UNIT 36

Frog's Bright Idea

Interactive Read Aloud

Prior to Instruction

Program student's AAC devices with target vocabulary words and images. For students needing additional visual support, provide your students with the *Frog's Bright Idea* Visual Support cards. For students with emerging symbolic communication, use concrete representations of objects during the lesson (i.e., toy frog, toy bugs). Sample vocabulary and words from the unit include:

- Frog
- Bug
- Catch
- Dinner
- Candle
- Jump
- Hungry
- Problem
- Plan

Core Vocabulary and Concepts

High Frequency Sight Words: **Light**, **Today**, **Far**

LEVEL 1	LEVEL 2	LEVEL 3
• Frog • Bug • Catch	• Frog • Bug • Catch • Dinner • Candle • Jump	• Frog • Bug • Catch • Dinner • Candle • Jump • Hungry • Problem • Plan

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.
- Students will identify key vocabulary from text.

Materials

- *Frog's Bright Idea* Adapted Readers
- *Frog's Bright Idea* Adapted e-Readers
- Visual Support Cards
- Word Cards
- Magnetic Whiteboard
- Magnetic Picture Pockets
- Magnetic Display Trays

Anchor Instruction for All Students

Here is a new book that we are going to read! Look at the illustration on the cover of our book. This illustration has bright colors! What do you see in the picture? Encourage your students to take turns and share their responses. Provide students with visual responds card, if appropriate. **I see a silly frog who is laying in a hammock! Do real frogs lay in hammocks? We are going to read a story about a frog who is trying to catch bugs to eat for his dinner.** Gain student interest by showing photographs and videos of frogs catching bugs with their tongues. Have students share their experiences with frogs.

Review Vocabulary

Let's review 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 and 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 <u>no pause or delay</u> 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. <u>Be sure to vary the order in which you ask the words each time.</u>

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
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 frog.** Support students to imitate your response and touch the 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. **LEVELS 2-3:** Teach expressive and/or receptive identification of vocabulary words. Display 3-4 cards at a time. For receptive identification, say, **Touch frog,** while you touch the card. For expressive identification, say, **What word?** as you touch the card, and immediately model by saying the word, **frog**. Repeat for all vocabulary words. Repeat with all remaining words.	Student touches or says the targeted word. Student does not respond. Student responds incorrectly.	**Great work! Frog.** **This is frog. Touch (say) frog.** Wait for the student to respond. Provide physical guidance if needed.

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.

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
Say, **Let's practice our words a little 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 (say) frog.** Wait four seconds. Repeat with all vocabulary words.	Student touches or says the targeted word within four seconds.	**Yes! You found frog all by yourself.**
	Student responds incorrectly before additional prompting.	Point to and say the correct response. **This is frog. Touch (say) frog.** After the student points to or says the word, say, **Good work, you found (said) frog.**
	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
Show your students the story, *Frog's Bright Idea*. 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 *Frog's Bright Idea*. What is the title of our story?**	Say, **We are going to read the story, *Frog's Bright Idea*.** 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.	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. **What do we call the person who writes a story?** Students can respond chorally in unison or individually. **The author, or writer, of this story is Ranjeet Kaur. You are all writers too! Let's talk about different things that you write!**
(continued)	*(continued)*	*(continued)*

Page over text

LEVEL 1	LEVEL 2	LEVEL 3
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. **The book was originally written by Ranjeet Kaur.** Touch the author's name as you read. **Ranjeet Kaur is the author of *Frog's Bright Idea*. Touch the author's name.** Have students take turns touching the author's name. **Partho Sengupta is the illustrator of our book. He drew the pictures. Touch the illustrator's name.** Have students take turns touching the illustrator's name.	**Ranjeet Kaur is the author of *Frog's Bright Idea*. She wrote the story. What does an author do?** Have students respond chorally in unison or call on individual students. **This book is written by Ranjeet Kaur. Ranjeet Kaur is the author of *Frog's Bright Idea*. She wrote the story. What does an author do?** Have students respond chorally in unison or call on individual students. 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. **Partho Sengupta is the illustrator of our book. He drew the pictures. What does an illustrator do?** Have students respond chorally in unison or call on individual students. 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.	Give individual students an opportunity to respond. **What do we call the person who draws the pictures for a story?** Students can respond chorally in unison or individually. **The author, or writer, of this story is Ranjeet Kaur. You are all writers too! Let's talk about different things that you write!** Give individual an opportunity to respond. For students who need additional support, provide a word web or visual supports to help with brainstorming. **What do we call the person who draws the pictures for a story?** Students can respond chorally in unison or individually. **The illustrator of this story is Partho Sengupta. Why do you think he drew these pictures on the cover?** If needed, model the think aloud process of making inferences for your students.

Interactive Read Aloud

Now we are ready to read our story, *Frog's Bright Idea*. 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 several suggested targets for engaging and monitoring progress for students who require varying levels of support.

LEVEL 1	LEVEL 2	LEVEL 3
• Students will engage in concrete or pictorial representations of the sources of water in the story (e.g., candles, toy frogs). • 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.	• 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.	• 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.

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.

SEGMENT **2**

Reading Comprehension

Prior to Instruction

Program student's AAC devices with target vocabulary words and images. For students needing additional visual support, provide your students with the *Frog's Bright Idea* Visual Support cards. For students with emerging symbolic communication, use concrete representations of objects during the lesson (i.e., toy frog, toy bugs). Sample vocabulary and words from the unit include:

- Frog
- Bug
- Catch
- Dinner
- Candle
- Jump
- Hungry
- Problem
- Plan

Anchor Instruction for All Students

Prior to beginning the comprehension segment, anchor instruction by referencing the story, *Frog's Bright Idea.* Say, **We read the book, *Frog's Bright Idea*. We are going to review the events from our story. First, let's review vocabulary from our story.** 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.

Let's talk about who our story is about. Who means a person or character. The character in our book was a frog. Can you tell me something about the frog from the story? Encourage your students to describe the frog from the book. Use illustrations for the book and visual support cards to facilitate the discussion. Prompt students to respond by describing how the frog looks, what the frog does, and how the frog feels.

The main event from our story is the idea that frog had! Frog had a bright idea! When we say, "bright" that means smart! What bright idea did frog have? Help your students recall events from the story. Use illustrations from the book and visual support cards to facilitate the discussion.

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

- *Frog's Bright Idea* Adapted Readers
- *Frog's Bright Idea* Adapted e-Readers
- *Frog's Bright Idea* 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, *Frog's Bright Idea*.

LEVEL 1	LEVEL 2	LEVEL 3
Our book was about a frog who needed a plan to catch bugs to eat. Use the story to do a "picture walk," reviewing key concepts. Keep students engaged by asking questions and having them interact with pictures and text. For example, say	**Our book was about a frog who needed a plan to catch bugs to eat.** Use the story to do a "picture walk," reviewing key concepts. Keep students engaged by asking questions and having them interact with pictures and text. For example, say	**Our book was about a frog who needed a plan to catch bugs to eat.** Use the story to do a "picture walk," reviewing key concepts. Keep students engaged by asking questions and having them interact with pictures and text. For example, say
Frog was looking for food. He wanted to eat bugs. Touch the bugs.	**What was frog looking for to eat?**	**What was frog looking for to eat?**
He was trying to catch the bugs by jumping, but they were far away.	**How was he trying to catch them?**	**How was he trying to catch them?**
He was even more hungry after jumping. Do you feel hungry after you exercise a lot?	**He was even more hungry after jumping. Do you feel hungry after you exercise a lot?**	**He was even more hungry after jumping. Do you feel hungry after you exercise a lot?**
Then he saw light shining from a candle with lots of bugs around it. Touch the candle.	**Then he saw light shining from a candle with lots of bugs around it. Why do you think the bugs were around the candle?**	**Then he saw light shining from a candle with lots of bugs around it. Why do you think the bugs were around the candle? Have you ever seen bugs around a light at night?**
This gave frog an idea. He used a candle to catch bugs!	**What idea did this give frog?**	**What idea did this give frog?**
He told all his friends and they brought candles too! Touch the frogs. Touch the candles.	**What did frog tell his friends?**	**What did frog tell his friends?**

Lead with Guided Practice in Story Recall and Comprehension

We are going to sequence events from our story to remember what happened.

LEVEL 1	LEVEL 2	LEVEL 3
Give students with sequencing cards. Support them with sequencing the events and then matching the terms (first, next, then, last) with the events in order.	Give students with sequencing cards. Support them with sequencing the events and then matching the terms (first, next, then, last, finally) with the events in order.	Give students with sequencing cards. Support them with sequencing the events and then matching the terms (first, next, then, last, finally) with the events in order.

💡 **Instructional Tips!**
- Increase support by decreasing quantity of distractors or using far distractors (e.g., non-words, events from a different story).
- 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 questions about *Frog's Bright Idea*. 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
Place a magnetic display on the display tripod. 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).

Use the magnetic tripod display 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?"

Encourage students to go back into the story and show you where they could find the answer.

Comprehension Questions

LEVEL 1	LEVEL 2	LEVEL 3
• Why was frog looking for bugs to eat? (he was hungry*, he was thirsty, he was sleepy) • Where were bugs flying? (around a candle*, under the trees, in the clouds) • How did frog catch the bugs? (candle*, fly swatter, trap)	• Why was frog looking for bugs to eat? (he was hungry*, he was thirsty, he was sleepy, he was sad) • Where were bugs flying? (around a candle*, under the trees, in the clouds, next to the house) • How did frog catch the bugs? (candle*, fly swatter, trap, mirror) • How did frog try to catch bugs in the beginning? (*jumping, fly swatter, trap, honey)	• Why was frog looking for bugs to eat? • How did frog try to catch bugs in the beginning? • How did the frog feel after he was jumping? • Where were bugs flying? • How did frog catch the bugs in the end?

System of Least Prompts

This hierarchy is appropriate for students at all levels.

CORRECT RESPONSE		
Give behavior-specific praise with excitement and repeat the answer to the question, such as **You got it! The frog was hungry.**		
LEVEL 1	**LEVEL 2**	**LEVEL 3**
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.	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.	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.

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

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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.

SEGMENT 3

Foundational Skills

Prior to Instruction

Program student's AAC devices with target vocabulary words and images. For students needing additional visual support, provide your students with the *Frog's Bright Idea* Visual Support cards. For students with emerging symbolic communication, use concrete representations of objects during the lesson (i.e., toy frog, toy bugs). Sample vocabulary and words from the unit include:

- Frog
- Bug
- Catch
- Dinner
- Candle
- Jump
- Hungry
- Problem
- Plan

Target Letter and Sound

- Blends: scr and str

Anchor Instruction for All Students

Show your student the adapted book, *Frog's Bright Idea*. On the cover, point to the title and say, **The title of this story is *Frog's Bright Idea*. Our title is made up of different words. Let's read each word. Frog's-Bright-Idea.** 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

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.

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

- *Frog's Bright Idea* Adapted Readers
- *Frog's Bright Idea* Adapted e-Readers
- *Frog's Bright Idea* Technology-based Lessons
- Letter and Sound Cards
- Decoding Cards
- Magnetic Whiteboard
- Magnetic Picture Pockets
- Magnetic Display Trays
- Magnetic Letters
- Plastic Colored Squares

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.

MODEL

Listen. Ton with an /i/ instead of /o/ is tin. Use colored tiles (red, blue, green). Sound out the word as you touch each tile. **/t/-/o/-/n/**, then touch the sound to change (middle) and sound out new word. **/t/-/i/-/n/.**

Listen. Fat with an /i/ instead of /a/ is fit. Use colored tiles to model.

Let me show you how to play with more words.

Manipulate the following words with students, encouraging them to say the whole word, sounding it out as they touch the colored tiles, and then "change it" by substituting the new sound.

- Lip with /a/
- Tip with /a/
- Rip with /a/
- Bat with /i/
- Pat with /i/
- Sat with /i/
- Win with /o/
- Tin with /o/

LEAD

Let's work together to change these words again. Manipulate the following words with students, encouraging them to say the whole word, sounding it out as they touch the colored tiles, and then "change it" by substituting the new sound.

- Lip with /a/
- Tip with /a/
- Rip with /a/
- Bat with /i/
- Pat with /i/
- Sat with /i/
- Win with /o/
- Tin with /o/

To challenge level 2/3 students, have them come up with new words to manipulate.

LEVEL I	LEVEL 2	LEVEL 3

TEST

Your turn. I am going to say a word and tell you what to change.

- Lip with /a/
- Tip with /a/
- Rip with /a/
- Bat with /i/
- Pat with /i/
- Sat with /i/
- Win with /o/
- Tin with /o/

To challenge level 2/3 students, have them come up with new words to manipulate.

PROMPTING AND ERROR CORRECTION

Note: To be used during the Test phase as needed.

If the student does not respond after 4 seconds, **(Word) with (sound) instead of (sound) 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.

If the student makes an error. **(Word) with (sound) instead of (sound) 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.

REINFORCE

Great! You changed words!

💡 **Instructional Tips!** 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 having students manipulate sounds 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
MODEL	Display letters scr and str.		
LEAD	**We have already learned the sounds for these letters when they are by themselves.** Briefly review individual sounds for s, c, r, and t. **These are all consonants. When we have three consonants together in a word, sometimes we can remember their sound and say them quickly.** Display s, t, and r next to each other. **Listen. /str/. Your turn, say /str/.** Repeat with scr.		
TEST	**Now let's practice a little more. I will show you several letters. Sometimes it will be a consonant by itself, sometimes two consonants will be together, sometimes it will be three. When they are by themselves, just say their name. When they are together, remember to say them together, or blend them.** Practice multiple times with just s, c, r, and t alone, st, sc, tr, sp and scr and str.		

💡 **Instructional Tip!** If students are unable to make a vocalization or approximation, support using an AAC voice output device or keyboard with text to speech. Alternatively, just practice receptive identification or touching a yes/no response e.g., (hold up the letter card when I make the sound).

Decoding

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	Display the letters s, c (two), r, a, p, u, b, t, y, o, n, g, l, e, and h. **We have learned these letter sounds. We can put these sounds together to make words.**		
MODEL	Display letters s, c, r, a, and p. **Listen to me sound this word out the slow way. I see spr together at the beginning, so I know I'm going to blend those together quickly. I am going to say each sound as I touch it. /scr/-/a/-/p/.** Finger trace under each letter as you sound it out. **Practice the slow way with me.** 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. Scrap.** Students who are vocal can say the sounds, those who are not can touch the sounds under each word. Additional words: scrub, stray, strong, stripe, and scratch. For a challenge, create additional words from these letters to practice decoding. to increase support, stay in word families (str, scr).		

	LEVEL 1	**LEVEL 2**	**LEVEL 3**
LEAD	Display letters s, c, r, a, and p. **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. Additional words: scrub, stray, strong, stripe, and scratch. For challenge, create additional words from these letters to practice decoding. to increase support, stay in word families (str, scr).		
TEST	Display letters s, c, r, a, and p. **Your turn. Say this word the slow way.** Support student responding. **Now say it the fast way.** Support student responding. Repeat for all words practiced during lead phase.		

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

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Language

Prior to Instruction

Program student's AAC devices with target vocabulary words and images. For students needing additional visual support, provide your students with the *Frog's Bright Idea* Visual Support cards. For students with emerging symbolic communication, use concrete representations of objects during the lesson (i.e., toy frog, toy bugs). Sample vocabulary and words from the unit include:

- Frog
- Bug
- Catch
- Dinner
- Candle
- Jump
- Hungry
- Problem
- Plan

Anchor Instruction for All Students

Prior to beginning the language segment, anchor instruction by referencing the story, *Frog's Bright Idea*. Say, **We read the book, *Frog's Bright Idea*. The frog had a bright idea! His idea was to use a candle to help catch bugs. The bugs flew near the light and the frog caught them! Do real frogs use candles to catch bugs?** Show your students the illustrations from the book and review the events from the story. Draw connections to real frogs by showing pictures and videos of frogs eating bugs.

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

- *Frog's Bright Idea* Adapted Readers
- *Frog's Bright Idea* Adapted e-Readers
- *Frog's Bright Idea* Technology-based Lessons
- Visual Support Cards
- Word Cards
- Sorting Worksheets
- Magnetic Whiteboard
- Magnetic Picture Pockets
- Magnetic Display Trays

Introduce Concept Building with Examples and Non-Examples

LEVEL I	LEVEL 2	LEVEL 3
INTRODUCE	**The frog in our book was jumping for bugs. Then he was waiting for bugs to come to the candle. When we talk about things that are happening now, we can add -ing to the end. When we talk about things that already happened, we add -ed to the end. We can say the frog is jumping, or the frog jumped** (emphasize endings). **Today we are going to practice more with words that mean they already happened in the past or they are happening now.**	

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 "past (-ed) and present (-ing)" (all levels) 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 (**Jumped is in the past, it has -ed. The frog already did it).** During the "test" phase of model-lead-test, students will have an opportunity to sort the items by themselves. If working in a small group, allow each student a chance to answer each item independently during the test phase.

LEVEL I	LEVEL 2	LEVEL 3
MODEL	Display cards and sorting chart. Review the headings, say **This says, "past plus -ed"** (point), **this says "present plus -ing." When we see -ed on the end of a word, we know it happened already, in the past. When we see -ing at the end of the word, we know it is happening now. You are going to practice adding these endings to words.** **My turn.** Show jump. **Jump.** (point to past + ed column). **To talk about the past, I would say the frog jumpED. I would add -ed to the end of jump. Watch me add -ed to the end of jump and put it in the past column.** **My turn.** Show jump. **Jump.** (point to present + ing column). **To talk about something that is happening now, I would say jumpING. I would add -ing to the end of jump. Watch me add -ing to the end of jump and put it in the present column.** Repeat with all cards. For additional support, focus on one concept (e.g., past, +-ed) at a time.	
LEAD	**Let's work together.** Show watch. **watch.** (point to past + ed column). **To talk about the past, I would say the frog watchED. I would add -ed to the end of watch. Add -ed to the end of watch and put it in the past column.** Repeat with all cards. For additional support, focus on one concept (e.g., past, +-ed) at a time.	

	LEVEL I	LEVEL 2	LEVEL 3
TEST	**Your turn.** Present cards in a different order. Repeat with all cards. For additional support, focus on one concept (e.g., past, +-ed) at a time.		
PROMPTING AND ERROR CORRECTION	**Note:** To be used during the Test phase as needed.		
	If the student does not respond after 4 seconds, **To make _____ ["a past" OR "a present"] add [-ed or -ing]. Your turn, add ["ed" OR "ing"]. Put it in the past/present column.** 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. *If the student makes an error,* **To make _____ ["a past" OR "a present"] add [-ed or -ing]. Your turn, add ["ed" OR "ing"]. Put it in the past/present column.** 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.		
REINFORCE	**Great! You changed words to make them talk about the past, or what already happened, and the present, or what is happening now.**		

💡 **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 "past" or "present," students can point, press, or hold up yes/no responses.

Generalization and Extension Activities

To promote generalization, help your students find words that mean past and present in books throughout your day.

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.

SEGMENT 5

Writing

Prior to Instruction

Program student's AAC devices with target vocabulary words and images. For students needing additional visual support, provide your students with the ***Frog's Bright Idea*** Visual Support cards. For students with emerging symbolic communication, use concrete representations of objects during the lesson (i.e., toy frog, toy bugs). Sample vocabulary and words from the unit include:

- Frog
- Bug
- Catch
- Dinner
- Candle
- Jump
- Hungry
- Problem
- Plan

Anchor Instruction for All Students

Prior to beginning the writing segment, anchor instruction by referencing the story, *Frog's Bright Idea.* Say, **We read the book, *Frog's Bright Idea.* In the story, the frog was having trouble catching bugs. He had idea on how to fix it! He used a candle to attract the bugs. Attract means to bring closer. We can think of our own ideas on how to fix problems. Could you think of another idea the frog could have tried?** Model the think aloud process for your students. Some ideas for catching bugs could be using a net, attracting bugs with candy, or asking a friend for help.

Introduce the Task

Say, **Our book was fiction, meaning it was not true. Frogs do not really use candles to catch bugs. But bugs really are attracted to light. That means if it is night time, bugs will go to a light. Today you are going to research why bugs are attracted to lights at night time.**

Learning Objectives

- Students will capitalize the first word in a sentence.
- 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 communicate ideas and knowledge through writing.

Materials

- ***Frog's Bright Idea*** Adapted Readers
- ***Frog's Bright Idea*** Adapted e-Readers
- ***Frog's Bright Idea*** Technology-based Lessons
- Writing Worksheets
- Visual Support Cards
- Word Cards
- Magnetic Whiteboard
- Magnetic Letters

LEVEL 1	LEVEL 2	LEVEL 3
MODEL Say, **Before we begin our research, we have to have a plan. We are going to use a KWHL chart to organize our thoughts and what we learned. We will choose a source to research why bugs are attracted to light at night. Last, we will use our chart to record what we learned.**	Say, **Before we begin our research, we have to have a plan. We are going to use a KWHL chart to organize our thoughts and what we learned. We will choose a source to research why bugs are attracted to light at night. Last, we will use our chart to record what we learned.**	Say, **Before we begin our research, we have to have a plan. We are going to use a KWHL chart to organize our thoughts and what we learned. We will choose a source to research why bugs are attracted to light at night. Last, we will use our chart to record what we learned.**
Say, **First, we need to fill out what we know about bugs in the K column. What do you know about bugs?** Support student responding, providing prompts such as, how big they are, what they look like, and who eats them. Support student in recording response option on K column.	Say, **First, we need to fill out what we know about bugs in the K column. What do you know about bugs?** Support student responding, providing prompts such as, how big they are, what they look like, and who eats them. Support student in recording response option on K column.	Say, **First, we need to fill out what we know about bugs in the K column.** Support students in brainstorming, make a master list that students can copy for spelling support onto their graphic organizer.
Say, **Now, we need to fill in what we want to know about bugs. We are researching why they are attracted to light at night.** Support students in recording the question in the W column.	Say, **Now, we need to fill in what we want to know about bugs. We are researching why they are attracted to light at night.** Support students in recording the question in the W column.	Say, **Now, we need to fill in what we want to know about bugs.** Support students in recording the question in the W column.
Say, **Last, we need to decide how we are going to find out more information about why bugs are attracted to light. Which source should we use?** Present options to students. Examples could be National Geographic Kids website, an informational text about bugs, etc. Non-examples could be books about a different topic or animal support students in selecting the appropriate source.	Say, **Last, we need to decide how we are going to find out more information about why bugs are attracted to light. Which source should we use?** Present options to students. Examples could be National Geographic Kids website, an informational text about bugs, etc. Non-examples could be books about a different topic or animal support students in selecting the appropriate source.	Say, **Last, we need to decide how we are going to find out more information about why bugs are attracted to light. Which source should we use?** Present options to students. Examples could be National Geographic Kids website, an informational text about bugs, etc. Non-examples could be books about a different topic or animal support students in selecting the appropriate source.

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	Say, **Great choice. We are going to use (source) to look up facts about the why bugs are attracted to light.** Choose one (or more) sources to read to record information about the bugs using provided response options or additional ones. Record information on students' graphic organzier in the L column.	Say, **Great choice. We are going to use (source) to look up facts about the why bugs are attracted to light.** Choose one (or more) sources to read to record information about the bugs using provided response options or additional ones. Record information on students' graphic organzier in the L column.	Say, **Great choice. We are going to use (source) to look up facts about why bugs are attracted to light.** Choose one (or more) sources to read to record information about the bugs. Make a master list to support spelling for students on their own graphic organizer.
TEST	Say, **Your turn. You can finish this sentence to write what you learned about why bugs are attracted to light.** Support student responding, providing response options. Record information on students' graphic organzier in the L column.	Say, **Your turn. You can finish this sentence to write what you learned about why bugs are attracted to light.** Support student responding, providing response options if needed. Record information on students' graphic organzier in the L column.	Say, **Your turn. You can write sentences about what you learned about why bugs are attracted to light at night.** Support student responding. After students are finished with their first draft, support them in editing for capitalization and punctuation. When finished, support students in sharing their writing.

Check for Understanding

LEVEL 1	LEVEL 2	LEVEL 3
• Given 2-3 response options, students will select an appropriate source to find facts about a selected topic. • Given 2-3 response options and a sentence starter, students will write about a topic.	• Given 3-4 response options, students will select an appropriate source to find facts about a selected topic. • Given 3-4 response options and sentence starters, students will write facts about a topic.	• Students will select an appropriate source to find facts about a selected topic. • The student will write facts about a topic.

Generalization and Extension Activities

Help your students research facts about additional bugs or frogs. Give your students sample topics related to the story (i.e., bugs in the water) and help your students write about those topics. 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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