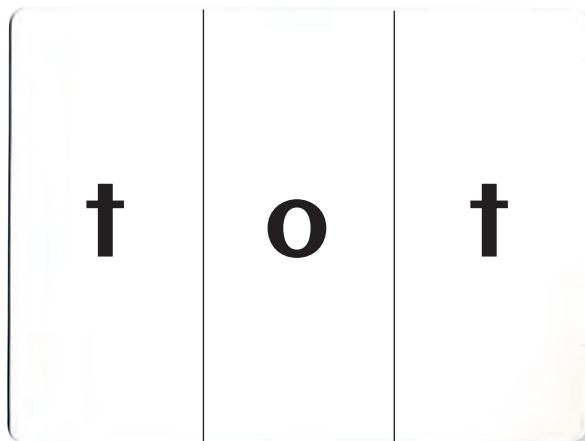
- Magnetic dry erase board and marker
- Moe the frog puppet

### Tip

When letters appear within two virgules (/ /), say the sounds the letters make. Do not add a vowel sound (e.g., /t/ means /t/, not /tuh/).

### Instructions

Using the dry erase board and marker, write the word *tot* as shown:



Then say, **Moe needs to practice saying words slowly. Moe is a hard worker. He stretches words like this. Moe, say *tot*.**

Have Moe say *tot*, segmenting the word into phonemes and stretching the phonemes when possible, /t/ /ooo/ /t/.

**Moe said *tot*. Now, I'll say the sounds in *tot* slowly and point to the sounds as I say them. Watch me!**

Point to the sounds on the board as you segment the phonemes in the word *tot*.

**Now you to point to the sounds while I say them. (Student's name), you go first. Point to the sounds in *tot* as I say *tot* slowly. Say the sounds in *tot* with me as we stretch the word.**

Give each student a turn to point to each sound as you segment the sounds in the word.

**Good pointing to the sounds in *tot*. That was hard work!**

Repeat the process and the script for: **sat, mat, rat.**

### Assisting Students



**Prompt** If there is no response within 5 seconds, use Moe to point to the sounds, saying, **Moe pointed to the sounds. Now you point to the sounds.** Say the sounds as Moe points. If the student still does not point, physically guide his or her hand and say the sounds as you point.

## Objective 12

### Blend sounds to identify pictures

#### Activity

##### Finding Pictures

#### Materials

- Moe the frog puppet
- Level 4 Student Response Book (pages 27–30)

#### Tips

- If students have difficulty recognizing the illustrations, name them before segmenting the sounds in the word.
- Stretch the sound when multiple letters appear in the virgules /sss/. Note that some sounds cannot be stretched (e.g., /t/).

#### Instructions

Introduce the activity by saying, **Moe wants to play another picture game! This time he is going to say the sounds in words slowly, and he wants you to find the pictures of the words he is saying.**

Open the Student Response Book and say, **Okeydokey, Moe, you stretch the sounds in the word, and I'll point to the picture of what you said.**

Have Moe segment the phonemes in the word *tot* by saying, /t/ /ooo/ /t/. Say, **tot**, and point to the picture of the tot.

**There it is! Moe said *tot* and I found the picture of tot. Now you try it. (Student's name), put the sounds together that Moe stretches out and point to the picture of the word.**

Have Moe say, /t/ /ooo/ /t/. **Excellent, you found the picture of tot. Let's try another word.**

Point to the next page in the Student Response Book and have Moe segment the phonemes in *sat* by saying, /sss/ /aaa/ /t/. Use prompting procedures as necessary to help the students blend the sounds together and then point to the picture representing the word.

**Excellent, you found sat! Moe said /sss/ /aaa/ t/ and you found the picture of sat.**

Repeat the process and script for: **mat** and **rat**. Make sure every student has at least two turns.

#### Assisting Students



**Prompt** If there is no response within 5 seconds, use Moe to point to the pictures representing the word, saying, **Moe pointed to \_\_\_\_\_. Now you point to \_\_\_\_\_.** Segment the sounds in the word as Moe points. If the student still does not point, physically guide his or her hand and say the sounds as you point.



**Correction** Provide a model to follow (say, **My turn**), lead the task (say, **Do it with me**), and test again (say, **Do it by yourself**).

## Objective 13

Point to pictures/words representing new vocabulary

### Activity

The New Word Game

### Materials

- Moe the frog puppet
- Level 4 Student Response Book (pages 31–38)

### Instructions

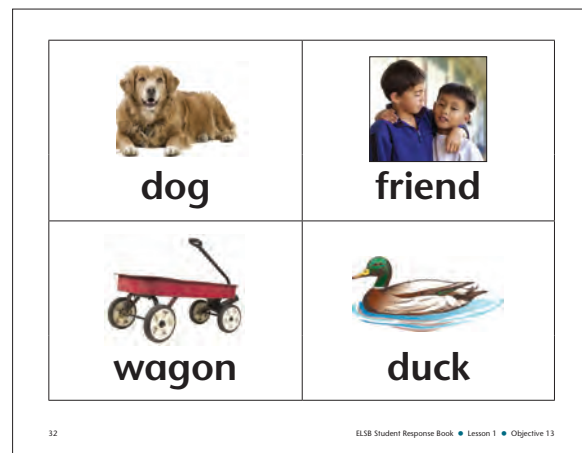
Introduce The New Word Game: **Today we are going to talk about some words to help you with your “My Book About Me” book. One word you already know. That word is *friend*. Your new word is *play*.**

Open the Student Response Book and point to each picture for friend. Say, **This shows friend. This shows friend. And this shows friend.**

Give each student a turn to point to any picture of friend. Say, **(Student’s name), point to friend.** If the student does not point, point to a picture and repeat the direction. If needed, physically guide the student’s hand, saying, **This is friend.**

Give each student a turn, pointing to a picture of a friend with each turn.

Turn to the next three student pages, which show friend and three distractors, and say, **OK, I’m trying to trick you! Point to the picture of friend.**



Give each student a turn. Use prompts as necessary.

Turn to the next four student pages and repeat the above script with: **play.**

End the activity by saying, **Great job! Now let’s use these words to write another page in your book.**

### Assisting Students



**Prompt** If the student does not point to the picture, physically guide his or her hand, saying, **This is friend (play).**



**Correction** If the student points to the wrong picture, model pointing to the correct picture, saying, **This is friend (play). Now you point to friend (play).** If the student still does not point to the correct picture, physically guide his or her hand. Give a turn to another classmate, and praise that student for doing it correctly.

## Objective 14

Use new vocabulary words and personal information to create a story

### Activity

Fun with Writing

### Materials

- “My Book About Me” books completed by students in previous lessons
- “My Book About Me, I like to play with my friend, \_\_\_\_\_” page in Appendix D
- Pencils, crayons, rubber alphabet stamps, glue
- Pictures of friends

### Tips

- If a student is not able to write, have the student ask someone to write for him or her. If the student is not verbal, program an AAC device to state, “I like to play with my friend, \_\_\_\_\_.” You can also create each student’s response using a word processor and print in a size that will fit on the page. Students can also use the rubber alphabet stamps to stamp their responses.
- If the student is not able to read the sentences in their books, program an AAC device to read the sentences or to read the new sentence.
- If a student is not able to verbalize for the lesson closing, use an AAC device to say, “Goodbye, Moe.”

### Instructions

In this activity, students complete another page of their “My Book About Me” books by completing the following line: I like to play with my friend, \_\_\_\_\_. Students can stamp their responses, write their responses with your assistance, or glue their responses (which have been prepared) on the line.

Introduce the activity: **Today you are going to write about who you like to play with. Remember that you started making a book that was all about you! Now you can find your books.**

Lay out the “My Book About Me” books, asking students to identify their own. Review their book covers by reading the titles and pointing to the words as you read. Say, **Touch the first word at the top of the page and read the name of this story with me. Remember, this story is all about YOU.**

Have each student point to the words as you read. Have students reread the pages of their books. Then present the pictures of friends and say, **I know that Moe likes to play with Molly. I also know that each of you likes to play. Let’s write about who you like to play with. Now I would like you to tell us which of your friends you like to play with. Choose a picture of one of your friends.**

Distribute the new “My Book About Me” page. Say, **Touch this sentence and read with me: I like to play with my friend, \_\_\_\_\_.** Help the students glue on the chosen picture at the end of the sentence. Then help them write their responses to complete the sentence about their friend. Read the sentence together, and add the page to their books.

### ▶ Lesson Closing

Have Moe whisper in your ear. **Boys and girls, Moe said that you are so incredible! Moe will leave now, but he’ll be back tomorrow! Say goodbye to Moe!** Have students say goodbye to Moe verbally or by using their AAC devices.



Attainment's

Level 7

# *Early Literacy Skills Builder*

## Teacher's Guide

Diane Browder  
Susan Gibbs  
Lynn Ahlgrim-Dezell  
Ginevra Courtade  
Angel Lee



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# Level 7



# Overview

The **Building with Sounds and Symbols** lessons begin by teaching the concept of word (and general print) awareness. More complex emergent literacy skills are introduced and taught in a spiraling manner (i.e., objectives are repeated across levels). There are 5 lessons in Level 7. Each lesson takes approximately 60 minutes of daily instruction and is developed for small-group instruction. Lessons can be broken up into two 30-minute sessions during the instructional day. Note that a portion of daily literacy should also be devoted to the **Building with Stories** component so that students receive about 90 minutes of literacy instruction daily.

Lessons in Level 7 address key literacy components supported by the National Reading Panel (2000) and other professionals. The **Scope and Sequence** details the skills.

## Materials Needed to Teach

At the start of each lesson, a list of materials needed for the lesson is provided. This **Teacher's Guide** provides scripted text so that you know exactly what to say and do during the lesson. The brown text is the script that tells you what to say. The black text provides directions and general information. For each lesson, you'll need this Teacher's Guide and the **Student Response Book**. For students who are unable to point to the answers in the Student Response Book, the responses can be printed from the PDF files on Disc 1, cut apart, and laminated. The responses can be posted on Plexiglas® for students who eye-gaze to respond or made into laminated cards or strips for students who need to physically grasp the correct response. They can be mounted on augmentative or alternative communication (AAC) devices.

At the end of each lesson, students work on writing a book about themselves called "My Book About Me." The pages for this book are reproducible and can be found in Appendix D of the **ELSB Implementation Guide**. All reproducibles are also included as PDFs on Disc 1 for convenient printing.

## Preparing to Teach the Lessons

To prepare to teach the lessons, it is important to read and practice the script in advance. Some parts of the lesson will require a preplanning decision. For example, will the student respond using a verbal response or by pointing to the answers? Will the response options need to be put on a Plexiglas® board for an eye-gaze response? If students will be using an AAC device, this should be preprogrammed. Note that art for use as AAC overlays is provided in Appendix H of the ELSB Implementation Guide and on Disc 1.

## Teaching the Lesson

Begin a lesson by engaging the students with the Lesson Opening. Follow by teaching Objective 1, followed by Objective 2, and so on in succession until all objectives for the lesson have been taught. Some teachers choose to complete Objective 14, the writing activity, at another time of day if students require a break. They also devote another 30 minutes to reading classroom literature for the Buildings with Stories component of ELSB.

Lessons should be repeated as needed for students to begin making independent responses. Students do not need to master

a lesson before moving on to the next lesson; however, repeating the lessons helps students begin to respond independently. Some teachers find it helpful to follow a pattern for lesson repetition by devoting, for example, 2, 4, or 10 days to each lesson before moving on to the next lesson.

## Advancing to the Next Level

Each level of the Building with Sounds and Symbols component has an **Assessment Manual**. The corresponding assessment should be used to determine the student's mastery of skills before proceeding to the next level. Once the student has proceeded through the end of this level, administer the assessment to the student individually to determine if the student is ready to

progress to the next level. A mastery level should be determined for each student individually; a minimum of 75% mastery may be adequate for some students. If a student does not obtain the mastery level determined for him or her, repeat the lessons in the level and re-administer the assessment. For students who seem to be "stuck" on a level due to lack of mastery of a particular skill (i.e., not reaching mastery on two attempts), consider two alternatives. First, consider increasing the number of days devoted to each lesson. Second, proceed to the next level for skills that are spiraled back in and repeated at the upper level. Review the full Scope and Sequence of the ELSB program (included in Appendix A in the ELSB Implementation Guide) to determine if a particular skill is reviewed at an upper level.

## Level 7 Scope and Sequence

Objective	Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
1. Read sight words using time-delay instruction	Flashcard Game	was, have, where, like	was, <b>does</b> , have, where	was, does, have, like	was, does, have, like	was, does, where, like
2. Point to sight words to complete sentences	Flashcard Game	The book <u>was</u> good. I <u>have</u> a surprise. <u>Where</u> are you going? I <u>like</u> that dog.	She <u>was</u> happy. Teri <u>does</u> her exercise. Do you <u>have</u> a cat? I wonder <u>where</u> she went.	John <u>was</u> a good partner. What <u>does</u> that mean? I <u>have</u> to go home. I <u>like</u> ice cream.	What <u>was</u> the answer? Fred <u>does</u> his work. Do you <u>have</u> a bike? Would you <u>like</u> a piece of gum?	Nancy <u>was</u> the winner. Richard <u>does</u> not like peas. I do not know <u>where</u> to go. I <u>like</u> to go swimming.
3. Point to text as it is read	Pointing to Words	Read "Moe's Special Day." Students point to words in lines 1–2.	Read "Moe's Friends Come to the Party." Students point to words in lines 1–2.	Read "Party Songs and a Game." Students point to words in lines 5–7.	Read "Cake, Ice Cream, and Presents." Students point to words in lines 1–2.	Read "The Big Surprise." Students point to words in lines 1–2.
4. Say and/or point to a word to complete a repeated story line	Hidden Words					Repeated word: crown

Objective	Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
5. Respond to literal questions about a story	Answering Questions	Read "Moe's Special Day." Line 3: What day of the week is Moe's birthday? Line 5: Why are Moe's friends coming to his house at 3:00? Line 7: Who is coming to Moe's birthday party? Line 8: How do you think Moe feels?	Read "Moe's Friends Come to the Party." Line 2: Why was Moe looking out of the window? Line 4: How many presents did Molly bring? Line 7: Who came to the party last? Line 8: What did Hoppo bring to the party?	Read "Party Songs and a Game." Line 1: How many songs did Moe's friends sing? Line 2: What song did they sing first? Line 4: What song did they sing last? Line 8: How did Hoppo feel?	Read "Cake, Ice Cream, and Presents." Line 2: What did Moe wish he had? Line 7: Did Moe and his friends like the cake? Line 12: What will Moe do with his new shoes? Line 16: Who were the last two presents from?	Read "The Big Surprise." Line 4: What happened to Moe's old crown? Line 7: What was in the box? Line 10: Where will Moe wear his crown? Line 15: Who will wear the second crown?
6. Demonstrate understanding of syllable segmentation by clapping out syllables in words	Chunking Words				1–5 syllables: November Moe present hippopotamus (5)	
7. Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words	Tapping Out Sounds	hop pop hot sip	did hid rip hop	lip hip got rat		hat mud pet fit
8. Identify letter-sound correspondences	Letter Sounds Game	/i/, /a/, /t/, /s/, /m/, /r/, /o/, /l/, /d/	/i/, /a/, /t/, /s/, /m/, /f/, /l/, /g/, /u/	/h/, /t/, /s/, /r/, /o/, /l/, /g/, /d/, /u/, /i/	/h/, /a/, /s/, /m/, /r/, /o/, /g/, /d/, /i/	/a/, /t/, /s/, /m/, /r/, /l/, /u/, /i/, /h/

(Continued on next page)

## Level 7 Scope and Sequence *(continued)*

Objective	Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
9. Point to and/or say the first/last sounds in words	First/Last Sound Game	First sounds: it dug Last sounds: fit fad	First sounds: in up Last sounds: gum mud	First sounds: him set Last sounds: ram lid	First sounds: hat run Last sounds: fig lit	First sounds: am mat Last sounds: fit mad
10. Identify pictures that begin/end with given sounds	Finding Pictures with Special Sounds	First sounds: igloo dog Last sounds: mad pot	First sounds: igloo umbrella Last sounds: gum mud	First sounds: hat sun Last sounds: slide ram	First sounds: hat rat Last sounds: dog fruit	First sounds: ant mat Last sounds: mitt mad
11. Point to letter sounds in words	Stretching Words	sad, gas, rat, mom	rod, rug, mom, sad	ram, dot, hug, mad	hat, ham, mud, dad	rod, ham, sad, hug
12. Blend sounds to identify pictures	Finding Pictures	sad, gas, rat, mom	rod, rug, mom, sad	ram, dot, hug, mad	hat, ham, mud, dad	rod, ham, sad, hug
13. Point to pictures/words representing new vocabulary	The New Word Game	<b>presents</b>	<b>toy, game</b>	<b>book, toy</b>	<b>song, book</b>	<b>clothes, song</b>
14. Use new vocabulary words and personal information to create a story	Fun with Writing	I would like to get _____ presents for my birthday.	_____ is my favorite toy.	_____ is my favorite book.	_____ is my favorite song.	I would like _____ for my birthday.



# Lesson 1



## Materials

- Moe the frog puppet
- Sight word flashcards: was, have, where, like
- **Level 7 Student Response Book** (pages 6–38)
- Magnetic dry erase board and marker
- **All About Moe** easel book: “Moe’s Special Day” story
- Pictures of presents
- Pencils, crayons, alphabetic rubber stamps, glue
- “My Book About Me” books completed by students in previous lessons
- “My Book About Me, I would like to get \_\_\_\_\_ presents for my birthday” page in Appendix D
- Flashcard: presents

## Optional Materials

- AAC device
- Pointer/light pointer
- Plexiglas® for eye gazing
- Optional pictures or text for AAC device (see Appendix H):
  - Lesson Opening: Good morning, Moe

- Objective 14: “My Book About Me, I would like to get \_\_\_\_\_ presents for my birthday” page in Appendix D
- Lesson Closing: Hi, Moe

## Tips

- If needed, use the magnetic dry erase board and marker (or magnetic objects) for reinforcement. Draw a line on the magnet board dividing it into two columns. At the top of the first column, place a picture of the student. At the top of the second column, place a picture of yourself. When a student responds appropriately, congratulate him or her for good work and place a mark on the student side. If a student does not respond appropriately, place a mark on your side. At the end of the lesson, count the marks and find out who had more for that day. Encourage students to participate by being enthusiastic about the marks they received.
- If a student requires an augmentative or alternative communication (AAC) device, preprogram it using the text from the optional materials list.

- All student materials (including AAC overlays and the “My Book About Me” page) can be printed from Disc 1. Printing from the disc allows you to adapt the materials for students.
- If you are working with a student whose mode of responding is to eye-gaze, the student response options can be printed from Disc 1, laminated, and cut apart. The student choices can be adhered to Plexiglas® with Velcro®. Point to the correct answer after the student gazes to it to provide the watching peers with feedback.

## ▶ Lesson Opening

Engage the students with an anticipatory set. Say, **Boys and girls, say good morning to Moe!** Have students use an AAC device if needed to say, “Good morning, Moe.” Have Moe pop up from under the table and whisper in your ear. Then say, **Oh my goodness! Moe is so excited. He has a story that is about his favorite day of the year. We will find out what it is when we read today’s story. First, let’s play our Flashcard Game so we can get ready to read the story about Moe’s favorite day of the year.**

# Objective 1

## Read sight words using time-delay instruction

### Activity

#### Flashcard Game

### Materials

- Moe the frog puppet
- Sight word flashcards: was, have, where, like

### Tip

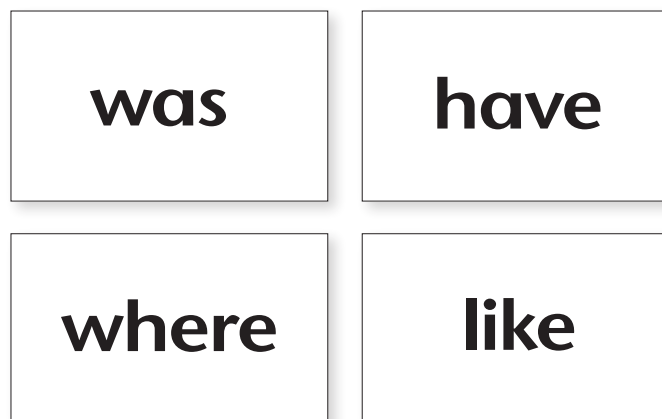
A constant time-delay procedure is used to promote near-errorless responding. If a student is making errors in Round 1, which is the 0-second time-delay round, he or she may need additional practice (outside of this lesson) in imitating your model of choosing the correct response. Using pictures, have the student practice pointing where you point until he or she can do so fluently. If the student makes mistakes in Round 2, which is the 5-second time-delay round, shorten the time to 2 seconds before you show the correct answer. He or she will only have time to answer if certain. The student may also need to practice “wait training” to wait for the response. To do “wait training,” use several sheets of different colored paper and say, **Point to the paper**. Have the student wait for you to point to show him or her which sheet.

### Instructions

**Flashcard Game: Part I.** Part I of the Flashcard Game will give students practice saying or pointing to words with guidance.

**Round 1:** In this round, you are pointing to the correct answer as you ask the student to point (0-second time delay).

Lay the sight word flashcards in front of the students. Introduce the activity: **Let’s play a game. I’ll point to a word, then you point to the same word. Watch me.**



Move the sight word flashcards in front of the first student. Point to the sight word \_\_\_\_\_ while saying, **This word is \_\_\_\_\_.** **(Student name), now you point to \_\_\_\_\_.**

Be sure you are pointing to the sight word as you say the word. Don’t move your finger until the student points to where you are pointing. If you know a student will not imitate you, guide his or her hand for correct responding. For students who eye-gaze, use a light pointer or tap the answer to get them to focus their gaze on the correct answer.

When the student points to \_\_\_\_\_, say, **Yes, \_\_\_\_\_.** For students who are verbal, also say, **What word?** and have them say the word.

**Wonderful job pointing to the word \_\_\_\_\_!**

Shuffle the sight word flashcards and display them in a new order in front of the next student. In this round, each student takes a

turn pointing to the same sight word before moving on to the next sight word.

**(Second student's name), point to \_\_\_\_.** Be sure you are pointing to \_\_\_\_ as you say the word. Use the same prompt if required.

After each student's turn, shuffle the sight words around so they are not in the same position. Repeat shuffling sight words and pointing to the words until each student has had a turn with each word. Be sure all students are watching during each student's turn to encourage incidental learning.

**Round 2:** In Round 2 of the Flashcard Game, students point to or say the sight word independently. Moe is ready to help after giving the student up to 5 seconds to initiate a response (a 5-second time delay).

Have Moe whisper in your ear. **Okeydokey, Moe. We can do that. Moe wants you to find the word. He can help you if you are not sure. (Student's name), find the word \_\_\_\_.**

Allow the student 5 seconds to point to the word. After the student finds the word, have Moe point to the same word with the student. **(Student's name), you point with Moe. Thank you for helping, Moe.**

If the student is verbal, have him or her say the word also. If the student does not point, have Moe prompt the answer and restate the word.

Give each student a turn to practice pointing to the sight word you name. Shuffle the sight words and repeat the process for each student with the remaining words. Be sure all students are watching each other's turn.

**Awesome playing the Flashcard Game! Moe is learning to read and so are you! Let's play the next game.**

## Assisting Students



**Prompt** If the student does not point to the word, use Moe to point to the correct word, saying, **Moe pointed to \_\_\_\_.** **Now you point to \_\_\_\_.** If the student still does not point, physically guide his or her hand.



**Correction** If the student points to the wrong word, model the correct response by pointing to the correct word and saying, **This is the word \_\_\_\_.** **Now you point to \_\_\_\_.** If the student still does not point to the correct word, physically guide his or her hand. Give a turn to another classmate, and praise that student for doing it correctly.



**Pile on the Praise**

## Objective 2

### Point to sight words to complete sentences

#### Activity

##### Flashcard Game

#### Materials

- Moe the frog puppet
- Sight word flashcards: was, have, where, like
- Level 7 Student Response Book (pages 6–13)

#### Instructions

**Flashcard Game: Part II.** Display the Student Response Book. Place Moe’s mouth near your ear and appear to be intently listening. **Moe wants you to read your new word in a sentence. Moe, why do you need to read the words in sentences?** Place Moe’s mouth near your ear again. **I see . . . that’s what the “big frogs” do! The “big frogs” read words in sentences. Then that’s what we want to do!**

Model reading sentence A.1 while pointing to each word in the sentence. Place verbal emphasis on the underlined word. **The book was good. Listen again. The book was good.**

Read sentence B.1, pointing to each word. **The book \_\_\_\_\_ good.** Point to the blank space.

Place the sight word flashcards in front of a student, using the correct answer and three distractors. **Show Moe which word goes here** (pointing back to the blank space in the sentence). **What word goes here? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_?**

Allow the student 5 seconds to respond. If the student responds correctly, affirm by saying, **Yes, was. The book was good.**

Shuffle the sight words and repeat the script with sentences A.2 “**I have a surprise**” and B.2, as well as sentences A.3 “**Where are you going?**” and B.3, and A.4 “**I like that dog**” and B.4.

#### Assisting Students



**Prompt** If the student does not respond within 5 seconds, read sentence A again, placing verbal emphasis on the sight word. Then read sentence B, pausing at the blank space.

\_\_\_\_\_ **is the word that goes here. I can find \_\_\_\_\_.**  
Point to the correct sight word and say, **(Student’s name), point to \_\_\_\_\_ with me. Yes, \_\_\_\_\_.**



**Correction** Do not allow students to practice incorrect responses. For a student who can point and is about to point to an incorrect response, physically guide his or her hand to the correct response while verbally reinforcing the response. For students who use eye-gaze and are visually attending to the incorrect response, remove the incorrect response and visually cue them to the correct response.

## Objective 3

### Point to text as it is read

#### Activity

##### Pointing to Words

#### Materials

- Moe the frog puppet
- “Moe’s Special Day” story
- Level 7 Student Response Book (page 14)

#### Tip

Use a wait time of 5 seconds for all responses in this activity. However, students may need longer than 5 seconds initially. In this case, responding within 5 seconds should be viewed as a goal to work toward. Note and track response time for any student for whom you feel it is physically difficult to respond within 5 seconds.

#### Instructions

Introduce the activity by saying, **Today we are going to read a new story, “Moe’s Special Day.”**

While displaying the easel book so all can see, read “Moe’s Special Day” with enthusiasm, pointing to each word while you read.

After reading the story, return to the text-pointing page. Say, **Now Moe needs help reading his story. You can help him. I want you to point to each word in the line that I read. Like this.** While displaying the book so all can see, read lines 1 and 2 of “Moe’s Special Day.” Point to each word in lines 1 and 2 as you read. Then choose a student to point. Students can point

to the text in the story, or you can use the page in the Student Response Book.

Moe woke up early.

Today is Saturday,  
November 27th.

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ELSB Student Response Book • Lesson 1 • Objective 3

(Student’s name), your turn! **Point to the words for Moe as I read the line. I’m going to show you where to start, and I want you to follow along by pointing to each word as I read it.** Show the student where to start pointing by touching the first word.

Repeat for each student, using lines 1 and 2 in the book (or in the Student Response Book).

**Let’s find out what Moe wants to do next!**

#### Assisting Students



**Prompt** Modeling for the correct response is already built into the script. A student is given 5 seconds to begin responding. If the student does not initiate a response within 5 seconds, provide a visual cue. A visual cue may be tapping the page in the book and modeling the pointing. If there is still no response within 5 seconds, physically guide the student’s hand to point to the words.

## Objective 5

### Respond to questions about a story

#### Activity

##### Answering Questions

#### Materials

- Moe the frog puppet
- “Moe’s Special Day” story
- Level 7 Student Response Book (pages 15–18)

#### Tips

- Each line is numbered in the story. When reading “Moe’s Special Day,” stop to ask questions after reading lines 3, 5, 7, and 8. You do not need to ask each student each question; rather, have students take turns answering the questions. Note that some questions in this level are inferential.
- For students who eye-gaze, print the student page from Disc 1 and cut the choices apart. Place the choices a distance apart so that you can discriminate the students’ purposeful choices.

#### Instructions

Start by having Moe whisper to you. **Moe wants to hear his story again. But this time, I am going to ask you some questions about Moe. You are going to answer the questions by pointing to a word. The answers are here.** Touch the page in the Student Response Book. **Get ready!**

Read the story “Moe’s Special Day,” stopping to ask the following questions at the end of the designated lines. After asking the question, point to and name the answer choices in the Student Response Book, and then ask the question again. Encourage students who are verbal to point to the correct response and to say the correct response.

Question 1 after Line 3: **What day of the week is Moe’s birthday?**

Question 2 after Line 5: **Why are Moe’s friends coming to his house at 3:00?**

Question 3 after Line 7: **Who is coming to Moe’s birthday party?**

Question 4 after Line 8: **How do you think Moe feels?**

#### Assisting Students



**Prompt** If there is no response within 5 seconds, provide the student with a visual cue. For this skill, you might ask Moe to do the visual prompt (e.g., say, **Moe, can you help [student’s name] find the answer?**). A visual cue might consist of having Moe tap the correct response. Say, **Moe has shown you the answer. Now I will read the question again, and you show me the answer.** Read the question a second time. If there is still no response within 5 seconds, physically guide the student’s hand to the correct response. Say the word as you give the physical cue.



**Correction** Do not allow students to practice incorrect responses. For a student who can point and is about to point to an incorrect response, physically guide his or her hand to the correct response while verbally reinforcing the response. For students who use eye-gaze and are visually attending to the incorrect response, remove the incorrect response and visually cue them to the correct response.

## Objective 7

Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words

### Activity

Tapping Out Sounds

### Materials

- Moe the frog puppet

### Tip

When the letters of a word appear between two virgules (/ /), say the sound the letters make rather than the letter names.

### Instructions

Have Moe whisper in your ear. **Oh, Moe! This is so exciting. You are ready to work on saying some of our words from the Tapping Out Sounds game. Okeydokey, Moe, let's give it a try. Moe, say hop.**

Have Moe segment the sounds in the word *hop* by saying each sound slowly, /h/ /o/ /p/.

**Good job, Moe. You said the sounds in hop. This time, when you say the sounds in the word hop, we will tap on the table for each sound we hear.**

Have Moe again segment the sounds in the word *hop*, /h/ /o/ /p/. Model tapping once for each sound in the word *hop*, encouraging students to tap out the sounds with you.

**Boys and girls, your turn. When Moe says the sounds in hop, you tap one time for each sound you hear. Ready?**

Have Moe segment the sounds in the word *hop*, /h/ /o/ /p/, while the students tap once for each sound.

**Moe said the word slowly. I will say /h/ /o/ /p/ the fast way. Hop. Boys and girls, say /h/ /o/ /p/ the fast way. Yes, hop.**



Repeat this process for: **pop, hot, sip**. To give meaning to these CVC words, use each word in a brief sentence (e.g., I heard the bubble *pop*).

### Assisting Students



**Prompt** If the student does not tap out the sounds with you, use Moe to model the tapping. **Moe, you helped us tap out the sounds in \_\_\_\_.** If the student still does not tap, physically guide his or her hand.



## Objective 8

### Identify letter-sound correspondences

#### Activity

##### Letter Sounds Game

#### Materials

- Moe the frog puppet
- Level Seven Student Response Book (pages 19–21)

#### Tip

When a letter appears between two virgules (/ /), say the sound the letter makes rather than the letter name (e.g., /i/ means to make the short vowel sound the letter *i* says). Stretch the sound when multiple letters appear within the virgules.

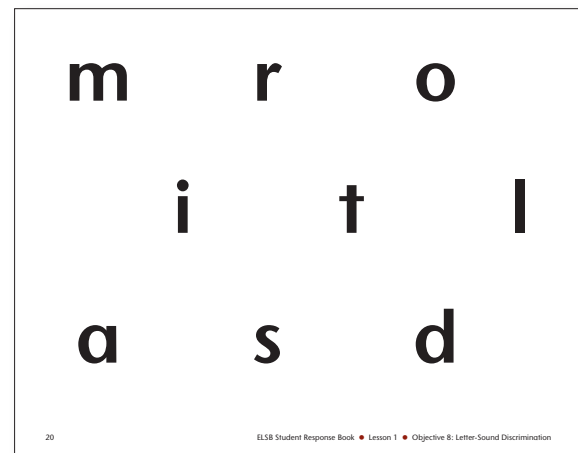
#### Instructions

**Letter Sounds Game: Part I.** Part I introduces the letter *i* and the sound short *i* makes, as in the word *is*. Introduce the activity: **We are going to play the Letter Sounds Game. It's a fun game. Here we go.**

Touch below the *i* on the Sound Presentation page in the Student Response Book and say, **This letter says /i/. The letter *i* says /i/. Touch /i/ with me.** Be sure you are pointing below the *i* as you say the sound. Don't move your finger until the student points to where you are pointing. **Your turn. Touch /i/.** Give each student an opportunity to touch the *i*.

**Letter Sounds Game: Part II.** Part II helps students discriminate the *i* sound from several distractors. Introduce the activity: **Now we get to do the next page of the Letter Sounds Game. Get ready!**

Turn to the Letter-Sound Discrimination page in the Student Response Book. **Touch /i/. Good job touching /i/. The letter *i* says /i/.** Give each student an opportunity to touch the *i*.



Whether students are verbal or nonverbal, encourage them to make the sound for *i*. **This time I will touch the *i* and you say the sound /i/. Ready?** Give each student an opportunity to say /i/.

For review, repeat the above script for the other sounds.

**Letter Sounds Game: Part III.** Part III helps students identify and discriminate *i* when it is the beginning sound in words.

Turn to the Izzy Fox page in the Student Response Book and say, **Our special sound is /i/. Let's practice. Touch /i/. Nice touching /i/. We are going to play a really fun game. First, we will listen to a poem called Izzy the Fox. Izzy has chicken pox. Let's read Izzy's poem and see if we can hear words that start with /i/.**

Read the following poem one time. While you read, point to the *i* on the Izzy Fox page each time you say a word that begins with *i*.



i



Izzy Fox

Level 7 • Lesson 1 • Objective 8: Izzy Fox

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### Izzy the Fox

Izzy the fox came home one day.  
"Mama," cried Izzy. "I itch, itch, itch, and itch!  
But I want to go out and play.  
Will the itching go away?"  
"It might," said Mama. "Show me where you itch."  
Mama wiped away Izzy's tears.  
Then she calmed Izzy's fears.  
She looked behind Izzy's ears.  
"Oh . . . Looks like chicken pox, my dear."  
Mama called the doctor and the doctor said,  
"Oh yes, it is chicken pox!  
Izzy the Fox has itchy, itchy chicken pox."  
Can Izzy the Fox go out to play?  
The doctor said, "No way."  
"It is not okay for Izzy to go out and play!  
Not today!"  
Icky, itchy, itchy chicken pox!

I will read the poem again and point to /i/ when I hear words that begin with /i/. This time you help me. You touch /i/ when you hear a word that starts with /i/.

Read the poem a second time and encourage students to listen and point to the *i* on the Izzy Fox page when they hear words that begin with /i/. When a student touches the *i* at the appropriate time, give feedback and praise. **Good. The first sound in Izzy is /i/.** Note that students may find it difficult to point to the sound every time they hear it, but even pointing to the sound some of the time helps develop their phonemic awareness.

### Assisting Students



**Prompt** If you know a student will not imitate you, guide his or her hand for correct responding. For students who eye-gaze, use a light pointer or tap the answer to get them to focus their gaze on the correct answer.



**Correction** Touch below the *i* and say, **This sound is /i/. Say /i/ with me. /i/. Say it by yourself. What sound?**

## Objective 9

Point to and/or say the first/last sounds in words

### Activity

First/Last Sound Game

### Materials

- Moe the frog puppet
- Level 7 Student Response Book (page 22)

### Tips

- When you say the word the “fast way,” touch the colored smiley face to focus students, say **Ready**, then slash under the word as you say it.
- Stretch the sound when multiple letters appear in the virgules (e.g., /fff/). Note that some sounds cannot be stretched (e.g., /t/).

### Instructions

Place Moe’s mouth near your ear and appear to be listening. **Moe wants us to get really good at hearing the first sounds in words. And today, we are going to learn to hear the last sound in a word, too! Moe has a fun game to play with colored smiling faces to help learn the first and last sound in a word. Okeydokey, Moe! We are ready to play the First/Last Sound Game.**

Touch the green smiley face on the student page. **Get ready to read the word that comes after the green smiley face. I’ll touch and say the first sound /i/. Then I will touch and say the last sound /t/. Say the sounds in this word with me: /i/ /t/.**



**I can say this word the fast way. Ready** (put your finger on the smiley face, then say *it* without segmenting it into sounds), ***it*. Say this word the fast way with me, *it*. Yes, *it*. We said *it* the fast way.**

Touch the first sound in *it*. **The first sound in *it* is /i/. Touch the first sound in *it*.** Have a student touch or point to the *i*.

**Say the first sound in *it*.** Place emphasis on the beginning sound when you say the word *it*. **Yes, /i/ is the first sound in the word *it*.**

Repeat the script above for: **dug**, changing the script to match the color of the smiley face and the beginning sound /d/.

Touch the purple smiley face on the student page. **Now we are going to listen for the last sound in a word. You are going to listen for the last sound, the sound at the end of the word.**

Get ready to read the word that comes after the purple smiley face. I'll touch and say the first sound /fff/. Then I will touch and say the next sound /i/. Finally, I will touch and say the last sound /t/. Say the sounds in this word with me: /f/ /i/ /t/.

I can say this word the fast way. Ready (put your finger on the smiley face, then say *fit* without segmenting it into sounds), *fit*. Say this word the fast way with me, *fit*. Yes, *fit*. We said *fit* the fast way.

Touch the last sound in *fit*. The last sound in *fit* is /t/. Touch the last sound in *fit*. Have a student touch or point to the *t*.

Say the last sound in *fit*. Place emphasis on the final sound when you say the word *fit*. Yes, /t/ is the last sound in the word *fit*.

Repeat the script above for: **fad**, changing the script to match the color of the smiley face and the last sound /d/.

## Assisting Students



**Prompt** If you know a student will not imitate you, guide his or her hand for correct responding. For students who eye-gaze, use a light pointer or tap the answer to get them to focus their gaze on the correct answer.



**Correction** Touch below each sound and say, **This** sound is \_\_\_\_/. Say \_\_\_\_/ with me. \_\_\_\_/. Say it by yourself. What sound?



**Pile on the Praise**

## Objective 10

Identify pictures that begin/end with given sounds

### Activity

Finding Pictures with Special Sounds

### Materials

- Moe the frog puppet
- Level 7 Student Response Book (pages 23–26)

### Instructions

Place Moe's mouth near your ear and appear to be listening. **Moe is ready to play his game: Finding Pictures with Special Sounds. The special sounds today are /i/, /d/, and /t/.**

Display the Student Response Book. Point to each picture as you name it (nail, igloo, map, and fish), placing emphasis on the first sound in each word.

**Say the picture words with me. The first sound in *nail* is /nnn/. The first sound in *igloo* is /i/. The first sound in *map* is /mmm/. The first sound in *fish* is /fff/.**

**Point to the picture that has /i/ as its first sound. Show me the picture that starts with /i/.**

Have a student point to the igloo. **Yes, the first sound in the word *igloo* is /i/.**

Repeat the above script for the next student page, which focuses on /d/ as the beginning sound.

**rake, ghost, \*dog, apple**

Give all students 5 seconds to respond after you say, **Show me the picture that starts with \_\_\_\_.**

Display page 25 in the Student Response Book. Point to each picture as you name it (mad, cake, pen, and hat), placing emphasis on the last sound in each word.

**Say the picture words with me. The last sound in *mad* is /d/. The last sound in *cake* is /k/. The last sound in *pen* is /nnn/. The last sound in *hat* is /t/.**

**Point to the picture that has /d/ as its last sound. Show me the picture that ends with /d/. Have a student point to mad. Yes, the last sound in the word *mad* is /d/.**

Repeat the above script for the next student page, which focuses on /t/ as the final sound.

**tag, spoon, \*pot, moon**

### Assisting Students



#### Prompt and Correction

If there is no response within 5 seconds, point to the correct response and say, **The first sound in \_\_\_\_ is /\_\_\_\_/.** **Touch the picture of \_\_\_\_.** If the student does not respond within 5 seconds, physically guide the student's hand to the correct response and say, **\_\_\_\_ starts with /\_\_\_\_/.**

# Objective 11

## Point to letter sounds in words

### Activity

#### Stretching Words

### Materials

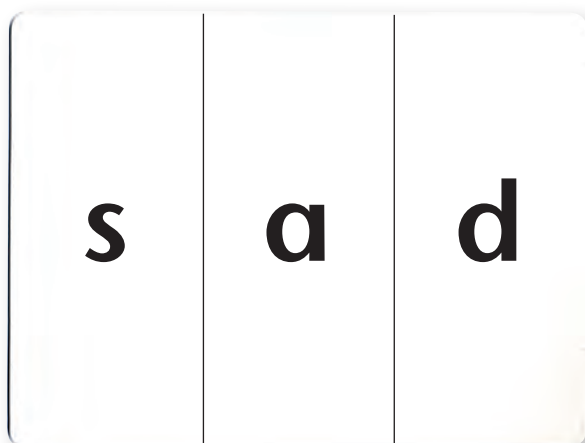
- Magnetic dry erase board and marker
- Moe the frog puppet

### Tip

When letters appear within two virgules (/ /), say the sounds the letters make. Do not add a vowel sound (e.g., /d/ means /d/, not /duh/).

### Instructions

Using the dry erase board and marker, write the word *sad* as shown:



Then say, **Moe needs to practice saying words slowly! Moe is a hard worker. He stretches words like this. Moe, say *sad*.** Have Moe say *sad*, segmenting the word into phonemes and stretching the phonemes when possible, /sss/ /aaa/ /d/.

**Moe said *sad*. Now, I'll say the sounds in *sad* slowly and point to the sounds as I say them. Watch me!**

Point to the sounds on the board as you segment the phonemes in the word *sad*.

**Now you point to the sounds while I say the word. (Student's name), point to the sounds in *sad* as I say it slowly. Say the sounds in *sad* with me as we stretch the word.** Give each student a turn to point to each sound as you segment the sounds in the word.

**Good pointing to the sounds in *sad*. That was hard work!**

Repeat the process and the script for: **gas, rat, mom.**

### Assisting Students



**Prompt** If there is no response within 5 seconds, use Moe to point to the sounds, saying, **Moe pointed to the sounds. Now you point to the sounds.** Say the sounds as Moe points. If the student still does not point, physically guide his or her hand and say the sounds as you point.

## Objective 12

### Blend sounds to identify pictures

#### Activity

##### Finding Pictures

#### Materials

- Moe the frog puppet
- Level 7 Student Response Book (pages 27–30)

#### Tips

- If students have difficulty recognizing the illustrations, name them before segmenting the sounds in the word.
- Stretch the sound when multiple letters appear in the virgules (e.g., /sss/). Note that some sounds cannot be stretched (e.g., /g/).

#### Instructions

Introduce the activity by saying, **Moe wants to play another picture game! This time he is going to say the sounds in words slowly, and he wants you to find the pictures of the words he is saying.**

Open the Student Response Book and say, **Okeydokey, Moe, you stretch the sounds in the word, and I'll point to the picture of what you said.**

Have Moe segment the phonemes in *sad* by saying, /sss/ /aaa/ /d/. Say, **sad**, and point to the picture of sad.

**There it is! Moe said sad, and I found the picture of sad. Now you try it. (Student's name), put the sounds together that Moe stretches out and point to the picture of the word.**

Have Moe say, /sss/ /aaa/ /d/. **Excellent, you found sad. Let's try another word.**

Point to the next page in the Student Response Book and have Moe segment the phonemes in *gas* by saying, /g/ /aaa/ /sss/. Use prompting procedures as necessary to help the students blend the sounds together and point to the picture representing the word.

**Excellent, you found gas! Moe said /g/ /aaa/ /sss/ and you found the picture of gas.**

Repeat the process and script for: **rat** and **mom**. Make sure every student has at least two turns.

#### Assisting Students



**Prompt** If there is no response within 5 seconds, use Moe to point to the pictures representing the word, saying, **Moe pointed to \_\_\_\_\_. Now you point to \_\_\_\_\_. Blend the sounds together as Moe points. If the student still does not point, physically guide his or her hand and say the sounds as you point.**



**Correction** Provide a model to follow (say, **My turn**), lead the task (say, **Do it with me**), and test again (say, **Do it by yourself**).

## Objective 13

Point to pictures/words representing new vocabulary

### Activity

The New Word Game

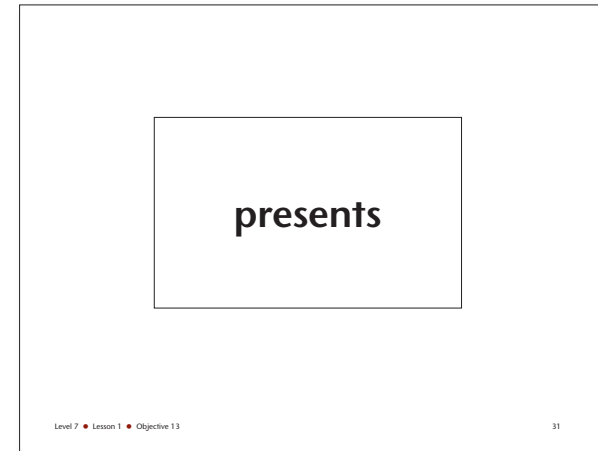
### Materials

- Moe the frog puppet
- Level 7 Student Response Book (pages 31–38)
- Flashcard: presents

### Instructions

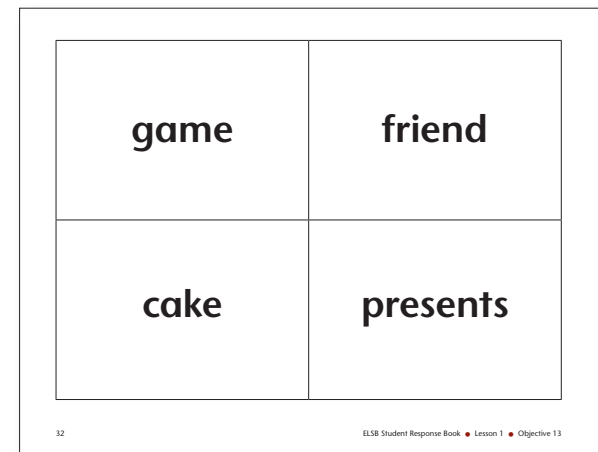
**The New Word Game: Part I.** Introduce The New Word Game: **Today we are going to talk about a new word to help you with your “My Book About Me” book. Your new word is *presents*. You are going to read words and match them to pictures. I will show you how!**

Open the Student Response Book and point to the word *presents*. Say, **This is the word *presents*.**



Say, **(Student's name), point to *presents*.** If the student does not point, point to the word and repeat the direction. If needed, physically guide the student's hand, saying, **This is the word *presents*.** Give each student a turn to point to the word *presents*.

Turn to the next three student pages, which show the word *presents* and three distractors, and say, **OK, I'm trying to trick you! Point to the word *presents*.** Give each student a turn. Use prompts as necessary.



**The New Word Game: Part II.** Turn to page 35 in the Student Response Book and point to the picture for *presents*. Say, **(Student's name), point to presents.** If the student does not point, point to the picture and repeat the direction. If needed, physically guide the student's hand, saying, **This is a picture of presents.** Give each student a turn, pointing to the picture of the presents with each turn.



Turn to the next three student pages, which show presents and three distractors, and say, **OK, I'm trying to trick you! Point to the picture of presents.** Give each student a turn. Use prompts as necessary.

**The New Word Game: Part III.** Return to page 36 in the Student Response Book and say, **OK. Here comes the hard part. I am going to give you a card with a word written on it. I want you to read the word on the card and match it to the picture that shows what the word is.** Hand the first student the flashcard for *presents*. **Read the word and put it on top of the picture that matches the word.** If the student does not seem to understand, model the first time. Then turn the page and give him or her another turn. The student does not need to read the

word aloud; rather, he or she needs to match the flashcard to the picture. Give each student a turn, turning the student page with each turn.

End the activity by saying, **Wonderful job! Now let's use these words to write another page in your book.**

## Assisting Students



**Prompt** If the student does not point to the picture/word, physically guide his or her hand, saying, **This is presents.**



**Correction** If the student points to the wrong picture/word, model pointing to the correct choice, saying, **This is presents. Now you point to presents.** If the student still does not point to the correct item, physically guide his or her hand. Give a turn to another classmate, and praise that student for doing it correctly.



**Pile on the Praise**



## Objective 14

Use new vocabulary words and personal information to create a story

### Activity

Fun with Writing

### Materials

- “My Book About Me” books completed by students in previous lessons
- “My Book About Me, I would like to get \_\_\_\_\_ presents for my birthday” page in Appendix D
- Pencils, crayons, rubber alphabet stamps, glue
- Pictures of presents

### Tips

- If a student is not able to write, have the student ask someone to write for him or her. If the student is not verbal, program an AAC device to state, “I would like to get \_\_\_\_\_ presents for my birthday.” You can also create each student’s response using a word processor and print in a size that will fit on the page. Students can also use the rubber alphabet stamps to stamp their responses.
- If the student is not able to read the sentences in their books, program an AAC device to read the sentences or to read the new sentence.
- If a student is not able to verbalize for the lesson closing, use an AAC device to say, “Goodbye, Moe.”

### Instructions

In this activity, students complete another page of their “My Book About Me” books by completing the following line: I would like to get \_\_\_\_\_ presents for my birthday. Students can stamp their responses, write their responses with your assistance, or glue their responses (which have been prepared) on the line.

Introduce the activity: **Today you are going to write a sentence about presents!**

Lay out the “My Book About Me” books, asking students to identify their own. Review their book covers by reading the titles and pointing to the words as you read. Say, **Touch the first word at the top of the page and read the name of this story with me. Remember, this story is all about YOU.**

Have each student point as you read. Have students reread the pages of their books. Then present the pictures of presents and say, **Choose one picture of presents that you would like to add to your story.**

Distribute the new “My Book About Me” page. Say, **Touch this sentence and read with me: I would like to get \_\_\_\_\_ presents for my birthday.** Then help them write their responses to complete the sentence, referring to the number of presents they would like to receive for their birthdays. Read the sentence together. Finally, help the students glue the chosen picture on the page.

### ▶ Lesson Closing

Have Moe whisper in your ear. **Boys and girls, Moe hopes you get lots of presents on your birthday! Moe will leave now, but he’ll be back tomorrow! Say goodbye to Moe.** Have students say goodbye to Moe verbally or by using their AAC devices.