

# Interactive Read-Aloud

## Core Vocabulary and Concepts

High Frequency Sight Words: **Go, Up, Is**

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>• Moon</li> <li>• Sun</li> <li>• Stars</li> </ul>	<ul style="list-style-type: none"> <li>• Moon</li> <li>• Sun</li> <li>• Stars</li> <li>• Planet</li> <li>• Astronaut</li> <li>• Sky</li> </ul>	<ul style="list-style-type: none"> <li>• Moon</li> <li>• Sun</li> <li>• Stars</li> <li>• Planet</li> <li>• Astronaut</li> <li>• Sky</li> <li>• Space</li> <li>• Traveling</li> <li>• Earth</li> </ul>

### 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 **Up in Space** Visual Support Cards. To increase understanding, provide your students with three dimensional objects or hands on experiences from the story (i.e., toy spaceship, model planets, telescope).

### Anchor Instruction for All Students

Say, **We are going to read a book about outer space! Have you ever seen the moon at night? The moon is in outer space! Astronauts travel to outer space in space ships. That is how we learn about the planets!** Gain student attention by showing pictures/videos of outer space.



## 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 identify vocabulary and answers questions related to the text.

## Materials

- **Up in Space** Adapted Books
- **Up in Space** Adapted e-Readers
- Visual Support Cards
- Word Cards
- Magnetic Whiteboard
- Magnetic Picture Pockets
- Magnetic Display Trays

### Review Vocabulary

Let’s review important vocabulary words we will find in our book 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><b>LEVEL 1:</b> 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, <b>Touch sun.</b> 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><b>LEVELS 2-3:</b> Teach expressive and/or receptive identification of vocabulary words. Display 3-4 cards at a time. For receptive identification, say, <b>Touch sun,</b> while you touch the card. For expressive identification, say <b>What word?</b> as you touch the card, and immediately model by saying the word, <b>sun.</b> Repeat for all vocabulary words.</p> <p>Repeat with all remaining words.</p>	<p>Student touches or says the targeted word.</p> <hr/> <p>Student does not respond.</p> <hr/> <p>Student responds incorrectly.</p>	<p><b>Great work! You found sun.</b></p> <hr/> <p><b>This is sun. Touch (say) sun.</b> Wait for the student to respond. Provide physical guidance if needed.</p>

**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, <b>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) sun.</b> Wait four seconds.</p> <p>Repeat with all vocabulary words.</p>	<p>Student touches or says the targeted word within four seconds.</p>	<p><b>Yes! You found sun all by yourself.</b></p>
	<p>Student responds incorrectly before additional prompting.</p>	<p>Point to and say the correct response. <b>This is sun. Touch (say) sun.</b></p>
	<p>Student does not respond within four seconds.</p>	<p>After student points to or says the word, say <b>Good work, you found (said) sun.</b></p>

**Ask a Prediction Question**

**Ask a Prediction Question:** Before we read our book, let's make a prediction. When we predict, we make a guess. Can you predict what the book 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 book 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 book <i>Up in Space</i>. Say, <b>We are going to read this book. This is the title.</b> Point to the title as you introduce the book. <b>The title tells us what our book will be about. Touch the title.</b> Give students a chance to take turns touching the title. <b>The title of our book is Up in Space. What is the title of our book?</b> 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, <b>We are going to read the book, Up in Space.</b> As you read the title, finger trace under each word. <b>What is the title of our book?</b> 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, <b>We are going to read this book. What is the title?</b> Ask students to identify and read the title of the book, responding chorally in unison or individually.</p>

## Interactive Read-Aloud

Now we are ready to read our book *Up in Space*. Who can help me get the book 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 several suggested 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"> <li>Students will interact with concrete representations of the book (i.e., model moon, space shuttle) by exploring them with their senses</li> <li>Students will turn the pages or use a signal/AAC device to communicate the need to turn the page or “keep the book going”</li> <li>Students will identify vocabulary words as they appear within the book by either matching the words or visual support to the word</li> </ul>	<ul style="list-style-type: none"> <li>Students will finger trace as they listen/read</li> <li>Emerging readers will take turns reading chorally, echo-reading, or filling-in-the blank as a teacher reads</li> <li>Students will turn the pages of the book to “keep the book going”</li> <li>Students will identify vocabulary words as they appear within the text, matching words using vocabulary cards if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Students will finger trace as they listen/read</li> <li>Emerging readers will take turns reading chorally, echo-reading, or filling-in-the blank as a teacher reads</li> <li>Students will turn the pages of the book to “keep the book going”</li> <li>Students will identify vocabulary words as they appear within the text</li> </ul>



**Instructional Tip!** Remind your students that you previously read the book, *The Moon and the Hat*. Ask your students questions related to the moon and connect the two pieces of literature together. Compare the illustrations of the moon with the pictures from *Up in Space*.

## 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 *Up in Space* 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, *Up in Space*. Say, **We read the book, *Up in Space*. We are going to review what we learned from our book. 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. **We learned about space! Let's go on an adventure and learn more about what is in space!** Show your students pictures and video clips of the solar system.



## 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, events, and facts from a story.

## Materials

- *Up in Space* Adapted Books
- *Up in Space* Adapted e-Readers
- *Up in Space* 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 book, *Up in Space*.

LEVEL 1	LEVEL 2	LEVEL 3
<p>Say, <b>Our book was all about what we might find up in space.</b> Use the book to do a “picture walk” through the book. Pause on each page and have students touch key vocabulary/ concepts, such as moon, stars, planet, sun, comet, astronaut, and space shuttle.</p>	<p>Say, <b>Our book was all about what we might find up in space.</b> Use the book to do a “picture walk” through the book. Pause on each page and have students touch key vocabulary/ concepts, such as moon, stars, planet, sun, comet, astronaut, and space shuttle.</p>	<p>Say, <b>Our book was all about what we might find up in space.</b> Use the book to do a “picture walk” through the book. Pause on each page and have ask students about what they see in each picture. For example,</p> <ul style="list-style-type: none"> <li>• What can we see at night that is up in space?</li> <li>• What is very hot and bright?</li> <li>• What is the name of the person who goes into space?</li> <li>• What are the vehicles called that go into space?</li> </ul>

## Lead with Guided Practice in Story Recall and Comprehension

Now we are going to review the things we might see in space.

LEVEL 1	LEVEL 2	LEVEL 3
<p>Provide students with visual cards from the story. Support students in matching the photographs with their labels, sorting the pictures by space and NOT space, and/or identifying the item.</p>	<p>Provide students with visual cards or word cards from the story. Support students in matching the photographs with their labels.</p>	<p>Provide students with visual cards or word cards from the story. Support students in matching the photographs with their labels.</p>



### Instructional Tips!

- Increase support by decreasing quantity of distractors or using far distractors (e.g., non-words, events from a different book, 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 comprehension questions together to help us review what happened in the book. 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"> <li>Who goes into space?</li> <li>Where are planets?</li> <li>What is this?</li> </ul>	<ul style="list-style-type: none"> <li>Who goes into space?</li> <li>Where are planets?</li> <li>What are comets made of?</li> <li>When can we see the stars?</li> </ul>	<ul style="list-style-type: none"> <li>How do astronauts get to outer space?</li> <li>Where are planets?</li> <li>What are comets made of?</li> <li>When can we see the stars?</li> <li>What is the name of our planet?</li> </ul>
<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 book). 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 book and ask “Could we find the answer on this page, or this page?”</p>	<p>Encourage students to go back into the book 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 <b>Rock on reader! Planets are in outer space!</b></p>		
LEVEL 1	LEVEL 2	LEVEL 3
<p>Say, <b>I heard it in the book, let’s go back and read to find the answer.</b> Reread the page with the answer, then re-present the question.</p>	<p>Say, <b>Let’s listen to the book one more time to find the answer to our question (repeat question).</b> Reread the sentence or phrase with the answer then re-present the question.</p>	<p>Say, <b>Let’s find the answer in our book.</b> Read the answer, have the student point to it/repeat it. Re-present question. If necessary, limit field of distractors.</p>

**Instructional Tip! Review Vocabulary**

- Use constant time delay to teach the core vocabulary from this unit. Use the unit Visual Support Cards and/or Word Cards. For students needing additional support, supplement the visual support and word cards with concrete objects and examples.

**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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# 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 **Up in Space** Visual Support Cards. Sample words and phrases include:

- Y
- Y makes the /y/ sound

## Target Letter and Sound

- /y/ as in sky

## Anchor Instruction for All Students

Show your student the adapted text, *Up in Space*. On the cover, point to the title and say, **The title of this book is *Up in Space*. Our title is made up of different words. Let's read each word. Up-In-Space** 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	<p>Today you are going to be sound-changers! I am going to say a word, and then tell you how to change it.</p>		



## Learning Objectives

- 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

- **Up in Space** Adapted Books
- **Up in Space** Adapted e-Readers
- **Up in Space** 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
<b>MODEL</b>	<p><b>Listen. My. I am going to change the /m/ to a /b/. by. Instead of a /m/ on the front I said /b/ for by.</b></p> <p><b>Let me show you how to play with more words.</b></p> <p><b>Instead of /t/ at the beginning of my I will say /t/. ty.</b></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"> <li>• Fun with /s/ at the beginning = sun</li> <li>• Fun with /r/ at the beginning = run</li> <li>• Fun with /p/ at the beginning = pun</li> <li>• Day with /b/ at the beginning = bay</li> <li>• Day with /s/ at the beginning = say</li> <li>• Day with /r/ at the beginning = ray</li> <li>• Too with /b/ at the beginning = boo</li> <li>• Too with /m/ at the beginning = moo</li> <li>• Too with /d/ at the beginning = do</li> </ul>		
<b>LEAD</b>	<p><b>Let’s work together to change these words again.</b> 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"> <li>• Fun with /s/ at the beginning = sun</li> <li>• Fun with /r/ at the beginning = run</li> <li>• Fun with /p/ at the beginning = pun</li> <li>• Day with /b/ at the beginning = bay</li> <li>• Day with /s/ at the beginning = say</li> <li>• Day with /r/ at the beginning = ray</li> <li>• Too with /b/ at the beginning = boo</li> <li>• Too with /m/ at the beginning = moo</li> <li>• Too with /d/ at the beginning = do</li> </ul> <p>To challenge level 2/3 students, have them come up with new words or sounds to add to the beginning.</p>		
<b>TEST</b>	<p><b>Your turn. I am going to say a word and tell you what to change.</b></p> <ul style="list-style-type: none"> <li>• Fun with /s/ at the beginning = sun</li> <li>• Fun with /r/ at the beginning = run</li> <li>• Fun with /p/ at the beginning = pun</li> <li>• Day with /b/ at the beginning = bay</li> <li>• Day with /s/ at the beginning = say</li> <li>• Day with /r/ at the beginning = ray</li> <li>• Too with /b/ at the beginning = boo</li> <li>• Too with /m/ at the beginning = moo</li> <li>• Too with /d/ at the beginning = do</li> </ul> <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><b>Note:</b> To be used during the Test phase as needed.</p> <p><i>If the student does not respond after 4 seconds, <b>(Word) with (sound) at the beginning is (word)</b> 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, <b>(Word) with (sound) at the beginning is (word)</b> 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><b>Great! You changed words!</b></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 letter y on the magnetic tray. <b>We already learned one sound for y. We learned it can make the /y/ sound. But y can also sound like long I and make the y sound. We hear this sound in the word sky.</b> Introduce by first modeling (i.e., “This is y (pointing), it sometimes makes the /i/ sound. Touch y while I make the /i/ sound”). If students can make a vocal response, have them make the sound with or after you.</p> <p><b>Let’s practice this sound a little more. I’m going to make the /i/ sound and some sounds that are not /i/. When I make the / i/ sound, I want you to touch y. When I make a sound that is not /i /, don’t touch y!</b> Practice making /i/ sound and not /i/ sounds (either other letters or silly noises). Model first if necessary.</p>	<p>Put the letter y on the magnetic tray. <b>We already learned one sound for y. We learned it can make the /y/ sound. But y can also sound like long I and make the y sound. We hear this sound in the word sky.</b> Introduce by first modeling (i.e., “This is y (pointing), it sometimes makes the /i/ sound. Touch y while I make the /i/ sound”). If students can make a vocal response, have them make the sound with or after you.</p> <p><b>Let’s practice this sound a little more. I’m going to make the /i/ sound and some sounds that are not /i/ When I make the /i/ sound, I want you to touch y. When I make a sound that is not /i/, don’t touch y!</b> Practice making /i/ sound and not /i/ sounds (either other letters or silly noises). Model first if necessary.</p> <p><b>Great job! Now it is your turn to say the sound for y when it sounds like long i. I am going to hold up different letters. If it is y, say the /i/ sound. If it is not y, don’t say it!</b> Practice with lowercase y. Add distractors of known letters, numbers, shapes, or familiar photographs.</p>	

Decoding

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Display letter tiles s, k, y, m, and b. <b>We have learned these letter sounds. We can put these sounds together to make words.</b></p>		

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p><b>Let's review these sounds.</b> Show letter s. <b>This is the letter s. It says /s/. Say/touch /s/.</b> Support student responding. Repeat with k, y (long l sound), m, and b.</p> <p>Display b and y. <b>When we have a consonant and a y at the end, it means the y makes the long l sound. Practice the slow way with me. /b/-/y/.</b></p> <p>Students who are vocal can say the sounds, those who are not touch the sounds under each word. <b>Now let's say it the fast way. by.</b> Students who are vocal can say the word, those who are not can touch the word.</p> <p>Repeat for sky and my.</p>		
LEAD	<p>Display b and y. <b>Let's say this word the slow way again together.</b> Repeat until students are correctly responding. <b>Now say it the fast way together.</b> Repeat until students are responding. If students are having trouble, have them first sound out the word part.</p> <p>Repeat for sky and my.</p> <p>To challenge level 3 students, make additional words with long y. For more challenge, make nonsense words.</p>		
TEST	<p>Display b and y. <b>Your turn. Say this word the slow way.</b> Support student responding. <b>Now say it the fast way.</b> Support student responding.</p> <p>Repeat for all words in the text lead phase.</p>		

### Generalization and Extension Activities

Make your sight words and vocabulary out of this world! Create an outer space display and put words and pictures on stars and planets. Turn off the lights in the classroom and use a flashlight to find words. As you find words and pictures, review vocabulary and help your students sound out/identify words.

### 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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# Language

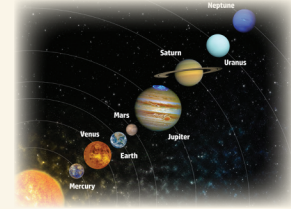
## Prior to Instruction:

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

- Vehicle
- Not Vehicle
- Space Shuttle
- Car
- Train

## Concept Building with Examples and Non-Examples

	LEVEL 1	LEVEL 2	LEVEL 3
<b>INTRODUCE</b>	<p><b>Our book told us about how astronauts get into outer space. They use space shuttles! Today I am going to teach you about other vehicles. Vehicles are things like cars and trucks that help us get from one place to another.</b></p> <p><b>I am going to show you several pictures. Some will show vehicles and some are NOT vehicles. Are you ready?</b></p>		



## Learning Objective

- 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

- **Up in Space** Adapted Books
- **Up in Space** Adapted e-Readers
- **Up in Space** 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 “vehicles” (levels 1-3) 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 (**A truck IS a vehicle. We can use it to get from one place to another.**). 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><b>My turn.</b> Touch the first picture of a truck. <b>Truck. This IS a vehicle. We can use it to get from one place to another.</b></p> <p>Continue through all examples and non-examples.</p>		
LEAD	<p><b>Let's work together.</b> Touch the picture of each item, this time in a different order. For example, touch "hat" first this time. <b>Hat. This is NOT a vehicle. We can not use a hat to get from one place to another.</b></p> <p>Repeat with the remaining items.</p>		
LEARNING GOALS	<p><b>Your turn.</b> Touch the picture of each item in a different order. For example, touch "space shuttle" 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>		
TEST	<p><i>If the student does not respond after 4 seconds, <b>A ____ is ["a vehicle or NOT a vehicle"].</b> Your turn, say ["a vehicle or NOT a vehicle].</i> 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><i>If the student makes an error, <b>No, ____ is ["a vehicle or NOT a vehicle].</b> Your turn, say ["a vehicle or NOT a vehicle].</i> 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>		
PROMPTING AND ERROR CORRECTION	<p><b>Note:</b> To be used during the Test phase as needed.</p> <p><i>If the student does not respond after 4 seconds, <b>A ____ is ["a vehicle or NOT a vehicle"].</b> Your turn, say ["a vehicle or NOT a vehicle].</i> 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><i>If the student makes an error, <b>No, ____ is ["a vehicle or NOT a vehicle].</b> Your turn, say ["a vehicle or NOT a vehicle].</i> 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><b>Great! You found examples of vehicles.</b></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

Create a Venn diagram with your students and compare different vehicles. Find similarities and differences and highlight the components or characteristics of each vehicle. To expand, help your students sort vehicles by characteristic (i.e., vehicles by purpose, vehicles that have wheels, vehicles by color).

### 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 **Up in Space** Visual Support Cards. Sample words and phrases include:

- Fact
- Not Fact
- Space
- Moon
- Stars
- Sun

## Anchor Instruction

Prior to beginning the writing segment, anchor instruction by referencing the story, *Up in Space*. Say, **We read the book, *Up in Space*. We learned about astronauts and outer space. If you were up in space and couldn't visit your family, you could write them letters! You could tell them about what you are doing and send them messages!** Talk to your students about different times you could write letters to family and friends.

## Introduce the Task

Say, **We read about outer space in our book. This book told us facts, or true statements. We can look up more facts, or true statements, about outer space.**



## 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 use resources to identify information and write about a topic.

## Materials

- **Up in Space** Adapted Books
- **Up in Space** Adapted e-Readers
- **Up in Space** Technology-Based Lessons
- Writing Worksheets
- Visual Support Cards
- Word Cards
- Magnetic Whiteboard
- Magnetic Letters

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>Say, <b>Today we are going to research facts, or true statements about outer space, We are going to fill out this KWHL chart</b> (point to worksheet) <b>to record what we know, want to know, how we will find out, and what we learn about outer space.</b></p> <p>Show worksheet. <b>These pictures show us things we can research. We are going to choose one that we want to know more information about.</b> Support students in selecting what they want to research: (a) stars, (b) the sun, or (c) the moon.</p>	<p>Say, <b>Today we are going to research facts, or true statements about outer space. We are going to fill out this KWHL chart</b> (point to worksheet) <b>to record what we know, want to know, how we will find out, and what we learn about outer space.</b></p> <p>Show worksheet. <b>These pictures show us things we can research. We are going to choose one that we want to know more information about.</b> Support students in selecting what they want to research: (a) stars, (b) the sun, or (c) the moon.</p>	<p>Say, <b>Today we are going to research facts, or true statements about outer space. We are going to fill out this KWHL chart</b> (point to worksheet) <b>to record what we know, want to know, how we will find out, and what we learn about outer space.</b></p> <p><b>First we need to decide what we'd like to know about outer space. We can choose one of the topics from our book.</b> Review space topics from book, such as the moon, stars, comets, astronauts, and space shuttles. Support students in selecting one, use the book for support if needed.</p>
LEAD	<p>Say, <b>First we need to record what we know about (chosen space topic). Do you know any facts about (chosen space topic)?</b> Support student responding, providing response options as necessary. For example, can ask if planets are in outer space or under the ocean. Record response in K column.</p> <p>Say, <b>Now we can decide what we want to know about (chosen space topic). What do you want to know about (chosen space topic)?</b> Support students in selecting what they want to learn about their chosen space topic by providing response options and recording in the W column.</p>	<p>Say, <b>First we need to record what we know about (chosen space topic). Do you know any facts about (chosen space topic)?</b> Support student responding, providing response options as necessary. For example, can ask if planets are in outer space or under the ocean. Record response in K column.</p> <p>Say, <b>Now we can decide what we want to know about (chosen space topic). What do you want to know about (chosen space topic)?</b> Support students in selecting what they want to learn about their chosen space topic by providing response options and recording in the W column.</p>	<p>Say, <b>First we need to record what we know about (chosen space topic). Do you know any facts about (chosen space topic)?</b> Support student responding, providing response options as necessary. For example, can ask if planets are in outer space or under the ocean. Record response in K column.</p> <p>Say, <b>Now we can decide what we want to know about (chosen space topic). What do you want to know about (chosen space topic)?</b> Support students in selecting what they want to learn about their chosen space topic by providing response options and recording in the W column.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	<p>Say, <b>Now we need to decide how we are going to find out (topic selected in W column). Which source should we use?</b> Present options to students. Examples could be provided from your district-approved website list, an informational text about space, etc. Non-examples could be books about a different topic. Support students in selecting the appropriate source.</p> <p>Say, <b>Great choice, we are going to use (source) to look up facts about (selected space topic).</b> Choose one (or more) sources to read. Select 1 fact about selected space topic to write on response cards for students to put on their graphic organizer under L.</p>	<p>Say, <b>Now we need to decide how we are going to find out (topic selected in W column). Which source should we use?</b> Present options to students. Examples could be provided from your district-approved website list, an informational text about space, etc. Non-examples could be books about a different topic. Support students in selecting the appropriate source.</p> <p>Say, <b>Great choice, we are going to use (source) to look up facts about (selected space topic).</b> Choose one (or more) sources to read. Select 1 fact about selected space topic to write on response cards for students to put on their graphic organizer under L.</p>	<p>Say, <b>Now we need to decide how we are going to find out (topic selected in W column). Which source should we use?</b> Present options to students. Examples could be provided from your district-approved website list, an informational text about space, etc. Non-examples could be books about a different topic. Support students in selecting the appropriate source.</p> <p>Say, <b>Great choice, we are going to use (source) to look up facts about (selected space topic).</b> Choose one (or more) sources to read. Select 1 fact about selected space topic to write on response cards for students to put on their graphic organizer under L.</p>
LEARNING GOALS	<p>Given 2-3 response options, students will select an appropriate source to find facts about a selected topic.</p> <p>Given 2-3 response options and a sentence starter, students will write about a topic.</p>	<p>Given 3-4 response options, students will select an appropriate source to find facts about a selected topic.</p> <p>Given 3-4 response options and sentence starters, students will write facts about a topic.</p>	<p>Students will select an appropriate source to find facts about a selected topic.</p> <p>The student will write facts about a topic.</p>
TEST	<p>Say, <b>Your turn. You can finish these sentences to write about outer space and what you learned.</b> Support student responding. To increase support, have students first select an object in outer space, then fill in the appropriate word in the sentences.</p>	<p>Say, <b>Your turn. You will write two sentences about what you learned about (selected space topic).</b></p>	<p>Say, <b>Your turn. You will write three sentences about what you learned about (selected space topic).</b> Provide sentence starters such as “I learned...” if necessary.</p>

### Generalization and Extension Activities

Help your students research facts about additional objects in outer space. Give your students sample topics related to the book (i.e., all about stars, or planets) and help your students write about those objects. 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

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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