

Research and Collaboration

ANSWERING QUESTIONS OR SOLVING PROBLEMS

Core Vocabulary

The focus skills word has an asterisk:

- World
- Continent
- Country
- Label*

Prior to Instruction

Cut out all of the response options for the map labels on Worksheet 4. Keep them next to the category (like “world” or “continent”) so that students can find the right kind of label each time. Consider programming student AAC devices with the core vocabulary or label words to allow students to talk about or ask questions about the labels if needed. Example words include:

- Earth
- North America
- China



Learning Objectives

- Students will label world maps with the world name, a continent name, and country name.

Materials

- Student Worksheet 3: Newsletter and Comprehension (one per student and one for the teacher)
- Student Worksheet 4: Research and Collaborate (one per student and one for the teacher)

Anchor Instruction for All Students

Prior to beginning instruction, review the target words briefly (world, continent, country) and review the concept of “label.” Point to the word “label” and read the definition. Say, **Today we will learn more about how to label, or write the parts of something. This is important because it will help us tell about important parts on a world map.**

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Show me our newsletter. Place Student Worksheet 3 in front of the student and wait for students to indicate the text at the top of the page. Prompt as needed. Yes! This is our newsletter. Let’s learn more about the world! Point to the pictures of world maps on Worksheet 4. Here are three world maps. Guide the students to look at the response options for labeling each map on Worksheet 4. Now we’re ready to label our maps!</p>	<p>Show me some of the things we learned in our newsletter. Place Student Worksheet 3 in front of each student and wait for students to point to the highlighted words or questions. Prompt as needed. Yes, great work talking about the world, continents, and countries. Let’s learn more about how we can label maps. We can label maps to show the world name, a continent name, and a country name. Point to the pictures of the world maps on Worksheet 4. Here are three world maps. Guide the students to look at the response options for the labels for each map on Worksheet 4. Now we’re ready to learn about the world and label the important parts on each map!</p>	<p>What did we learn in our newsletter? Wait for students to recall words, concepts, or answers to questions from the newsletter. Prompt as needed. Yes, great work talking about the world, continents, and countries. Let’s learn more about how we can label world maps to show these important parts. We can add labels to show the world name, show where continents are, and show where countries are. Point to the pictures of the world maps on Worksheet 4. Here are three world maps. Guide the students to look at the response options for the labels for each map on Worksheet 4. Now we’re ready to learn about the world and label the important parts on each map!</p>

Researching and Collaborating with Model-Lead-Test

This instruction is leveled for three types of support needs. All instruction is delivered in a model-lead-test format. During the “test” phase of instruction, provide immediate prompting and error correction as needed. If students cannot respond independently after four seconds, deliver the prompt. This instruction is designed to teach students to use their Student Worksheet 4 to follow the steps of the activity as independently as possible. Use think aloud modeling in the model phase to show students how to label their symbols.

Materials: Student Worksheet 4: Research and Collaborate

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>Show students Map #1. My turn. I’m going to label the first map. Model pointing to the first map label category and say, World. Slide your finger to the corresponding label and say, “Earth” is the label for world. Model picking up the label “Earth.” Model looking at the map of the world and deciding which blank is for the name of the world. Say, This is the whole world. This is Earth.</p> <p>After each label, wait for students to add the same label to their own map of the world.</p> <p>Repeat with the label for continent and country.</p>	<p>Show students Map #1. My turn. I’m going to label the first map. Model pointing to the first map label category and say, World. Slide your finger to the corresponding label and say, “Earth” is the label for world. Model picking up the label “Earth.” Model looking at the map of the world and deciding which blank is for the name of the world. Say, This space is for the whole map. This whole map is the world. I’ll put the label “Earth” here. Earth is the world.</p> <p>Tell students to label their map of the world after watching you complete the model.</p> <p>Repeat with the label for continent and country.</p>	<p>Show students Map #1. My turn. I’m going to label the first map. Model pointing to the first map label category and say, World. Slide your finger to the corresponding label and say, “Earth” is the label for world. Model picking up the label “Earth.” Model looking at the map of the world and deciding which blank is for the name of the world. Say, Here is where I put the label for the whole map. This whole map is the world. I’ll put the label “Earth” here. Earth is name of this world.</p> <p>After completing the model, tell students to label their map of the world.</p> <p>Repeat with the label for continent and country.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	<p>Show students Map #2. Let’s work together. Let’s label the next map. Model pointing to the first map label category and say, World ... Earth. Show me the label for world? Wait for students to point to the label “Earth.” Good! Where does it go?</p> <p>Help students find the space on the map that points to the outline of the world, or the whole world. Help student glue the label on that space. Say, This is the whole world. This is Earth.</p> <p>Repeat with the label for continent and country.</p>	<p>Show students Map #2. Let’s work together to label the next map. Model pointing to the first map label category and say, The world is called Earth. Your turn, what is this world’s name? Wait for students to say or point to the label for Earth. Where does this label go on the map? Let’s look at our map. Help students look at the map of the world and decide which blank is for the label of the world name. If needed, say, This space is for the whole map. This whole map is the world. I’ll put the label “Earth” here. Earth is the world.</p> <p>Repeat with the label for continent and country.</p>	<p>Show students Map #2. Let’s work together to label the next map. Model pointing to the first map label category and say, The first label is for the world name. What is this world name? Wait for students to respond and help them say “Earth” if needed. Where does this label go on the map? Help students look at the map of the world and decide which blank is for the label of the world name. If needed, say, This space is for the whole map. This whole map is the world. I’ll put the label “Earth” here. Earth is the name of this world.</p> <p>Repeat with the label for continent and country.</p>
TEST	<p>Show students Map #3. Your turn. Put labels on this map.</p> <p>Help students glue the labels on the map of the world as needed.</p>	<p>Show students Map #3. Your turn. Label this last map.</p>	<p>Show students Map #3. Your turn. Label this last world map.</p>
<p>Note: To be used during the Test phase as needed.</p>			
PROMPTING AND ERROR CORRECTION	<p><i>When asked to find what we do last, if the student does not respond after 4 seconds, say, Label like this. Model selecting a label, thinking about what it is (world, continent, or country) and placing it on the map in the correct location. Wait for the student to respond. If correct, deliver specific verbal praise.</i></p> <p><i>If the student makes an error, say, No, and model the correct response.</i></p>	<p><i>When asked to find what we do last, if the student does not respond after 4 seconds, say, Let’s take a label and put it on your map. Model selecting a label, thinking about what it is (world, continent, or country) and placing it on the map in the correct location. Wait for the student to respond. If correct, deliver specific verbal praise.</i></p> <p><i>If the student makes an error, say, No, and model the correct response.</i></p>	<p><i>When asked to find what we do last, if the student does not respond after 4 seconds, say, Let’s take a label and put it on your map. Model selecting a label, thinking about what it is (world, continent, or country) and placing it on the map in the correct location. Provide think aloud modeling to show how you decided if something was a world, continent, or country. Wait for the student to respond. If correct, deliver specific verbal praise.</i></p> <p><i>If the student makes an error, say, No, and model the correct response.</i></p>

	LEVEL 1	LEVEL 2	LEVEL 3
REINFORCE	Great work labeling the map!	Great! You labeled a map of the world!	Great! You labeled a map of the world! You showed where the world, a continent, and a country are!



Instructional Tip! For students who have difficulty with fine motor skills or vocal speech, record the event response options in a AAC device so the student can activate the response options as needed.

Generalization and Extension Activities

To promote generalization, consider opportunities to vary the types of images you use (both the content of the images and the format of the images) and look for opportunities to incorporate real-life materials or examples. Consider showing other maps with important features labeled. Help students make their own world map by providing help as needed to draw or label their map.

Measuring Student Learning

Using the event recording “labeling” data sheet, collect data on student-specific responses during the labeling activity. You will use this data sheet every time a lesson incorporates the skill of labeling. Track progress with labeling over time.

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.

Presenting and Communicating

WRITING AND SHARING WHAT WE KNOW

Core Vocabulary

The focus skills word has an asterisk:

- World
- Continent
- Country
- Label*

Prior to Instruction

Cut out the response options for Worksheet 5 for students who need them. Program student AAC devices with target vocabulary words (world, continent, country label) and image or pictures (with the definition programmed). Program each part of the story, including the introduction sentences from Worksheet 5. Program phrases so that students can voice how to complete each sentence if they'd like. Sample words and phrases include:

- "California"
- "Dallas"
- "The Statue of Liberty"
- Yes/No response options for answering presentation checklist.

Anchor Instruction for All Students

Prior to beginning instruction, show students video clips or pictures of people talking to other people. Vary the examples to show some formal speeches, friends talking in a small group, and presenters who use graphics or supports to communicate information (like PowerPoint presentations or charts). Ask them to think about all the ways we can tell other people our feelings and ideas.



Learning Objectives

- Students will write about what they learned.
- Students will communicate what they learned to others.

Materials

- Complete versions of Student Worksheet 4: Research and Collaborate from Segment 1 (one per student and one for the teacher)
- Student Worksheet 5: Present and Communicate (one per student and one for the teacher)

Differentiated Systematic Instruction

Follow the instructional steps below. Adapt the steps or language, as needed, to account for student-specific needs. After each step, provide specific verbal feedback for correct responses and participation.

Writing What We Know

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Let’s write. Can you pick one world map to write about? Help students pick either Earth, California, New York, or their home world map as their target for writing. Great work! You are ready to write.</p>	<p>Let’s write. Look at Worksheet 4. You labeled different world maps. Pick ONE map to write about now. Help students pick one map to write about from Worksheet 4. Great! You are ready to write more about maps. You can use the labels to help you. Let’s write.</p>	<p>Let’s write. Look at Worksheet 4. You labeled different world maps. Pick one map to write about now. You’ll write about the labels you added to your map. Let’s write.</p>

Writing What We Know with Model-Test

This instruction is leveled for three types of support needs. All instruction is delivered in a model-test format (note, there is no “lead” phase for this instruction). During the “test” phase of instruction, provide immediate prompting and error correction as needed. If students cannot respond independently after 4 seconds, deliver the prompt. This instruction is designed to teach students to use their Student Worksheet 4 to complete the writing task on Worksheet 5. Use think aloud modeling in the model phase to show students how to reference Worksheet 4 to complete the writing task. Students can write in the blanks or paste the response options from Worksheet 4 directly on their writing template.

Materials: Student Worksheet 4: Research and Collaborate,
Student Worksheet 5: Present and Communicate

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>My turn. Model reading the first line of the report out loud, “This is a world map. It has labels that show the important parts.” The next line says, “One label shows the world name. The world name is…” Model looking at the label with the world name on the corresponding map from Worksheet 4. Read the world name. Model finding the matching world name from the response options on Worksheet 5. I’ll glue that word here. Model gluing the word on the template. Repeat for the next two lines of writing. I have finished writing.</p>	<p>My turn. Model reading the first two lines of the report out loud, “This is a world map. It has labels that show the important parts. One label shows the world name. The world name is…” Model looking at the label with the world name on the corresponding map from Worksheet 4. Model writing the world name in the report on Worksheet 5. Repeat for the next two lines of writing. I have finished writing about the map.</p>	<p>My turn. Model reading the first two lines of the report out loud, “This is a world map. It has labels that show the important parts. One label shows the world name. The world name is…” Model completing the report. Occasionally, reference the map on Worksheet 4 to model using those map labels as a support. Repeat for the next two lines of writing. I have finished writing about the world map.</p>
TEST	<p>Remove the symbol and label response options from the bottom of each student’s Worksheet 5 and spread them out in front of them. Your turn. Write about the world map. Point to the blank spaces on the last three lines. Show me what goes here.</p>	<p>If needed, remove the symbol and label response options from the bottom of each student’s Worksheet 5 and spread them out in front of them. Your turn. Write about the world map. Point to the blank spaces on the last three lines. Show me what goes here.</p>	<p>Your turn. Write about the world map. Point to the blank spaces on the last three lines. Show me what goes here.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	Note: To be used during the Test phase as needed.		
PROMPTING AND ERROR CORRECTION	<p>For each section of the writing worksheet, if the student does not respond after 4 seconds, say, Let’s write like this. Model finding a label from the world map and matching it to the response option from Worksheet 5, and then place that response options in the correct space on the correct line of text in the writing template. After a few moments, set the response option to the side of the blank on corresponding sentence on Worksheet 5 and say, Your turn to write. Wait for the student to select the correct response option and move it or indicate that it should be moved to the correct space on the template. If correct, deliver specific verbal praise.</p> <p><i>If the student makes an error, say, No, and touch the correct response option. Try and catch errors before incorrect responses are glued to Worksheet 5.</i></p>	<p>For each section of the writing worksheet, if the student does not respond after 4 seconds, say, Let’s write like this. Model finding a label on the map and matching it to the response option from Worksheet 5, and then placing or writing that response in the blank in the writing template. Your turn to write. Wait for the student to respond. If correct, deliver specific verbal praise.</p> <p><i>If the student makes an error, say, No, point to the correct response on Worksheet 4, and model writing that response on a blank copy of Worksheet 5.</i></p>	<p>For each section of the writing worksheet, if the student does not respond after 4 seconds, say, Let’s write like this. Model finding the event on the map and writing that response in the blank in the writing template. Your turn to write. Wait for the student to respond. If correct, deliver specific verbal praise.</p> <p><i>If the student makes an error, say, No, point to the correct response on Worksheet 4, and model writing that response on a blank copy of Worksheet 5.</i></p>
REINFORCE	You did it! You wrote about the world map!	You did it! You wrote about the world map! You used labels to tell about important parts of the map!	You did it! You wrote about the world map! You used labels to tell about important parts of the map, like the world name, continent, and country!



Instructional Tips!

- For students who have difficulty with fine motor skills, help students use a sponge with glue and provide guidance positioning the responses as needed. Add the outline of a box or a yellow dot to the worksheet to provide a target for glued items. Be careful to allow for independence in selecting the response options.
- For students who have difficulty with multi-step directions, apply model-lead-test procedures to each step of the writing template (instead of all at once). Consider using a light-colored bingo stamper for students who need supports circling responses.

Sharing What We Know

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>We wrote about maps! Let’s share our ideas! How do you share ideas with other people? Help students indicate their preferred mode of communication by gesturing to and saying I speak with my voice OR I speak with my device. Adjust this statement to best describe each students’ primary mode of communication. Before we start, let’s make sure we can say all of our important words. Be sure the student can activate or say all four sentences of their writing.</p>	<p>We wrote about labels and maps! Now let’s share our writing! Sometimes we share ideas with other people by reading reports. Can you think of a time you shared ideas with other people by reading a report? Give students a chance to think of times they shared ideas by reading a report. Let’s learn more about sharing ideas with others! Before we start, let’s look at our presentation checklist. It asks us, “Can I tell about labels and what they mean?” That means, can you tell about symbols and labels from your flag. Can you? Answer any questions the students have about symbols or labels. It also asks us, “Do I know how to say all of the words?” Let’s look over our writing. Are there words you need help saying? Give students a chance to ask about specific words they do not know how to read or say. Our checklist says to practice with a partner and then with a group. Let’s learn more about this!</p>	<p>We wrote about the important parts of world maps! Now let’s share our writing! Sometimes we share ideas with other people by reading reports. Reports are ways to share facts and other important information. Can you think of a time you shared ideas with other people by reading a report? Give students a chance to think of times they shared ideas by reading a report. Let’s learn more about sharing ideas with others! Before we start, let’s look at our presentation checklist. It asks us, “Can I tell about labels and what they mean?” That means, can you tell about symbols and labels from your flag. Can you? Answer any questions the students have about symbols or labels. It also asks us, “Do I know how to say all of the words?” Let’s look over our writing. Are there words you need help saying? Give students a chance to ask about specific words they do not know how to read or say. Our checklist says to practice with a partner and then with a group. Let’s learn more about communicating with others! Let’s share our reports!</p>

Sharing What We Know with Model-Lead-Test

This instruction is leveled for three types of support needs. All instruction is delivered in a model-lead-test format. During the “test” phase of instruction, provide immediate prompting and error correction as needed. If students cannot respond independently after 4 seconds, deliver the prompt. This instruction is designed to teach students to use their writing component of Worksheet 5 to present ideas to the class.

Materials: Student Worksheet 5: Present and Communicate

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	My turn. Model reading your report to the class.	My turn. I will read my report to you all. Model reading your report to the class.	My turn. I will ready my report on A World Map to you all. Model reading your report to the class.
LEAD	Let’s work together. We can practice with one person first. Place students in pairs with peers or adults. The student should ready their reports to the other person by independently stating or activating all four sentences of the report.	Let’s work together. Place students in pairs with each other. Have students take turns reading their reports to one another.	Let’s work together. Place students in pairs with each other. Have students take turns reading their reports to one another. Tell the listener to listen for labels about the world.
TEST	Your turn. Prompt each student to read their report to the group.	Your turn. Now you get to read your report to the whole group! Prompt each student to read their report to the group.	Your turn. Now you get to read your report to the whole group! Listeners, let’s listen for the labels about the world. Prompt each student to read their report to the group.
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, model presenting the first component of the report. Say, Your turn. Say the whole thing.</i></p> <p><i>If the student makes an error, immediately say, Stop, my turn. World the correct information or model the correct sequence of information. Your turn. Try again.</i></p>		
REINFORCE	Great job reading your report!	Great job reading your report to the group!	Great job reading your report on A World Map and to the group! You told about labels on a world map!



Instructional Tip! Ensure everyone has a communication response mode that allows them to activate each component of the presentation rather than programming the entire presentation as one discrete output. This format allows students with communication support needs to actively engage in their presentation throughout the experience (as they will need to activate the output four times to fully communicate all of their ideas).

Generalization and Extension Activities

To promote generalization, consider opportunities to present to different audiences across different contexts. This activity lends itself to an inclusive format, working alongside peers in general education classrooms. To further extend this lesson for students who are ready, encourage them to present their report from memory and with expression. Additionally, encourage them to tell their reports to their families.

Measuring Student Learning

Using the task-analytic “presentation” data sheet, collect data on student-specific responses during the report presentation. This data sheet mirrors the presentation checklist student’s use to self-monitoring and prepare for their presentation during this lesson. Monitor student progress regularly and make data-based decisions to ensure instruction is individualized.

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.