

UNIT 18

The Moon and the Hat



Book 1 - Fiction

THE MOON AND THE HAT

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UP IN SPACE

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Interactive Read-Aloud

Core Vocabulary and Concepts

High Frequency Sight Words: **Me, Came, That**

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Moon • Hat • Family 	<ul style="list-style-type: none"> • Moon • Hat • Family • Windy • Happy • Sad 	<ul style="list-style-type: none"> • Moon • Hat • Family • Windy • Happy • Sad • Space • Traveling • Earth

Prior to Instruction

Program student’s AAC devices with target vocabulary words and vocabulary. For students needing additional visual support, provide your students with **The Moon and the Hat** Visual Support Cards. To increase understanding, provide your students with three dimensional objects or hands on experiences from the story (i.e., hat, items from a fair, models of planets).

Anchor Instruction for All Students

Say, **We are going to read a story about a boy who gets a special hat when he goes to the fair with his family. Have you ever been to a fair? Sometimes a fair is called a carnival or a festival. Sometimes there are rides and games at a fair! Sometimes there are animals at a fair! Have you ever been to a fair?** Gain student engagement by discussing their experience with fairs/carnivals, and/or getting something special. Show pictures/videos of fairs/carnivals.



Learning Objectives

- During shared reading activities, students will follow along and point to text from top to bottom and left to right.
- During shared reading activities, students will indicate the need to turn the page for continued reading.
- During shared reading activities, students will identify and use illustrations and details to describe characters, setting, or events.
- During shared reading activities, students will actively engage with a text.

Materials

- **The Moon and the Hat** Adapted Books
- **The Moon and the Hat** Adapted e-Readers
- Visual Support Cards
- Word Cards
- Magnetic Whiteboard
- Magnetic Picture Pockets
- Magnetic Display Trays

Review Vocabulary

Let’s review some important vocabulary words we will find in our story before we begin reading. Use constant time delay to teach the core vocabulary based on student levels using vocabulary cards, either word alone or picture + visual support.

This instruction is recommended for all levels of learners. There are two rounds of instruction. First, for the zero-second delay round, you will provide a model of the target response at the same time as providing the task demand. It is important that there is no pause or delay between asking for the target word and showing students the target word. Based on the needs of your students, you may want to repeat the procedures for zero-second time delay three times for the set of words before transitioning to the four-second time delay round. Be sure to vary the order in which you ask the words each time. For the four-second delay round, you will pause for four seconds after asking for the target word. If needed, after four seconds, you will point to the correct answer. This provides students a brief opportunity to respond independently. Repeat the procedures for the four-second time delay round until each student can identify most of the words.

Zero Second Delay Round

Complete 5-10 Trials/Student. Recommended for students needing substantial to moderate prompting and support.

Materials: Visual Support Cards and Word Cards

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p>LEVEL 1: Teach receptive identification of vocabulary words. In the first round, display one card at a time and touch the card as you name it. For example, say, Touch moon. Support students to imitate your response and touch targeted word. Wait for students to touch the word. Repeat for all vocabulary words. To increase difficulty, provide 2-3 distractors in the 0s round. To increase support, use vocabulary cards with words and picture supports.</p> <p>LEVELS 2-3: Teach expressive and/or receptive identification of vocabulary words. Display 3-4 cards at a time. For receptive identification, say, Touch moon, while you touch the card. For expressive identification, say What word? as you touch the card, and immediately model by saying the word, moon. Repeat for all vocabulary words.</p> <p>Repeat with all remaining words.</p>	Student touches or says the targeted word.	Great work! You found talk.
	Student does not respond.	<p>This is moon. Touch (say) moon. Wait for the student to respond. Provide physical guidance if needed.</p>
	Student responds incorrectly.	

Four Second Delay Round

Complete 5-10 Trials/Student. Recommended for students needing some prompting and support.

Materials: Visual Support Cards and Word Cards

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p>Say, Let's practice our words some more! This time, I'm going to give you a chance to show me the word all by yourself! But don't guess. If you need help, wait, and I will help you. Touch (show me) moon. Wait four seconds.</p> <p>Repeat with all vocabulary words.</p>	Student touches or says the targeted word within four seconds.	Yes! You found moon all by yourself.
	Student responds incorrectly before additional prompting.	Point to and say the correct response. This is moon. Touch (say) moon. After student points to or says the word, say Good work, you found (said) moon.
	Student does not respond within four seconds.	

Ask a Prediction Question

Before we read our story, let's make a prediction. When we predict, we make a guess. Can you predict what the story will be about? Support the students in making a prediction. If students need additional support, model the think-aloud process by talking about things you see on the cover of the story and why you are making your prediction.

Read the Title and Identify the Author

LEVEL 1	LEVEL 2	LEVEL 3
<p>Show your students the story <i>The Moon and the Hat</i>. Say, We are going to read this story. This is the title. Point to the title as you introduce the story. The title tells us what our story will be about. Touch the title. Give students a chance to take turns touching the title. The title of our story is <i>The Moon and the Hat</i>. What is the title of our story? Either have students respond chorally in unison or give individual students a chance to answer. Students who are minimally vocal can touch the title while you read it aloud or use an AAC device.</p>	<p>Say, We are going to read the story, <i>The Moon and the Hat</i>. As you read the title, finger trace under each word. What is the title of our story? Either have students respond chorally in unison or give individual students a chance to answer. Students who are minimally vocal can select the title from 2-3 response options. For students using AAC devices, program appropriate response options prior to the lesson.</p>	<p>Say, We are going to read this story. What is the title? Ask students to identify and read the title of the story, responding chorally in unison or individually.</p>

Interactive Read-Aloud

Now we are ready to read our story *The Moon and the Hat*. Who can help me get the story started by turning the page? Select a student to turn the page / press next page or turn the page on their AAC device. Provide multiple opportunities to engage with the text as you read. Here are some suggestions targets for engaging students and monitoring progress for students who require varying levels of support.

LEVEL 1 LEARNING GOALS	LEVEL 2 LEARNING GOALS	LEVEL 3 LEARNING GOALS
<ul style="list-style-type: none"> Students will interact with concrete representations of the story (i.e., hat, small fan to simulate wind) by exploring them with their senses Students will turn the pages or use a signal/AAC device to communicate the need to turn the page or “keep the story going” Students will identify vocabulary words as they appear within the story by either matching the words or visual support to the word 	<ul style="list-style-type: none"> Students will finger trace as they listen/read Emerging readers will take turns reading chorally, echo-reading, or filling-in-the blank as a teacher reads Students will turn the pages of the story to “keep the story going” Students will identify vocabulary words as they appear within the text, matching words using vocabulary cards if necessary 	<ul style="list-style-type: none"> Students will finger trace as they listen/read Emerging readers will take turns reading chorally, echo-reading, or filling-in-the blank as a teacher reads Students will turn the pages of the story to “keep the story going” Students will identify vocabulary words as they appear within the text



Instructional Tip! Use the Visual Support Cards as you read to aid in comprehension and engagement. Use the cards and response options as you ask questions related to the story. Also, use the cards to sequence the events from the story on the magnetic whiteboard. Give each student an opportunity to answer questions and/or sequence events from the story. As you read, use the Word Cards and have your students identify the target words within the text.

Measuring Student Learning

Using the data sheet, collect data on student-specific responses during the read-aloud segment. Monitor student progress regularly and make data-based decisions related to instructional pacing, adapting levels of support, and increasing difficulty as needed.

Independent, Technology-Delivered Instruction

enCORE provides additional instruction and practice on the target skills and concepts addressed in this Unit. Both teacher-led and independent student lessons that automatically adapt to differentiate across learning levels are key components of enCORE:

- enCORE automatically selects and assigns these lessons to your students based on their learning level and the Unit you are currently teaching
- or, to view and select any of these lessons at any time – go to the Curriculum tab in your enCORE teacher dashboard.

Reading Comprehension

Prior to Instruction

Program student's AAC devices with target vocabulary words and vocabulary. For students needing additional visual support, provide your students with ***The Moon and the Hat*** Visual Support Cards. To review question types, remind your students of the following rules:

- Who is a person
- What is a thing
- Where is a place
- When is a time

Anchor Instruction

Prior to beginning the comprehension segment, anchor instruction by referencing the story, *The Moon and the Hat*. Say, **We read the book, *The Moon and the Hat*. We are going to review who our story was about, where the story took place, and the events from the story. Before we begin, let's review our story vocabulary.** Briefly review the vocabulary from the story using the visual support cards and word cards. If necessary, use constant time delay to review or teach the vocabulary and concepts.



Learning Objectives

- Students will answer questions (who, what, where, when, why, and how) about key details in a text read, read aloud, or viewed.
- Students will sequence a set of events from a story.
- Students will identify and describe the characters, setting, and events from a story.

Materials

- ***The Moon and the Hat*** Adapted Books
- ***The Moon and the Hat*** Adapted e-Readers
- ***The Moon and the Hat*** Technology-Based Lessons
- Comprehension Worksheets
- Sorting or Sequencing Worksheets
- Visual Support Cards
- Word Cards
- Magnetic Whiteboard
- Magnetic Picture Pockets
- Magnetic Display Trays

Model Reviewing the Story

Let’s review our story, *The Moon and the Hat*.

LEVEL 1	LEVEL 2	LEVEL 3
<p>Say, Our story was about a boy who went to the fair with his family. Use story to do a “picture walk,” pausing on each page and summarizing what happened. Encourage students to touch key vocabulary on each page. Say, He got a special bright blue hat! Touch the hat. Support student responding. Then the wind blew his hat away. Touch the bright blue hat blowing away. Support student responding. His hat got stuck in the tree! Touch the bright blue hat in the tree. Support student responding. He cried, he must have felt very sad that his hat was in the tree. At night the moon tried on his hat! That is so silly! Touch the hat on the moon. Support student responding. His mom gave him a new hat the next day, so both the boy and the moon wore their hats. Touch the two hats. Support student responding.</p>	<p>Say, Our story was about a boy who went to the fair with his family. Use story to do a “picture walk,” pausing on each page and summarizing what happened. Encourage students to make inferences about character feelings. Say, He got a special bright blue hat! I feel very happy and excited when I get something new and special. How do you think he felt? Support student responding. Then the wind blew his hat away. I would feel disappointed and sad if something special got lost. How do you think he felt? Support student responding. His hat got stuck in the tree! That would make me feel sad and frustrated. How do you think he felt? Support student responding. He cried when the hat was in the tree. How do you think he was feeling if he was crying? Support student responding. At night the moon tried on his hat! That is so silly! His mom gave him a new hat the next day, so both the boy and the moon wore their hats. How do you think he felt when he got a new hat? Support student responding.</p>	<p>Say, Our story was about a boy who went to the fair with his family. Use story to do a “picture walk,” pausing on each page and summarizing what happened. Encourage students to make inferences about character feelings. Say, He got a special bright blue hat! How do you feel when you get something new and special? How do you think he felt? Support student responding. Then the wind blew his hat away. How would you feel if something special got lost? How do you think he felt? Support student responding. His hat got stuck in the tree! How would that make you feel? How do you think he felt? Support student responding. He cried when the hat was in the tree. How do you feel when you cry? How do you think he was feeling if he was crying? Support student responding. At night the moon tried on his hat! That is so silly! His mom gave him a new hat the next day, so both the boy and the moon wore their hats. How would you feel if your mom replaced something that was lost? How do you think he felt when he got a new hat? Support student responding.</p>

Lead with Guided Practice in Story Recall and Comprehension

Now we are going to sequence the events from the story and match how the boy was feeling during the story.

LEVEL 1	LEVEL 2	LEVEL 3
<p>Use a “first-then” chart or sequencing worksheet to sequence an event from the story with how it made the boy feel</p> <ul style="list-style-type: none"> • Option A: Provide students with two events and have them sequence them in the T-chart (i.e., wind blew hat away, boy felt sad) • Option B: Provide student with first event and give options for how it made him feel • Repeat with multiple events and feelings across instructional sessions 	<p>Provide students with the 3-event sequencing map and response options. After they have filled the sequencing map out together, have them label each event with how the boy felt, either using provided response options or supplying their own interpretation of how he felt. Support students in retelling the story by having students touch the story items while you read them aloud. Encourage your students to expand on the events they sequence by providing additional detail.</p>	<p>Provide students with the 3-event sequencing map without response options. After they have filled the sequencing map out together, have them label each event with how the boy felt.</p> <p>Encourage your students to expand on the events they sequence by providing additional detail.</p>



Instructional Tips!

- Increase support by decreasing quantity of distractors or using far distractors (e.g., non-words, events from a different story, shapes, etc.)
- Fade supports and increase challenge by increasing quantity of distractors or using more near/close distractors (e.g., plausible answers that are the same part of speech)

Test with Independent Practice in Answering Comprehension Questions

Now we are going to answer some comprehension questions together to help us review what happened in the story. Use the system of least prompts as indicated in the table below if students give an incorrect response or no response after 6 s (or student-appropriate wait time)

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Where did the boy go with his family? • Who gave the little boy his hat? • Where did his hat get stuck? 	<ul style="list-style-type: none"> • Where did the boy go with his family? • Who gave the little boy his hat? • Where did his hat get stuck? • How did the little boy feel when his hat was in the tree? 	<ul style="list-style-type: none"> • Where did the boy go with his family? • Who gave the little boy his hat? • Where did his hat get stuck? • How did the little boy feel when his hat was in the tree? • Why did the boy and moon feel happy the second night?

LEVEL 1	LEVEL 2	LEVEL 3
<p>Use the magnetic tripod display, worksheet sleeves and the card trays. Provide students the visual response options by placing the response cards in the display tray. Provide students with an appropriate field of distractors. For students needing a high level of support, present trials in an errorless learning format with only 1 plausible option and 1 far-distractor (e.g., an object or their name) and slowly embed close distractor responses (i.e., other response options from the story). Give your students appropriate response options to answer comprehension questions (with or without visual supports).</p>	<p>Use the magnetic tripod display, worksheet sleeves and the card trays. Provide students with an appropriate field of distractors. As you ask your students to answer questions, prompt your students to discuss how and/or why they answered the question with their response. For example, show two different pages of the story and ask “Could we find the answer on this page, or this page?”</p>	<p>Encourage students to go back into the story and show you where they could find the answer.</p>

System of Least Prompts

This hierarchy is appropriate for students at all levels.

CORRECT RESPONSE		
<p>Give behavior-specific praise with excitement and repeat the answer to the question, such as Rock on reader! You told me where the boy went with his family.</p>		
LEVEL 1	LEVEL 2	LEVEL 3
<p>Say, I heard it in the story, let’s go back and read to find the answer. Reread the page with the answer, then re-present the question.</p>	<p>Say, Let’s listen to the story one more time to find the answer to our question (repeat question). Reread the sentence or phrase with the answer then re-present the question.</p>	<p>Say, Let’s find the answer in our story. Read the answer, have the student point to it/repeat it. Re-present question. If necessary, limit field of distractors.</p>



Instructional Tip! For students needing additional support, consider using constant time delay to teach rules for answering WH-questions.

Measuring Student Learning

Using the data sheet, collect data on student-specific responses during the comprehension segment. Monitor student progress regularly and make data-based decisions related to instructional pacing, adapting levels of support, and increasing difficulty as needed.

Independent, Technology-Delivered Instruction

enCORE provides additional instruction and practice on the target skills and concepts addressed in this Unit. Both teacher-led and independent student lessons that automatically adapt to differentiate across learning levels are key components of enCORE:

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- or, to view and select any of these lessons at any time – go to the Curriculum tab in your enCORE teacher dashboard.

Foundational Skills

Prior to Instruction:

Program student's AAC devices with target vocabulary words and vocabulary. For students needing additional visual support, provide your students with ***The Moon and the Hat*** Visual Support Cards. Sample words and phrases include:

- O
- OO makes the /oo/ sound

Target Letter and Sound

- /oo/ as in moon

Anchor Instruction for All Students

Show your student the adapted text, *The Moon and the Hat*. On the cover, point to the title and say, **The title of this story is *The Moon and the Hat*. Our title is made up of different words. Let's read each word. The-Moon-And-The-Hat** Finger trace under each word as you read and point to each word in isolation. **These words are made of many different letters. Today, we are going to practice naming different letters of the alphabet and identifying their sounds.**

Phonemic Awareness Activity I

Remember that phonemic awareness is an oral activity and does not require referencing text. Complete the following Phonemic Awareness activities without referencing any words/text.

LEVEL 1

LEVEL 2

LEVEL 3

INTRODUCE

Today you are going to be sound-changers! I am going to say a word, and then tell you how to change it.



Learning Objective

- Students will identify upper and lowercase letters of the alphabet.
- Students will isolate and identify letter sounds.
- Students will manipulate words by substituting phonemes.
- Students will use phonics skills to decode words.

Materials

- ***The Moon and the Hat*** Adapted Books
- ***The Moon and the Hat*** Adapted e-Readers
- ***The Moon and the Hat*** Technology-Based Lessons
- Letter and Sound Cards
- Blending Cards
- Last Sound Cards
- Decoding Cards
- Magnetic Whiteboard
- Magnetic Picture Pockets
- Magnetic Display Trays
- Magnetic Letters
- Plastic Colored Squares

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>Listen. Moon. I am going to change the /m/ to an /s/. Soon. Instead of a /m/ on the front I said /s/ for soon.</p> <p>Let me show you how to play with other more words.</p> <p>Instead of /m/ at the beginning of moon, I will say /t/. Tune.</p> <p>Repeat with the following words. Encourage students to say the whole word and then “change it” by adding a new beginning sound.</p> <ul style="list-style-type: none"> • Rest with /n/ = nest • Rest with /t/ = test • Rest with /w/ = west • Hat with /m/ = mat • Hat with /r/ = rat • Hat with /s/ = sat • Room with /l/ = loom • Room with /d/ = doom • Room with /w/ = womb 		
LEAD	<p>Let’s work together to change these words again. Manipulate the following words with students, encouraging them to say the whole word and then “change it” by adding a new sound to the beginning.</p> <ul style="list-style-type: none"> • Rest with /n/ = nest • Rest with /t/ = test • Rest with /w/ = west • Hat with /m/ = mat • Hat with /r/ = rat • Hat with /s/ = sat • Room with /l/ = loom • Room with /d/ = doom • Room with /w/ = womb <p>To challenge level 2/3 students, have them come up with new words or sounds to add to the beginning.</p>		
TEST	<p>Your turn. I am going to say a word and tell you what to change.</p> <ul style="list-style-type: none"> • Rest with /n/ = nest • Rest with /t/ = test • Rest with /w/ = west • Hat with /m/ = mat • Hat with /r/ = rat • Hat with /s/ = sat • Room with /l/ = loom • Room with /d/ = doom • Room with /w/ = womb <p>To challenge level 2/3 students, have them come up with new words or sounds to add to the beginning.</p>		

	LEVEL 1	LEVEL 2	LEVEL 3
PROMPTING AND ERROR CORRECTION	<p>Note: To be used during the Test phase as needed.</p> <p><i>If the student does not respond after 4 seconds, (Word) with (sound) at the beginning is (word) Wait for the student to say the correct response or point to a yes/no response option on an AAC device. If correct, deliver specific verbal praise.</i></p> <p><i>If the student makes an error, (Word) with (sound) at the beginning is (word) Wait for the student to say the correct response or point to a yes/no response option on an AAC device. If correct, deliver specific verbal praise.</i></p>		
	<p>Great! You changed words!</p>		
REINFORCE			



Instructional Tip! For students who need a receptive response mode, you can create a yes/no response card or a green check mark and red X. These can be programmed in an AAC device or made on notecards glued to popsicle sticks. Instead of saying “What word” students can point, press, or hold up yes/no responses when asked “Does that say word or word?”

Letter and Sound Identification

LEVEL 1	LEVEL 2	LEVEL 3
<p>Put the letters oo on the magnetic tray. Sometimes when we put letters together, they make a new sound. This is oo. Touch oo. Wait for student response. When we put oo together, sometimes they make the sound /oo/. We hear this sound in the word moon. Introduce by first modeling (i.e., “This is oo (pointing), it makes the /oo/ sound. Touch oo while I make the /oo/ sound”). If students can make a vocal response, have them make the sound with or after you.</p> <p>Let’s practice this sound a little more. I’m going to make the oo sound and some sounds that are not oo. When I make the /oo/ sound, I want you to touch oo. When I make a sound that is not /oo/, don’t touch oo! Practice making /oo/ sound and not /oo/ sounds (either other letters or silly noises). Model first if necessary.</p>	<p>Put the letters oo on the magnetic tray. Sometimes when we put letters together, they make a new sound. This is oo. Touch oo. Wait for student response. When we put oo together, sometimes they make the sound /oo/. Introduce by first modeling (i.e., “This is oo (pointing), it makes the /oo/ sound. Touch oo while I make the /oo/ sound”). If students can make a vocal response, have them make the sound with or after you.</p> <p>Let’s practice this sound a little more. I’m going to make the oo sound and some sounds that are not oo. When I make the /oo/ sound, I want you to touch oo. When I make a sound that is not /oo/, don’t touch oo! Practice making /oo/ sound and not /oo/ sounds (either other letters or silly noises). Model first if necessary.</p> <p>Great job! Now it is your turn to say the sound for oo. I am going to hold up some letters. If it is oo, say the /oo/ sound. If it is not the letters o and o next to each other don’t say it! Practice with lower-case oo. Add distractors of known letters, numbers, shapes, or familiar photographs.</p>	

Decoding

	LEVEL 1	LEVEL 2	LEVEL 3
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTRODUCE</p>	<p>Display letter cards or magnetic letters o, o, m, n, s, t, and l. We have learned these letter sounds. We can put these sounds together to make words.</p>		

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>Let's review these sounds. Show letter t. This is the letter t. It says /t/. Say/touch /t/. Support student responding. Repeat with oo, m, n, s, and l.</p> <p>Display m, o, o, and n. I see two o's next to each other, which means they might make the oo sound. Practice the slow way with me. /m/-/o/-/o/-/n. Students who are vocal can say the sounds, those who are not touch the sounds under each word. Now let's say it the fast way. Moon. Students who are vocal can say the word, those who are not can touch the word.</p> <p>Repeat for soon and tool.</p>		
LEAD	<p>Display m, o, o, and n. Let's say this word the slow way again together. Repeat until students are correctly responding. Now say it the fast way together. Repeat until students are responding. If students are having trouble, have them first sound out the word part, then add ing.</p> <p>Repeat for soon and tool.</p> <p>To challenge level 3 students, make additional words with oo (be sure it is the moon sound, not story sound). For more challenge, make nonsense words.</p>		
TEST	<p>Display m, o, o, and n. Your turn. Say this word the slow way. Support student responding. Now say it the fast way. Support student responding.</p> <p>Repeat for all words in the text lead phase.</p>		

Measuring Student Learning

Using the data sheet, collect data on student-specific responses during the foundational skills segment. Monitor student progress regularly and make data-based decisions related to instructional pacing, adapting levels of support, and increasing difficulty as needed.

Independent, Technology-Delivered Instruction

enCORE provides additional instruction and practice on the target skills and concepts addressed in this Unit. Both teacher-led and independent student lessons that automatically adapt to differentiate across learning levels are key components of enCORE:

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- or, to view and select any of these lessons at any time – go to the Curriculum tab in your enCORE teacher dashboard.



Language

Prior to Instruction:

Program student’s AAC devices with target vocabulary words and vocabulary. For students needing additional visual support, provide your students with **The Moon and the Hat** Visual Support Cards. Sample words and phrases include:

- Feeling
- Happy
- Sad
- Angry
- Relieved

Anchor Instruction:

Prior to beginning the language segment, anchor instruction by referencing the story, *The Moon and the Hat*. Say, We read the book, *The Moon and the Hat*. **The boy in the story felt sad when his hat was in the tree. Sad is an emotion. Sad is the way someone feels. Have you ever felt sad?** Briefly review the vocabulary from the story using the visual support cards and word cards. Talk with your students about different emotions and what causes those feelings.

Concept Building with Examples and Non-Examples

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	In our story the boy had many different emotions, or feelings. We all have emotions or feelings that change during the day. What emotions or feelings did the boy have?		
	I am going to show you some pictures. Some will show emotions and some show things that are not emotions. Are you ready?		



Learning Objectives

- Students will identify common nouns and verbs.
- Students will sort objects, words, and pictures into categories to gain a sense of the concepts the categories represent.
- Students will use words and phrases acquired through conversations, reading, and writing, and follow agreed upon rules for conversation.

Materials

- *The Moon and the Hat* Adapted Books
- *The Moon and the Hat* Adapted e-Readers
- *The Moon and the Hat* Technology-Based Lessons
- Visual Support Cards
- Word Cards
- Sorting Worksheets
- Magnetic Whiteboard
- Magnetic Picture Pockets
- Magnetic Display Trays

Concept Building with Examples and Non-Examples and Model-Lead-Test Instruction

This instruction is leveled for three levels of support needs. All instruction is delivered in a model-lead-test format. You will teach students the concept of “emotion/not emotion” by presenting and describing examples and non-examples of the targeted concept. After each presentation of a related picture, you’ll briefly explain why the picture is an example or non-example, based on its adherence to the definition (**Happy IS an emotion. It is one way we can feel**). During the “test” phase of model-lead-test, students will have an opportunity to label the examples and non-examples by themselves. If working in a small group, allow each student a chance to answer each item independently during the test phase.

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>My turn. Touch the first picture of a happy face. Happy. This IS an emotion. It is how we can feel.</p> <p>Continue through all examples and non-examples.</p>		
LEAD	<p>Let’s work together. Touch the picture of each item, this time in a different order. For example, touch “hat” first this time. Hat. This is NOT an emotion. It is not a way we feel.</p> <p>Repeat with the remaining items.</p>		
LEARNING GOALS	<ul style="list-style-type: none"> Identifies emotions from not emotions Identifies emotions in a generalized scene or setting Sorts emotions from not emotions 	<ul style="list-style-type: none"> Sorts emotions into groups Identifies the cause of some emotions Identifies appropriate responses to emotions (i.e., if I feel sad, I can _____) 	
TEST	<p>Your turn. Touch the picture of each item in a different order. For example, touch “sad” first this time. Wait for each student response.</p> <p>Repeat with the remaining items.</p> <p>For additional practice, have students circle the emotions in the scene.</p>		

	LEVEL 1	LEVEL 2	LEVEL 3
PROMPTING AND ERROR CORRECTION	Note: To be used during the Test phase as needed.		
	<p>If the student does not respond after 4 seconds, A ____ is [“an emotion or NOT an emotion”]. Your turn, say [“an emotion or NOT an emotion”]. Wait for the student to say the correct response or point to a yes/no response option on an AAC device. If correct, deliver specific verbal praise.</p> <p>If the student makes an error, No, ____ is [“an emotion or NOT an emotion”] Your turn, say [“an emotion or NOT an emotion”]. Wait for the student to say the correct response or point to a yes/no response option on an AAC device. Move on to the next item.</p>		
REINFORCE	<p>Great! You found examples of emotions. Remember, emotion is another word for feeling. An emotion is how you feel!</p>		



Instructional Tip! For students who need a receptive response mode, you can create a yes/no response card or a green check mark and red X. These can be programmed in an AAC device or made on notecards glued to popsicle sticks. Instead of saying “IS a ____ or is NOT a ____,” students can point, press, or hold up yes/no responses.

Generalization and Extension Activities

Show your students pictures of various emotions. Discuss why a person might be feeling that way and what they could do to change their feelings. For example, write If I feel ____, I can _____. Ask your students to fill in the blanks with emotions and responses. Give your students a model and visual response options, if appropriate.

Measuring Student Learning

Using the data sheet, collect data on student-specific responses during the language segment. Monitor student progress regularly and make data-based decisions related to instructional pacing, adapting levels of support, and increasing difficulty as needed.

Independent, Technology-Delivered Instruction

enCORE provides additional instruction and practice on the target skills and concepts addressed in this Unit. Both teacher-led and independent student lessons that automatically adapt to differentiate across learning levels are key components of enCORE:

- enCORE automatically selects and assigns these lessons to your students based on their learning level and the Unit you are currently teaching
- or, to view and select any of these lessons at any time – go to the Curriculum tab in your enCORE teacher dashboard.

Writing

Prior to Instruction

Program student’s AAC devices with target vocabulary words and vocabulary. For students needing additional visual support, provide your students with *The Moon and the Hat* Visual Support Cards. Sample words and phrases include:

- Happy
- Sad
- Feeling
- Emotions
- Hat
- Lost

Anchor Instruction

Prior to beginning the writing segment, anchor instruction by referencing the story, *The Moon and the Hat*. Say, **We read the book, *The Moon and the Hat*. Do you remember what happened in our story? How did the main character feel?** Briefly review the vocabulary from the story using the visual support cards and word cards. Talk with your students about different emotions and what causes those feelings.

Introduce the Task

Say, **Our story was about a time that a little boy felt happy and sad. He felt happy when he got a new hat. He felt sad when the wind blew his hat away. Today you are going to write about your emotions.**



Learning Objectives

- Students will use drawings or visual displays to add detail to written products or discussions.
- Students will recall information from literature or experiences to answer questions.
- Students will write simple statements about a topic.

Materials

- *The Moon and the Hat* Adapted Books
- *The Moon and the Hat* Adapted e-Readers,
- *The Moon and the Hat* Technology-Based Lessons
- Writing Worksheets
- Visual Support Cards
- Word Cards
- Magnetic Whiteboard
- Magnetic Letters

LEVEL 1

LEVEL 2

LEVEL 3

MODEL

Say, **We are going to write about our emotions, or feelings.**

Say, **We all feel many different emotions. It is ok to feel happy, sad, and many different other feelings. Can you think of some other emotions we can have?** Support student responding and make a group brainstormed list of emotions.

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	<p>Point to response options at the bottom of the worksheet, say These are all emotions that you might feel. Let's work together to think about what might make us feel (emotion). Go through each emotion, supporting student responding by providing response options. For example, saying "When you get free time, do you feel happy or angry?"</p>	<p>Point to response options at the bottom of the worksheet, say These are all emotions that you might feel. Let's work together to think about what might make us feel (emotion). Go through each emotion, supporting student responding by providing response options. For example, saying "When you get free time, do you feel happy or angry?"</p>	<p>Say, Now let's work together to think of some things that might make us feel these different emotions.</p> <p>Go through each of the emotions the students brainstormed and discuss what may make them feel that way.</p>
LEARNING GOALS	<p>Given 2-3 response options, students will label events from their life with an emotion.</p> <p>Given 2-3 response options and a sentence starter, students will write about the emotions they felt during an event in their life.</p>	<p>Given 3-4 response options, students will label events from their life with an emotion.</p> <p>Given 3-4 response options and sentence starters, students will write about the emotions they felt during an event in their life.</p>	<p>The student will label events from their life with an emotion.</p> <p>The student will write about the emotions they felt during an event in their life.</p>
TEST	<p>Say, Your turn. You can choose an emotion to write about. Support student in choosing emotion.</p> <p>You will finish this sentence to write about a time you felt (selected emotion). Support student responding.</p> <p>Say, Now you can draw/select a picture to illustrate your feelings.</p> <p>When finished, support students in sharing their writing.</p>	<p>Say, Your turn. You can choose two emotions to write about. You will finish these sentences to write about a time you felt those emotions. Support student responding.</p> <p>Say, Now you can draw/select a picture to illustrate your feelings.</p> <p>When finished, support students in sharing their writing.</p>	<p>Say, Your turn. You can choose three emotions to write about. You will write sentences to describe when you felt those emotions. Support student responding.</p> <p>Say, Now you can draw a picture to illustrate your feelings.</p> <p>When finished, support students in sharing their writing.</p>

Generalization and Extension Activities

Help your students research facts about emotions and feelings. Give your students sample topics related to the story (i.e., things that make us laugh) and help your students write about those feelings. Use words, sentence starters and response options to help your students to generate ideas. For students needing less support, provide your students with a graphic organizer to identify main ideas and supporting details. After drafting sentences, help your students to generate illustrations or pair pages with pictures or graphics.

Measuring Student Learning

Using the data sheet, collect data on student-specific responses during the writing segment. Monitor student progress regularly and make data-based decisions related to instructional pacing, adapting levels of support, and increasing difficulty as needed.

Independent, Technology-Delivered Instruction

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