

ADAPTIVATION

I N C O R P O R A T E D

The World at a Touch

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Strategies for group reading sessions with students who require the most learning supports:

Reading as a group is a great way to give the entire class, assistants and helpers something in common to talk about. Choose an approach or combine approaches from below to fit the students in your class and the text you are reading.

INFORMATIONAL:

Differentiate and structure a reading session into chunks with other media. For example, utilize the same structure each time with “Look it up”, “Watch a video”, and “Read a book”. Students take turns to choose what comes first, next, and last – and students utilize a switch connected to a computer switch interface device to read text aloud, start the video and “turn the pages” for visuals when reading. Keep it short for “Look it up” and “Watch a video”, picking only pertinent sentences/paragraphs and portions of videos. Whenever possible, bring in items of interest! Conch shells from the sea, ashes from a fire...

- **Look it up:** go to an online encyclopedia and utilize the features of the website or an installed text-to-speech program for the text to read aloud the computer highlights each word as it is read. Students take turns to “read” by activating a switch connected to a computer interface unit. Students become familiar with text-to-speech for their own individual use.
- **Watch a video:** utilize media available to highlight key concepts of the reading selection.
- **Read a book:** Read with passion, inflection and interest – no matter the topic! Begin each reading time with a review of the previous chapter/page. Students take turns to press the switch for the computer to review their dictated words and sentences about each paragraph from the previous session, or the visuals along with a summary of the main points.

Communication and Technology options:

Students interact with teachers and others about the story or text through yes/no questioning (VoicePal in a box adapted for two responses), objects, Medley *and* their own communication systems.

At times, ask the attending staff a question, and then ask students if they think he/she was right – students think this is a hoot!

In addition to options listed above, also utilize topic boards, word banks or word walls to assist students in choosing vocabulary for their responses.

LITERATURE:

Lo: Prepare photos or visuals to represent concepts as you read. Skim through the chapter and underline words representing key concepts, and find a visual for each one. Present your visuals with PowerPoint or Intellitools Classroom Suite, and project onto a SmartBoard or screen using a computer projector. It works well to have at least one visual per page, so students take turns to “turn the page” with a switch and a computer switch interface. The underlined words are also your cues to have students activate the switch for visual and page turns. Students with severe cognitive, attention or behavioral issues require a visual for each concept. If showing pictures from the book, show each individual student allowing time for visual processing as needed. Be creative and use Microsoft Word photos as one resource for computer visuals, for example to find a person to represent a character in the story.

Hi: Read a paragraph and ask students to tell in their own words what happened or the main point of the paragraph. Type student words in SymWriter, projected so that all students can watch the progress of their words appearing with visuals on the screen. Students take turns and also point out anything that needs to be added. Set SymWriter to read each word, and then each sentence as completed. Change symbols to the proper meaning whenever possible. Leave students with the question “what do you think will happen in the next chapter/page?”, or pick a fun trivia question which will be answered when reading the next chapter/page. Label chapters/pages and save the file. If you label parts of the text as you go, students are also learning terms such as chapter, scene, or stanza.

<p>Common Core: Speaking & Listening Standards K-5 Kind (& 1st Grade) / Comprehension & Collaboration, #2</p> <ul style="list-style-type: none"> • Ask/answer questions about key details of information presented orally or through other media. <ul style="list-style-type: none"> – Choose answer from two choices – Choose answer from multiple choices – Ask questions 	
<p>Pumpkin pumpkin, by Jeanne Titherington</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Into what did Jamie plant the seed? 2. What did Jamie see first: A flower, sprout or plant? 3. Jamie made holes in the pumpkin that looked like what? What did you see that made you think it was a face? 4. After the plant is growing, the pumpkin grows out of what plant part? 	
<p>Lo Find the pumpkin... Pumpkins of different sizes Orange (fruit) Big, bigger, biggest / small, medium, large / grew, pick</p> <p>Hi Question: After the plant is growing, the pumpkin grows out of what plant part? Answer choices: Seed, sprout, plant, flower, pumpkin, pulp, Tell me <i>more</i> about ..., I don't know</p> <p>Additional activities: Retell the story Sequence the story utilizing pictures or objects.</p> <p>Vocabulary: Pumpkin Sprout Plant Pulp w/seed things Seeds Flower More I don't know</p>	<p>Retell the story with the Sequencer and appropriate access switch. It's fun with a squeezable pumpkin on a pneumatic switch plugged into the Sequencer!</p> <p>Lo: Place fake food items on top of Pal Pad switches, or make the actual object into a switch using taction pads. Plug the Pal Pads or Taction Pads into a VoicePal 8, 8K or Medley. Additional options: photos or picture symbols, depending upon the student's level of communication.</p> <p>Hi: Utilize a Medley with a grid with just words, or words with picture symbols. Expand the keyboard with PalPad switches for alternate access, using real or replica objects, photos or images for the vocabulary and to sequence the story.</p>

Common Core: Reading Standards for Informational Text K-5

1st Grade / Key Ideas and Details, #2

- Identify the main topic and retell key details of a text.
 - Retell key points
 - Choose answer from two choices
 - Choose answer from multiple choices
 - Ask questions
 - Sequence the life cycle of the pumpkin utilizing pictures and/or objects

Seed, Sprout, Pumpkin Pie, by Jill Esbaum

Class drama presentation of the 1st 5 pages of the book:

-Students become the parts of the pumpkin plant, making their own costumes, as elaborate or simple as desired.

“A pumpkin seed is tucked into sun-warmed earth.” For example: Two or three students are dressed in brown, representing earth, a student dressed as a seed is taken into the middle of arms connected. Seed costume can be newspaper scrunched and stuffed into seed shaped paper “sewn” together with yarn. Student dressed as the sun stands nearby.

“Spring rains soften its tough coat”. Student dressed as a gray cloud squirts the earth/seed trio (lightly) with a squirt gun...

“A root reaches for nutrients. “

“A sprout reaches for light.”

“Soon jagged leaves rise from twisty vines wandering in all directions.”

“Bees visit golden blossoms, spreading pollen from flower to flower.”

-In preparation, students discuss/explain the meaning of the part of the story they are retelling or acting out, how they can act it out or use a costume or prop to show that meaning to an audience.

Lo: Record phrases of the story into a sequencer for non-speaking narrators / press the switch to narrate/read story, using an appropriately motivating switch for the user.

Lo: Students make choices from a variety of craft objects on pal pad switches to design their costumes. (paper, sparkles, fabric, etc.)

Hi: Students quiz each other on vocabulary, demonstrating comprehension of key details by matching the words or picture symbols. Which word means “to gently put into”?

Students present: After the drama, students invite the audience to view the art show, where they show their own drawings, illustrations, collages or reports describing pumpkins (colors, sizes) or the use of a pumpkin - a favorite or a new use for pumpkins they learned about in the book.

Vocabulary:

- Tucked
- tough
- nutrients
- jagged
- twisty
- wandering
- pollen
- wilted

The book includes descriptive text lending itself to imagery and drama. Students at a very low level can be integral actors in the drama, or narrate a part of the text with sequencers. The sequencer has a jack for external speakers.

To discuss / explain the meaning of the text, utilize a Medley with a vocabulary grid, topic boards, word bank or word wall.

Expand the keyboard of the Medley using Pal Pad switches and vocabulary picture symbols or actual costume object choices.

Place Pal Pad switches under the student’s drawings or reports and connect to a Sequencer for students to present their creations.

**Common Core: Reading Standards for Informational Text K-5
2nd (& 3rd Grade) / Integration of Knowledge and Ideas, #9**

- **Compare and contrast the most important points (3rd Gr -and key details) presented in two texts on the same topic.**
 - Choose answer from two choices
 - Choose answer from multiple choices
 - Sequence the life cycle of the pumpkin utilizing pictures and/or objects
 - Retell the text “Life Cycle of a Pumpkin” with a sequencer (each picture has a summary piece)

Life Cycle of a Pumpkin, by Ron Fridell and Patricia Walsh (2001, 2009 – 32 pages)

Pumpkin Circle, by George Levenson and Shmuel Thaler (1999 – unpagged [37])

Prerequisite: prior to book report day, all students have read or looked at the book individually.

On Book Report Day the book is read aloud to the students, and then students complete their book reports.

Lo: Students pick symbols from two choices representing the most important points (and key details) of the book.

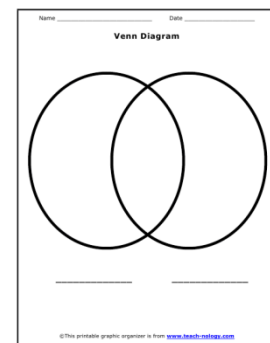
Hi: Students pick symbols from multiple choices representing the most important points (and key details) of the book.

After students individually complete both book reports, the teacher facilitates a group activity where all students give input from their book reports to complete a simple Venn Diagram - bringing all student ideas into one presentation. Discuss the main idea and most important points (and key details) of each book, moving picture symbols into the circle for each title. Then look for picture symbols that are in both book circles, and move those symbols to the overlapping circle area, the part representing things that are the “same” for both books. After all things the same are discovered, the picture symbols remaining in the individual circles are then things that are “different”.

Compare and Contrast the two texts:

- What is the main idea of each book?
- What are the most important points (3rd – and key details) of each book?
- How are the two books the same? What do both books tell us about? How do you know? (page number of text evidence)
- How are the two books different?
- Which book did you like the best? Why?
 - Graph the results and post along with the Venn Diagram poster presentation.

Students fill out their book reports using a VP8 or Medley with two choices or multiple choices and expanded keyboards using Pal Pad switches as needed.



Common Core: Reading Standards for Literature K-5

3rd Grade / Key Ideas and Details, #3

- **Describe characters in a story (E.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**
 - **Choose answer from two choices**
 - **Choose answer from multiple choices**
 - **Review character traits for Caleb, Anna, Papa and Sarah**

Sarah, Plain and Tall, by Patricia MacLachlan

Utilize "Strategies for group reading sessions with students who require the most learning supports".

Create a graphic poster of each character, and place picture symbols representing their traits, motivations and feelings onto the poster, adding to the poster as character traits are discovered while reading. Pal Pads inserted into overlay pockets behind the words or symbols and connected to a VP8, VP8K or Medley make the poster interactive for review.

Lo: Students choose a character to present to their classmates, choosing one or two characteristics to point out.

Lo: The student identifies traits, feelings and motivations of a chosen character, each time picking from two choices, and then identifies from two choices what happened in the story because of that character's actions. Additional communication options: "I don't know", "Tell me more about..."

Hi: Given the traits, feelings or motivations of characters in the story, students identify and match them to the appropriate character. Students then answer questions pertaining to what happened in the story because of those character's actions using their own words.

Sarah:

- Is not mild mannered (which is different from the mild-mannered Clark Kent in Superman)
- Misses the sea
- This makes the children think she will not stay

Caleb:

- Loves to sing
- Is afraid of mothers leaving
- Thinks he is too pesky
- Which makes him think that Sarah is leaving because he is too pesky

Anna:

- Finds it hard to trust Sarah
- Cries at night with nightmares
- Papa not talking about her mother keeps her from dealing with her feelings, and she has nightmares

Papa:

- Hard working
- Feels guilty that his first wife died in childbirth
- This guilt causes him to get angry when things are brought out that belonged to his wife

Whenever possible, bring in items of interest, such as sea conch shells, ashes from a fire, a turnip (Maggie had hair the color of turnips), etc.

Students interact with teachers and others about the story or text through yes/no questioning (VoicePal in a box adapted for two responses), objects, VP8K or Medley, expanded keyboard, word banks, word walls and their own communication systems.

Program a Medley with the following character names and phrases. Students identify which character exhibits given traits, motivations or feelings.

Character names and phrases:

- Hear it again
- Still thinking
- I don't know
- Final answer
- Sarah
- Caleb
- Anna
- Papa

Common Core: Reading Standards for Literature K-5

4th & 5th Grade / Craft & Structure, #4

- **Determine the meaning of words and phrases as they are used in a text...**
 - **(4th grade) including those that allude to significant characters found in mythology (e.g., Herculean).**
 - **(5th grade) including figurative language such as similes and metaphors.**
 - **Choose answer from two choices**
 - **Choose answer from multiple choices**

Holes, by Louis Sachar

Utilize “strategies for group reading sessions with students who require the most learning supports”, as listed above.

What do these words mean? Shallow beauty, wreck room, sweet feet, fingers like magnets, heart had hardened, mental snapshot, blazing heat. Students also have expressive options such as, final answer, read the text, I don’t know, etc.

Lo: Given two choices of word combinations from the text, students choose the word combination that matches the meaning. For example: “Which words mean “pretty on the outside, but not so nice on the inside?” (shallow beauty)

Hi: Student chooses from multiple choices of word combinations to identify the words that match the meaning. For example: Which words mean “everything is broken in this area?” (wreck room)

Figurative Language Question:

Stanley’s “heart had hardened as well” as his muscles. This doesn’t mean that his heart muscles are harder, it means he isn’t going out of his way to be kind to people. What did Stanley say to Zero in chapter 18 that was a sign of a “hard” heart? (resourceroom.net)

Lo: Choose an answer from two or three choices.

Hi: Given a word bank of picture symbols or using their own words, students identify the meanings of words and phrases from the text and answer related questions.

Utilize a Voice Pal 8 with two Pal Pad switches for two choice answers.

Utilize a Medley with keypad or expanded keypad utilizing multiple switches for multiple choice answers.

The ProxPad is an option for students to access phrases and their meanings for an independent matching activity.

Student activates the communication device to hear the question as printed with SymWriter, and chooses an answer from two or more choices.

**Common Core: Reading Standards for Informational Text K-5
4th & 5th Grade / Integration of Knowledge and Ideas, #8**

- Explain how an author uses reasons and evidence to support particular points in a text...
 - (5th) identifying which reasons and evidence support which point(s).
 - Choose answer from two choices
 - Choose answer from multiple choices

Snowball Launchers, Giant-Pumpkin Growers, and other Cool Contraptions, by Tom Fox

Utilize “strategies for group reading sessions with students who require the most learning supports”, as listed above.

Look it up: look up pumpkin, plant food, or record breaking pumpkin sizes

Watch a movie: there is a great movie online of people paddling giant pumpkin boats!

Read a book: read utilizing visuals and photos for important points and key details.

Questions:

What does the finished pumpkin grower look like, and why? (tent)

The pumpkin is a “warm weather vegetable”.

What evidence do you look for before you plant your pumpkin seeds?

Correct choices:

Oak tree leaves are two inches long

Tomato plants are being sold outside at stores

Expressive options:

I don’t know, Final Answer

Incorrect options:

There are robins in the yard

kids are riding bikes outside

On the first warm day

When you see tulips blooming outside

Lo: Students choose from two choices of picture symbols or words to identify reasons and evidence to support important points and key details in the text.

Hi: Students choose from multiple choices or use their own words or picture symbols from a word bank to identify reasons and evidence to support important points and key details in the text.

Utilize a Voice Pal 8 with two Pal Pad switches for two choice answers.

Utilize a Medley with keypad or expanded keypad utilizing multiple switches for multiple choice answers.