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 *Science Experiments* Visual Support cards. For students with emerging symbolic communication, use concrete representations of objects during the lesson (i.e., thermometers, scales, beakers). Sample vocabulary and words from the unit include:

- Science
- Experiment
- Data
- Scientist
- Guess
- Research
- Test
- Question
- Idea

Core Vocabulary and Concepts

High Frequency Sight Words: **Before**, **Call**, **Don't**		
LEVEL 1	**LEVEL 2**	**LEVEL 3**
• Science • Experiment • Data	• Science • Experiment • Data • Scientist • Guess • Research	• Science • Experiment • Data • Scientist • Guess • Research • Test • Question • Idea

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

- *Science Experiments* Adapted Readers
- *Science Experiments* 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! I see a picture on the cover. What do you see in the picture? Encourage your students to take turns and share their responses. Prompt your students to point to, name, or identify the boy shown on the cover. Provide students with visual responds card, if appropriate. **I see a boy. It looks like he is wearing protective goggles. The goggles protect his eyes. They keep his eyes safe. When do you wear goggles?** Talk to your students about their experiences with goggles or other things pictures in the cover. If available, give your students real science tools to hold and experience as you read the book.

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 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.

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

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

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

LEVEL 1	LEVEL 2	LEVEL 3
Show your students the story, *Science Experiments*. 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 *Science Experiments*. What is the title of our story?** Either have students respond chorally in unison or give individual students a chance to answer. Students who are minimally vocal can touch the title while you read it aloud or use an AAC device.	Say, **We are going to read the story, *Science Experiments*.** 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.

Interactive Read Aloud

Now we are ready to read our story, *Science Experiments*. 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 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:
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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 *Science Experiments* Visual Support cards. For students with emerging symbolic communication, use concrete representations of objects during the lesson (i.e., thermometers, scales, beakers). Sample vocabulary and words from the unit include:

- Science
- Experiment
- Data
- Scientist
- Guess
- Research
- Test
- Question
- Idea

Anchor Instruction for All Students

Prior to beginning the comprehension segment, anchor instruction by referencing the story, *Science Experiments.* Say, **We read the book, *Science Experiments*. 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.

In Chapter 1, we learned about scientists. A scientist is someone who works in science. What does a scientist do? Talk to your students about science experiments that you have done in class and draw a connection to working in science.

In Chapter 2, we learned about different steps in science. What are the steps of science? Allow your students to use the pictures and visual supports to help facilitate the discussion.

In Chapter 3, we learned about experiments. The experiment from the book was testing if an apple sinks or floats. Have you ever done any other experiments? Show your students pictures of various other experiments. If available, model the experiment from the story.

Learning Objectives

- Students will answer comprehension questions related to a text.

Materials

- *Science Experiments* Adapted Readers
- *Science Experiments* Adapted e-Readers
- *Science Experiments* 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, Science Experiments.

LEVEL 1	LEVEL 2	LEVEL 3
We learned about science in our book. 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: Chapter 1: **People who study things are called scientists. We can all be scientists because we learn and study things.** Chapter 2: **When scientists want to learn something, they can do an experiment. First, they ask a question. Then, they guess what might happen. Then, they test their guess. They write down what happened and call it data.** Chapter 3: **We can do experiments too. First, we find out information. Then we make a guess. Next, we test our idea. Finally, we gather data!**	**We learned about science in our book.** 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: Chapter 1: **People who study things are called scientists. Can you be a scientist?** Chapter 2: **When scientists want to learn something, they can do an experiment. First, they ask a question. Then, they guess what might happen. Then, they test their guess. They write down what happened. What do they call what happened in the experiment?** Chapter 3: **We can do experiments too. First, we find out information. Then we make a guess. Next, we test our idea. Finally, we gather data!**	**We learned about science in our book.** 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: Chapter 1: **People who study things are called scientists. Can you be a scientist?** Chapter 2: **When scientists want to learn something, they can do an experiment. First, they ask a question. Then, they guess what might happen. Then, they test their guess. They write down what happened. What do they call what happened in the experiment?** Chapter 3: **We can do experiments too. First, we find out information. Then we make a guess. Next, we test our idea. Finally, we gather data!**

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 worksheet. Support them with sequencing the steps of a science experiment and matching the terms (first, next, then, last) with the events in order.	Give students with sequencing worksheet. Support them with sequencing the steps of the science experiment and matching the example from the book.	Give students with sequencing worksheet. Support them with sequencing the steps of the science experiment and matching the example from the book.

💡 **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 *Science Experiments.* 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
• What do scientists do? (study things*, cook, build things) • How do scientists test ideas? (experiment*, playing games, swimming) • What is data? (what happens in an experiment*, steps for baking a cake, how to stay safe)	• What do scientists do? (study things*, cook, build things, put out fires) • How do scientists test ideas? (experiment*, playing games, swimming, watching tv) • What is data? (what happens in an experiment*, steps for baking a cake, how to stay safe, a guess) • What do scientists do before an experiment? (learn a lot*, watch tv, collect data, write a book)	• What do scientists do? • How do scientists test ideas? • What is data? • What do scientists do before an experiment? • What do scientists do after the experiment is done?

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! You told me about data.**		
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.

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 *Science Experiments* Visual Support cards. For students with emerging symbolic communication, use concrete representations of objects during the lesson (i.e., thermometers, scales, beakers). Sample vocabulary and words from the unit include:

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- Scientist
- Guess
- Research
- Test
- Question
- Idea

Target Letter and Sound

- Blends: spl, spr

Anchor Instruction for All Students

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

- *Science Experiments* Adapted Readers
- *Science Experiments* Adapted e-Readers
- *Science Experiments* 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. Ten with an /a/ instead of /e/ is tan.** 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. Fan with an /i/ instead of /a/ is fin.** Use colored tiles to model. **Let me show you how to play with some 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. • Flip with an /a/ instead of /o/ • Sod with an /a/ instead of /o/ • Rod with an /a/ instead of /o/ • Mush with an /a/ instead of /u/ • Med with an /a/ instead of /e/ • Red with an /a/ instead of /e/ • Broke with an /a/ instead of /o/ • Crab with an /i/ instead of /a/ • Stack with an /i/ instead of /i/ • Track with an /i/ instead of /a/ • Rap with an /i/ instead of /a/		
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. • Flip with an /a/ instead of /o/ • Sod with an /a/ instead of /o/ • Rod with an /a/ instead of /o/ • Mush with an /a/ instead of /u/ • Med with an /a/ instead of /e/ • Red with an /a/ instead of /e/ • Broke with an /a/ instead of /o/ • Crab with an /i/ instead of /a/ • Stack with an /i/ instead of /i/ • Track with an /i/ instead of /a/ • Rap with an /i/ instead of /a/ To challenge level 2/3 students, have them come up with new words to manipulate.		

	LEVEL 1	**LEVEL 2**	**LEVEL 3**
TEST	**Your turn. I am going to say a word and tell you what to change.** • Flip with an /a/ instead of /o/ • Sod with an /a/ instead of /o/ • Rod with an /a/ instead of /o/ • Mush with an /a/ instead of /u/ • Med with an /a/ instead of /e/ • Red with an /a/ instead of /e/ • Broke with an /a/ instead of /o/ • Crab with an /i/ instead of /a/ • Stack with an /i/ instead of /i/ • Track with an /i/ instead of /a/ • Rap with an /i/ instead of /a/ 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 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 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 spl and spr, c, and t.		

	LEVEL I	LEVEL 2	LEVEL 3
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, p, and l next to each other. **Listen. /spl/. Your turn, say /spl/.** Repeat with spr.		
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 with s, p, l, r, sp, sl st, spl, and spr.		

💡 **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 I	LEVEL 2	LEVEL 3
INTRODUCE	Display the letters s (two), p, r, e (two), a, y, l, n, t, and h. **We have learned these letter sounds. We can put these sounds together to make words.**		
MODEL	Display letters s, p, r, e, e. **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 also see two e's next to each other, so I know they will make the long e sound. Listen to me sound it out the slow way. /spr/-/ee/.** 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. spree.** Students who are vocal can say the word, those who are not can touch the word. Additional words: spray, sprint, splash, and splay. For a challenge, create additional words from these letters to practice decoding. To increase support, stay in word families (str, scr).		
LEAD	Display letters s, p, r, e, e. **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: spray, sprint, splash, splay. For challenge, create additional words from these letters to practice decoding. To increase support, use same blends (spl-, spr-).		

LEVEL 1	LEVEL 2	LEVEL 3

TEST

Display letters s, p, r, e, e. **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 foundational skills segment. Monitor student progress regularly and make data-based decisions related to instructional pacing, adapting levels of support, and increasing difficulty as needed.

Independent, Technology-Delivered Instruction

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SEGMENT **4**

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 *Science Experiments* Visual Support cards. For students with emerging symbolic communication, use concrete representations of objects during the lesson (i.e., thermometers, scales, beakers). Sample vocabulary and words from the unit include:

- Science
- Experiment
- Data
- Scientist
- Guess
- Research
- Test
- Question
- Idea

Anchor Instruction for All Students

Show your student the adapted book, *Science Experiments*. Say, **We read the book, *Science Experiments*. In our book we learned that scientists look to answer questions. We can tell a sentence is a question by the mark at the end. A question mark tells us that a sentence is a question. We are going to practice identifying different symbols that tell us about sentences! Are you ready?**

Learning Objectives

- Students will identify common nouns and verbs.
- Students will use words and phrases acquired through conversations, reading, and writing, and follow agreed upon rules for conversation.

Materials

- *Science Experiments* Adapted Readers
- *Science Experiments* Adapted e-Readers
- *Science Experiments* 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 1	LEVEL 2	LEVEL 3
INTRODUCE	**Our book told us about scientists and how they learn new things. They ask questions and do experiments.** Review question/experiment from book or prior science lessons. **When we write questions, we use a question mark** (show/write question mark). **This is the punctuation that shows we are asking a question.** **I am going to show you several sentences. Some will be questions and others will not be questions, they will be statements and use a period. Are you ready?**		

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 "question/statement" (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 (**Will the apple float is a question. It has a question mark at the end).** 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 "questions"** (point), **this says "statements." Questions end in a question mark and show someone is asking something. Statements end in a period and show someone is telling something.** **My turn.** Show will the apple float. **Will the apple float? This ends in a question mark. That means it is asking a question. I am going to put it in the question column.** **My turn.** Show the apple floats. **The apple floats. This ends in a period. That means it is a statement. I am going to put it in the statement column.** Repeat with all cards. Have students point to ending punctuation marks. For additional support, focus on one concept (e.g., questions) at a time.		
LEAD	**Let's work together.** Show will the rock sink. **Will the rock sink? This ends in a question mark. That means it is asking a question. Put it in the question column.** Repeat with all cards. Have students point to ending punctuation marks to give reasoning. For additional support, focus on one concept (e.g., questions) at a time.		
TEST	**Your turn.** Present cards in a different order. Repeat with all cards. For additional support, focus on one concept (e.g., questions) 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, _____ **["is a question" OR "is a statement"]. Put it in the question/statement 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,* **No,** _____ **["is a question" OR "is a statement"]. Put it in the question/statement 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 sorted questions from statements based on their ending punctuation.**		

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 question" or "is a statement," students can point, press, or hold up yes/no responses.

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.

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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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 *Science Experiments* Visual Support cards. For students with emerging symbolic communication, use concrete representations of objects during the lesson (i.e., thermometers, scales, beakers). Sample vocabulary and words from the unit include:

- Science
- Experiment
- Data
- Scientist
- Guess
- Research
- Test
- Question
- Idea

Anchor Instruction for All Students

Prior to beginning the writing segment, anchor instruction by referencing the story, *Science Experiments*. Say, **We read the book, *Science Experiments*. In our book, we learned about scientists. When scientists investigate, they often write about the process and what they find. A scientist might write the steps they take to learn about something. Then, after an experiment, a scientist might write about what happened! When a scientist writes about their findings, they can share the information with others.**

Introduce the Task

Say, **Our book told us about a science experiment to see whether or not an apple sunk, or went to the bottom, or floats, or went to the top. Today we are going to be scientists and conduct an experiment.**

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

- *Science Experiments* Adapted Readers
- *Science Experiments* Adapted e-Readers
- *Science Experiments* Technology-based Lessons
- Writing Worksheets
- Visual Support Cards
- Word Cards
- Magnetic Whiteboard
- Magnetic Letters

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	Say, **Today we are scientists, which means we need to have a plan for conducting our experiment. First, we will come up with a question. Then we will have a test, or experiment. During the experiment we will collect data. Last, we will write about our experiment to share with others.** Say, **First, you need to choose the item you want to test.** Present students with choices (rock, paper clip, pencil, or flower). Say, **Now we need to ask our question. Do you want to see if the (item) will sink or float? Remember, sink means it goes to the bottom. Float means it goes to the top.** Support students in formulating the question.	Say, **Today we are scientists, which means we need to have a plan for conducting our experiment. First, we will come up with a question. Then we will have a test, or experiment. During the experiment we will collect data. Last, we will write about our experiment to share with others.** Say, **First, you need to choose the item you want to test.** Present students with choices (rock, paper clip, pencil, or flower). Say, **Now we need to ask our question. Do you want to see if the (item) will sink or float? Remember, sink means it goes to the bottom. Float means it goes to the top.** Support students in formulating the question.	Say, **Today we are scientists, which means we need to have a plan for conducting our experiment. First, we will come up with a question. Then we will have a test, or experiment. During the experiment we will collect data. Last, we will write about our experiment to share with others.** Say, **First, you need to choose the item you want to test.** Present students with choices (rock, paper clip, pencil, or flower). Say, **Now we need to ask our question. Do you want to see if the (item) will sink or float? Remember, sink means it goes to the bottom. Float means it goes to the top.** Support students in formulating the question and writing in their graphic organizer.
LEAD	Say, **Now that we have asked our question, we are ready to conduct our experiment.** Support students in conducting an experiment (putting the item into water and observing what happens). Encourage/support as much independence as possible. After the experiment, say, **Now, we need to record our data. Our question was (read question). We need to say yes or no.** Support students in recording answer.	Say, **Now that we have asked our question, we are ready to conduct our experiment.** Support students in conducting an experiment (putting the item into water and observing what happens). Encourage/support as much independence as possible. After the experiment, say, **Now, we need to record our data. Our question was (read question). We need to say yes or no.** Support students in recording answer. Say, **Finally, we can draw a picture of our results.**	Say, **Now that we have asked our question, we are ready to conduct our experiment.** Support students in conducting an experiment (putting the item into water and observing what happens). Encourage/support as much independence as possible. After the experiment, say, **Now, we need to record our data. Our question was (read question). We need to say yes or no.** Support students in recording answer. Say, **Finally, we can draw a picture of our results.**

LEVEL 1	LEVEL 2	LEVEL 3
Say, **Your turn. Finish these sentences to write about the experiment and what happened.** Support student responding. After students have finished, support students in sharing their writing.	Say, **Your turn. Finish these sentences to write about the experiment and what happened.** Support student responding. After students have finished, support students in sharing their writing	Say, **Your turn. Write about the science experiment you conducted.** After students are finished with their first draft, support them in editing for capitalization and punctuation. When finished, support students in sharing their writing.

(Row label: **TEST**)

Check for Understanding

LEVEL 1	LEVEL 2	LEVEL 3
Given 2-3 response options and a sentence starter, students will write about a personal experience.	Given 3-4 response options and sentence starters, students will write about a personal experience.	Students will write about a personal experience.

Generalization and Extension Activities

Help your students research facts about additional experiments. Give your students sample topics related to the story (i.e., things that float or don't float) 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

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.