

EMERGENT
READING/
PRINT AWARENESS

Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts, including pictures and print.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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| <ol style="list-style-type: none">1. The student will know when a book is right side up and turn pages in sequence from right to left, front to back. | <ol style="list-style-type: none">1. Playing a game called “Spin the Book”, the teacher will have a student spin a book on the floor. Using animated body language the teacher will pick up the book, locate the front cover, and turn the book right side up. On the next turn the teacher will spin the book so that a student can imitate what the teacher has done, locating the front cover and turning the book right side up.2. To assist students in locating the top of each page in a book, put stickers at the top of each page. Choose a common sticker, such as a star or a circle, so that the same sticker can be used for every book.3. To assist students to turn pages in order, place tabs or page Fluffers* on each page of the book. |
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RESOURCES/MATERIALS

Children’s books, variety of titles

Adaptations:

- Page Fluffers (see Pre-Emergent Reading/Print Awareness E-1.)

Emergent E-1



Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts, including pictures and print.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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| <p>2. The student will discriminate between drawings/pictures and writing/print in books.</p> | <p>1. Using books with a limited number of words on a page and few illustrations on a page, Xerox each of the books. Cut apart the text from the illustration and mount each portion on poster board and laminate. Have individual students choose a picture or a strip of text and match to the corresponding picture or text in the book.</p> <p>2. When reading simple books to students each day, ask individual students to indicate where to begin reading on each page.</p> <p>Using a “Big Book” on an easel, have individual students indicate where to begin. Either the student or the teacher can follow the text with his/her finger (or pen light) as it is read aloud.</p> <p>3. Using a wordless picture book, have students generate a text line for each page. Using a restickable glue stick or post-it-notes, attach the text below the picture. (Be sure to use tape or a glue stick that will not cause permanent damage to the book.)</p> |
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RESOURCES/MATERIALS

Laminated copies of text and pictures from books.
Big books
Easel
Pen light

Adaptations:

- Allow students to indicate the illustration which corresponds to the appropriate text by using eye gage.



Pre-Kindergarten Curriculum Guidelines: The student demonstrates awareness of letters.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

3. The student will show interest in letters and words, and ask questions about them.

1. Give students the opportunity to experiment and play with letters. Use letter stamps, have student stamp a letter, then, find it in a large print book.

Students can make the first letter of their name in play dough using a template or use cookie dough cut outs.

2. Using labels from familiar snack food packages, make an “environmental print” book to place in reading center. Also allow students to “read” this book to each other, as well as, take it home to “read” to their family.

RESOURCES/MATERIALS

Letter stamps
Large print books
Play dough
Letter cookie cutters

Adaptations:

- Lakeshore Learning Materials produces large grip stamps (see resource appendix)
- Adapted stamps (Emergent Literacy Success; Musselwhite & DeBaun, 1997, pg. 130).

Emergent E-3



Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts, including pictures and print.

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OBJECTIVE

TEACHING ACTIVITIES

4. The student will frame a word or letter with finger upon request.

1. Using a stamp pad, have students place a “finger print” under each word or letter when modeled by teacher.
2. Using a pen light or flashlight students will locate words or letters seen in the environment upon request.
3. Make flashcards on which letters or familiar words are written. Scatter the flashcards around the classroom (in highly visible places). Have students locate specific letters or words as they are requested.

RESOURCES/MATERIALS

Stamp pad
Letter cards
Environmental print
Penlight/flashlight
Flashcards with letters or familiar words

Adaptations:

- Adapted stamps
- Head mounted flashlight or pen light.



Pre-Kindergarten Curriculum Guidelines: The student understands that print carries a message by recognizing labels, signs and other print forms in the environment.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

5. The student will recognize his/her own name.

1. At the first of the school year label each student's supplies and storage cubbie with his/her name paired using a photograph of the student and different color of print for each student. As the student puts away supplies, uses his/her cubbie or gets supplies, give the student an opportunity to locate what is needed or the cubbie independently before offering assistance.

As the student becomes more familiar with the way his/her name appears in print, remove the picture. As students become less dependent on the color of print, change labels to a black/white format.

2. Develop classroom jobs and responsibilities. (This is the foundation for vocational training.) Display these jobs on a chart or bulletin board in the classroom. Allow students to read the chart to locate specific jobs for which he/she is responsible.

When taking and reporting attendance each morning; allow students to locate own names on a chart or bulletin board and move it from the "HOME" column to the "SCHOOL" column. At the end of the day the process can be reversed with each student moving own name from "SCHOOL" to "HOME".

RESOURCES/MATERIALS

Name/photo labels for students personal items and spaces
Job responsibility charts
"HOME"/"SCHOOL" chart

Adaptations:

- The All-Turn-It Spinner (AbleNet) may be used to allow a student with physical difficulties the opportunity to "pick" the names of students. Use a blank overlay and place student names and/or photos on it.
- Use an eye-gaze frame with a few students names on cards. Allow the nonverbal student to use their eye gaze to indicate their name.



Pre-Kindergarten Curriculum Guidelines: The student understands that print carries a message by recognizing labels, signs and other print forms in the environment.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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| <p>6. The student will recognize familiar signs, labels, and logos in the environment.</p> | <ol style="list-style-type: none">1. While participating in community based instruction, give each student an enlarged environmental sign. Assist students to look for signs while in the community or on the bus. Give students a sticker for each sign found. Vary the activity by playing “I Spy” with the environmental signs while on community based instruction.2. Put student names and associated symbol (as needed) on cards. Holding up a specific students’ name, have one student locate that specific cubbie or locker. Vary the activity by using the same cards to designate classroom jobs.3. Create an environmental print book by using familiar food labels, store names, names of Disney characters, pictures and names of people seen at school, etc. Put these on poster board, laminate them and bind them into a book. These books can be placed in the classroom library for use by the students. Also allow students to take these environmental print books home to “read” to family members. |
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RESOURCES/MATERIALS

Copies of traffic signs and survival signs
Environmental print books
Index cards
Markers

Adaptations:

- Program student names into a multiple location voice output device or multiple location communication board.
- Program the names of environmental signs into multiple location voice output device.



Pre-Kindergarten Curriculum Guidelines: The student shares books and engages in pretend-reading with other children.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

7. The student will engage in pretend-reading to self and other students.

Memorization plays an important part in the development of literacy skills. For a student to “memorize” a simple story, there must be many opportunities for the student to hear the story read. Research shows that repeated opportunities to hear a story read and to actively participate in the reading process are required for both typical students and students with disabilities. Frequently teachers who have students with disabilities forget that all children, those with a disability as well as those typically developing children, require and will request many re-readings of a favorite story. This step is vital to the process of all students becoming literate individuals.

1. Provide a reading corner or a reading center in the classroom. Put a variety of age-appropriate books and periodicals in the center. Allow and encourage students to look at books, request the reading of books, and assist in the re-reading of a story. At story time allow individual students to choose a familiar book that has been read many times and to “read” the book to the class. Rotate this opportunity so that all students have a turn at choosing and “reading” a favorite book.
2. Develop experience stories about school or classroom activities. After these are put into a book form by binding them, put them in the reading center so that students can look at them, “read” to parents.

Emergent E-7



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

3. Develop stories about each student in the classroom. Information might include child's name, family members, pets, favorite toys or activities, etc. Put these in the reading center and allow students to take them home after checking out the book. This will give many opportunities for "reading" their stories to each other and to family members.

VARIATION: Encourage parents to document summer activities or a vacation in the form of a book, complete with photographs. Request that students bring their books to school at the beginning of the school year to share with staff and classmates.

RESOURCES/MATERIALS

Various books with repeatable lines (see Resource section)
Materials for making books

Adaptations:

- Electronic books created with software such as IntelliPics (IntelliTools), BuildAbility (Don Johnston), KidPix (Broderbund), PowerPoint (Microsoft), etc., may be made accessible by using switches and/or adapted keyboards.
- Simple repeated line books may be recorded into multi-location or sequencing voice output devices.



Pre-Kindergarten Curriculum Guidelines: The student demonstrates simple strategies for comprehending selections read aloud.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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| <p>8. The student will retell or act out important events in a story.</p> | <ol style="list-style-type: none">1. Allow students to use flannel board props or puppets to retell a story from a familiar book.2. Have students re-tell a story from a familiar book, providing costumes and props to encourage dramatization. Each child assumes one character and retells that portion of the story by becoming a specific character.3. Since students are natural actors, they are often eager to act out the stories that have been read with them and with which they are familiar. Props and costumes add a dimension to the re-enactment of the story, but they are not required for students to act out a story. The teacher can provide a picture of the character on a placard to be worn around the neck. As the teacher reads the story, the student with the appropriate picture acts out or repeats what the character says. The story should be acted out several times so that every student has an opportunity to be one of the characters. Refer to adaptations using speech output devices in Activity 1. |
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RESOURCES/MATERIALS

Tape player
Flannel board stories
Puppets
Costumes
Story props

Adaptations:

- Voice output devices with multiple locations or sequencing options may be used to program multiple story lines.
- A tape player may be used to “retell” the story verbally while students use props to “act out” or just “hold up” the important events in a story.

Emergent E-8



Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts, including pictures and print.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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| <p>1. The student will know when book is right side up and turn pages in sequence from right to left, front to back.</p> | <p>1. To assist students in orienting a book so that it is right side up with pages turning sequentially, place a consistent sticker, such as a star, at the top of the cover on the right hand side of each book used in the classroom. Teacher demonstrates, models correct orientation and monitors students for correct orientation of the book</p> <p>2. Teacher purposely holds a book upside down and tries to turn the pages. Students are encouraged to help “solve” the problem through question prompts, such as the teacher saying, “Gee, I wonder why I can’t open this book!” “Hm, what do you think I am doing wrong?” etc. Allow individual students to demonstrate the solution to the problem</p> <p>3. At the end of the day, books will be gathered to be placed on the book shelf. An age-appropriate sticker placed at the top of the spine of the book will be used to indicate appropriate placement of the book when returning it to the bookshelf.</p> <p>4. Pair one student with a student who works in the school library on a regular basis. Train both students to work together to shelve books that have been returned to the school library. As the student’s skills improve, allow him/her to shelve the books with only supervision and assistance as needed for the correct placement of books on the shelf.</p> |
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Emergent M-1



Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

(Continued)

RESOURCES/MATERIALS

Age appropriate stickers

Adaptations:

- Provide communication symbols with or without speech output for vocabulary related to book orientation and page turning (i.e., “that’s the top”, “turn it around”, “turn the page”, etc.)

Emergent M-1



Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts including pictures and print.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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|---|---|
| <p>2. The student will discriminate between drawings/pictures and writing/print in books.</p> | <p>1. Students play “Concentration” using logos and the words associated in print. Logos can be found by the students looking through magazines, newspapers, or by using computer generated logos.</p> <p>2. Prepare students for community based instruction to familiar locations by presenting and/or reviewing pictures and associated printed words of food items that are needed for a classroom activity. On the community based instruction, students will locate the food items that are to be purchased by referring to their grocery list made with pictures of the food items and the associated words. Photos can be taken in order to make an experience book at a later date. (Refer to Reading/Print Awareness M-6.)</p> <p>3. For a cooking activity, the teacher prepares two sets of instructions. One set is represented by words in print and one set will be in picture symbols. The two sets will be mixed together for the students to separate into one set with pictures/drawings and one set in print.</p> |
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RESOURCES/MATERIALS

Camera
Magazines
Newspapers
2 sets of instructions for cooking in Activity 3:
One using pictures/drawings, one using words
in print

Adaptations:

- Battery and switch operated scissors (AbleNet).
- JamCam inexpensive switch-adapted digital camera (www.orcca.com)

Emergent M-2



Pre-Kindergarten Curriculum Guidelines: The student demonstrates awareness of letters.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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|---|---|
| 3. The student will show interest in letters and words, and ask questions about them. | 1. Play bingo using letters or words taken from print found in the environment. |
| | 2. Place letters or words that have previously been taught (through direct instruction) around the classroom. Play “I Spy”, having students search for an assigned word or letter. |
| | 3. Student will discriminate between words or letters and pictures by using magazines, newspapers, etc., and asking for an explanation from the teacher. Students can also highlight words or letters and circle pictures with a highlighter. |

This activity should serve to build an awareness of survival words and/or the associated picture in the environment to prepare students for community based instruction.

RESOURCES/MATERIALS

Highlighters
Magazines
Newspapers
Letter/word cards
Bingo Cards

Adaptations:

- Program multi-message voice output devices with letter names, familiar words.
- Use All-Turn-It Spinner (AbleNet) to allow student with physical disabilities to be the Bingo “caller”.



Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts, including pictures and print.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

4. The student will frame a word or letter with finger upon request.
1. Modify a phone book by taking the front and back cover off the local telephone directory and laminate them. Using a computer, list student names and home telephone numbers in alphabetical order assigning one page to each letter of the alphabet. Use a large bold font that is easy to read. (For students who do not have a home telephone number, list the school's telephone number. List, also, places that are visited regularly on community based instruction. Place pages in page protectors and bind them together. When on community based instruction or at other appropriate times, have students use the pay telephone to call home. Students will use fingers to point or frame their name and phone number.

VARIATION: To create a simpler telephone directory, put each student's picture, name, address, and telephone number on 3x5 index cards and laminate them. Clip these together with a 1 inch ring so that they will stay attached, are easy to carry and easy for students to use. Have student find his/her name or picture, telephone number or address when using a pay telephone on Community Based Instruction.



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

2. Write the Pledge of Allegiance or a school cheer on chart paper. Routinely assist the students in “reading” these charts as a group as you point to each word. Request different students to locate various words and/or letters by pointing to them. (i.e. “Show me the word “America””; “Where is the last letter in the chart”; “How many times can you find the word ‘the’ on this chart?”).

RESOURCES/MATERIALS

Pay phone
Teacher made phone books
Chart paper
Marker

Adaptations:

- Adapt Activity 2 by programming each word of the pledge or cheer into a multi-message voice output device. Student can indicate the correct word in response to teacher’s question.
- A paper communication board can also be used for this activity.



Pre-Kindergarten Curriculum Guidelines: The student understands that print carries a message by recognizing labels, signs and other print forms in the environment.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

5. The student will recognize his/her own name.

1. As students arrive for the first day of school, or as other opportunities arise, label all of each student's supplies, cubbies/lockers, desks, chairs and any other personal belongings, supplies or locations. Have students get their own supplies, go to their cubbies/lockers, etc. Create as many opportunities during the day for students to practice name recognition.

HELPFUL HINT: For those students who have difficulty recognizing their own name, label their supplies and areas for work or personal belongings with a photograph of the student. Slowly remove the photograph as the student begins to recognize their name in print. Color coding names can also serve as a tool to assist students who have difficulty recognizing their name.

2. Each day take attendance by having each student move his/her name from the "HOME" column to the "SCHOOL" column of an attendance chart. Reverse the process at the end of the day as students go home. Have each student move his/her name from the "SCHOOL" column of the attendance chart to the "HOME" column of the chart.



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

3. Play "Name Concentration". Make a game card for each student with a person symbol on the left side and a strip of Velcro on the right side. Put each student's name on a corresponding strip with Velcro on the back. With a group of students turn each name card face down in the center of the table. Taking turns have students turn over one name card. If the name card is their name, they place it on the game card.

VARIATION: Have students match a photograph of themselves with their name on the game card.

RESOURCES/MATERIALS

Student name labels
Home/School chart
Student photographs
Name concentration game

Adaptations:

- Make student's personal items and name labels easily accessible for all students.
- Students with physical limitations may use a Velcro mitt or Velcro stick for picking up cards during the concentration game.



Pre-Kindergarten Curriculum Guidelines: The student understands that print carries a message by recognizing labels, signs and other print forms in the environment.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

6. The student will recognize familiar signs, labels and logos in the environment.

1. Assist students in creating an “About Me” or “My Favorite Things” book. First, identify topics or categories for each page (i.e. places we go, people in my family, my favorite foods, my favorite movies, etc.) Second, put the topic as a heading on each page. Third, using newspaper ads, magazines, photographs, picture symbols, assist students in identifying and selecting items to go in each category. The teacher should write the associated word under each picture/symbol/logo. Bind pages together to make a book to be used by students in sharing about themselves.

VARIATION: On a classroom or school bulletin board, feature a “Star Student of the Month”. Make stars large enough for pictures of categories (“My favorite animal”, “My favorite song”, “My favorite color”, etc.) Have student featured for the month find pictures to illustrate each category and “read” it to other students.

2. Assist students in creating environmental print books. Example:

- Ask students to bring in their empty cereal boxes
- Cut off the front of the boxes
- Glue the box front to tag board
- Punch holes in the top of each page and put the pages together with rings or bread ties.
- Let each student read the book to each other.

VARIATION: Write a sentence about the student who brought each box. For example “Shelly eats Raisin Bran.” Add this sentence to the appropriate page.

Emergent M-6



OBJECTIVE

TEACHING ACTIVITIES

3. On community based instruction to the mall, have students locate specific signs (EXIT, ELEVATOR, McDONALDS, RESTROOMS, ENTER, etc.), read the sign and tell what is meant by the sign.

On subsequent trips to the mall, divide students into groups so that there is an adult for each group of students. Have students go, by teams, on a scavenger hunt for specific signs. As each sign is found, it is read and explained to the group. All teams meet at a specific location when all signs on list are found to have a snack.

RESOURCES/MATERIALS

Newspapers
Magazines
Logos

Adaptations:

- Names of community signs can be programmed into a sequencing or multi-message voice output device. The student using the device can select which sign the group looks for in the mall.

Emergent M-6



Pre-Kindergarten Curriculum Guidelines: The student shares books and engages in pretend-reading with other children.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

7. The student will engage in pretend-reading to self and other students.

Memorization plays an important part in the development of literacy skills. For a student to “memorize” a simple story, there must be many opportunities for the student to hear the story read. Research shows that repeated opportunities to hear a story read and to actively participate in the reading process are required for both typical students and students with disabilities. Frequently teachers who have students with disabilities forget that all children, those with a disability as well as those typically developing children, require and will request many re-readings of a favorite story. This step is vital to the process of all students becoming literate individuals.

1. Refer to activities listed on Emergent Reading/Print Awareness E-7. These activities continue to be appropriate for students in this age group if the materials/books provided and used are age-appropriate.
2. Develop experience stories about Community Based Instruction (C.B.I.) activities. Take many photographs of the students while on CBI and have them assist in sequencing and writing about the activity. After this is put into a book form by binding the pages together, put the books in the reading corner of the classroom so that students can look at them, “read” them to each other, or check them out to take home and “read” to family members.

Emergent M-7



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

3. Develop stories about each student in the classroom. Information about the student's family, favorite movie stars, favorite music, pets, extracurricular activities, etc. can be included in the story. Submit these stories to the school newspaper, display the information on a bulletin board, or feature a class member in a newsletter developed by class members. Encourage students to "read" these stories to visitors in the classroom. Keep a collection of these stories in a 3 ring binder as they are published. Display the binder in a prominent place in the reading corner so that students can "read" about themselves and check out the binder to take home overnight to share the stories with family members.

RESOURCES/MATERIALS

Age-appropriate classroom books
Experience stories
Student spotlight stories

Adaptations:

- Simple repeated line books may be recorded into multi-location or sequencing voice output devices
- Create electronic books about students and community activities using software such as IntelliPcs (IntelliTools), KidPix (Broderbund), BuildAbility (Don Johnston) and PowerPoint (Microsoft). These electronic books may be made accessible by using switches and/or alternate keyboards.



Pre-Kindergarten Curriculum Guidelines: The student demonstrates simple strategies for comprehending selections read aloud.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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| 8. The student will retell or act out important events in a story. | 1. Read a very sequential story such as <u>The Napping House</u> . The book should have pictures that represent the actions in the story to which the teacher/student can point. Assign each student a character from the story along with a prop to represent that character. As the teacher re-reads the story, the students participate by using their props to tell their part of the story when the teacher cues them with a pause. This activity should be repeated until students can retell their portion of the story without prompts. |
| | 2. Make two copies of a comic strip, such as “Garfield” or “Dennis the Menace”. Keep one copy intact to serve as a model. Cut each panel of the other copy apart and laminate. Assist students in reading the comic strip using the model. After the students are familiar with the sequence of the story, assist them in arranging panels in sequential order to retell the story. |



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

3. Script a “knock, knock” joke on chart paper with symbols above words to illustrate meaning of words. Copy the joke on a second piece of chart paper and cut apart with each line intact. When students are familiar with the sequence of the joke, assist them in putting strips in order to tell the joke.

After the students are successful in sequencing the strips with the “knock, knock” joke, put the same joke with picture symbols on 3x5 cards. Assist students in sequencing these to retell the “knock, knock” joke until he/she is able to retell it independently.

RESOURCES/MATERIALS

The Napping House by Audry Wood
Story props
Comic Strips
Chart paper
Knock, knock jokes

Adaptations:

- Story lines and comic strip lines can be recorded into multi-location voice output devices for students to indicate the sequence of messages.
- Adaptations for retelling a joke might include: a) place picture symbols used in Activity 3 into a communication wallet, so that students can refer to the visual reference as they tell the sequence of a joke, and, b) record the lines that would be spoken by the student into a sequencing voice output device (i.e., “knock, knock”, “who’s there?”, “knock, knock”, etc.



Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts, including pictures and print.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

1. The student will know when a book is right side up and turn pages in sequence from right to left, front to back.

1. Include age-appropriate books and magazines in the classroom library or reading corner. Picture books that are appropriate for high school students include youth-oriented magazines, “coffee-table” picture books or school annuals. By using picture books that are age-appropriate, the teacher can call the student’s attention to the pictures on each page and the fact that each is right side up. Placing small colored dots on the top right hand cover of the book will assist the students in orienting the book before opening the cover.

2. As job sites are developed in community settings, look for placements that will require students to orient books right side up. In the school library or the community library students can shelve books. The job coach should monitor for correct orientation of the book.

Churches in the community offer another location where students are required to place books so that the top is in the correct position. Students can place hymnals in pew holders as they are dusting and cleaning. The job coach can monitor for correct placement of the hymnal in the rack.

RESOURCES/MATERIALS

Adhesive dots
Age-appropriate books and magazines
Community job sites

Adaptations:

- Use larger adhesive dots if smaller dots are frequently unnoticed.
- Use page Fluffers to assist with page turning. (See Pre-Emergent Reading/Print Awareness E-1.)

Emergent H-1



Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts, including pictures and print.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

2. The student will discriminate between drawings/pictures and writing/print in books.

1. Create a grocery list of ingredients that will be needed for a cooking activity. The list should be written on chart paper so that a group of students can be involved. Read the name of each ingredient that is needed and ask the students to find the picture of the grocery item from those listed in advertisements. Pair the printed item with the corresponding picture.

VARIATIONS: a) Use a menu and pictures of foods to create a menu when going out to eat. b) Create a shopping list for a department store or clothing store using pictures from the newspaper to pair with the items on the list.

2. Use a book such as Mayer-Johnson's "Kitchen Appliances". After introducing the appliance and pertinent information about the appliance, have students answer questions by circling the appropriate picture.

3. Students will look through a phone book and discriminate between the white pages, yellow pages and the coupon section. Students will survey yellow pages and point to the print sections and the advertising section. Students will state that ads help people to sell things.

Emergent H-2



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

4. Assist students to locate coupons in the yellow pages, magazines, newspaper, or other periodicals and use them on community based instruction.

RESOURCES/MATERIALS

Newspaper advertisements
Chart paper for shopping lists or menus
Coupons from periodicals
File box
Telephone directory

Adaptations:

- Program voice output devices with items from a shopping list so the student can name the items for the other students to locate in the newspaper advertisements.
- A stamp or an adapted stamp may be used by a student who is unable to use a writing tool to mark or circle pictures in Activity 2.



Pre-Kindergarten Curriculum Guidelines: The student demonstrates awareness of letters.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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| <p>3. The student will show interest in letters and words and ask questions about them.</p> | <p>1. Accompany students to a video store or a music store. Look at covers on the videos and CD's as well as posters in the store. Assist students in determining how to know what the name of a CD or video is and what it is about. Talk with them about the titles and the pictures. Encourage questioning by the students. Ask them to locate specific pictures, specific words that have been taught and specific letters in each.</p> <p>2. Plan community based instruction to the local library or a bookstore. Ask students to look for specific books or magazines (find a magazine about cars, etc.). Ask how they know what the topic of the book or magazine is. Encourage students to ask questions, locate familiar words, or locate specific letters. If students have specific interests, encourage them to request assistance from store employees.</p> <p>3. When at the local mall, grocery store or department store, have students find specific signs that have been previously taught. Have students tell the meaning of the sign and identify specific letters in the sign. If students cannot locate a specific sign, such as the elevator, encourage them to ask a store employee for assistance.</p> |
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Emergent H-3



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

If students cannot find specific food items or items on the list at a grocery store or discount store, encourage students to ask a store employee for the location. Require the students to listen for instructions and then to use aisle markers or numbers to locate the item. Ask student how they identified the store employee, how they located the item requested, and what specific letters or numerals were used.

4. Play “I SPY” with student names, familiar logos, familiar signs or words, or specific letters. The teacher can begin the game by asking a student to find the sign that tells us where to leave a store (EXIT). The first student to locate the correct sign gets to ask the next question with assistance given as requested. The student may ask others to locate a sign that begins with “P” and ends with “H” (PUSH).
5. When organizing the classroom, label storage areas, shelves, lockers, trays, student supplies, lockers, etc. with the word only. Do not supply a picture symbol or photograph with the label in order to encourage students to ask questions about where specific supplies can be found or where to return specific supplies.



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

RESOURCES/MATERIALS

Letter cards
Familiar word cards
Environmental labels

Adaptations:

- Program voice output devices with letter names, familiar words, and questions/comments related to the letters and words (i.e., “What’s that word?”, “That says ___”, etc.)
- Printed labels may be initially paired with picture symbols for students who have not shown an interest in letters and words.



Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts, including pictures and print.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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| 4. The student will frame a word or letter with finger upon request. | 1. When going to a mall or a department store with a store directory, assist students in locating the store or the area of a store that is needed for a specific purchase. Ask each student to put his/her finger on the store and on the "YOU ARE HERE" symbol. Have each student trace the route to the store with his/her finger. |
| | 2. Involve students in a service project to help with a bulk mailing either for the school office or a community agency. Show students the differences in numerals in zip codes. Have the students' sort envelopes according to the zip code. Ask the student to point to the last numeral and point to the sorting location where it should be put. |
| | 3. Let students assist with compiling a classroom telephone directory to be used on community based instruction. Give students an assortment of cards with names of students in the class. Put first and last names on separate cards. Supply large commas. Demonstrate for students how the first name and last name cards can be rearranged so that the last name is in front and the first name is in back. Explain that the comma will separate the two words. Rearrange the name of each student so that the names can be placed in alphabetical order. |



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

Display paper with a large letter on it or a large letter that has been cut out. Ask students to point to the first letter in his/her last name. Have the student to locate the corresponding letter on the wall and place his/her name on it. When all names have been put in the correct location, compile and bind the pages into a simplified telephone directory that can be used in community based instruction on job sites.

VARIATION: Instead of compiling and binding the pages together in a telephone directory, add a photograph of the student and file the card in a file box.

RESOURCES/MATERIALS

First and last name cards
Large commas
Large letters
Bulk mailing with zip codes
Classroom telephone directory
File box

Adaptations:

- Program a multi-location voice output device with the names of numbers 0-9 to allow a student who has limited speech and/or physical abilities the opportunity to participate in Activity 2.
- The voice output device may also be programmed with letter names for use in Activity 3.



Pre-Kindergarten Curriculum Guidelines: The student understands that print carries a message by recognizing labels, signs' and other print forms in the environment.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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| <p>5. The student will recognize his/her own name.</p> | <p>1. Utilize the telephone directory created on Emergent Reading/Print Awareness H-4 when participating in Community Based Instruction. Have each student locate his/her own name, point to the home and telephone number (or pull out the card from the index file) and then use a pay telephone to call home. For those students who have taken their cards from a file box, it will be necessary for the student to put the card back into the file box. This will provide extra practice in locating specific letters for a purpose.</p> <p>2. Create job responsibilities in the classroom. Display pictures of each job and provide a place for a student's name. Each student will have to locate his/her own name to find the classroom job that has been assigned.</p> <p>3. Provide an opportunity for students to actively participate in taking classroom attendance each day.</p> <ul style="list-style-type: none">• Provide a dry erase board and marker for students to sign in and out of the classroom. |
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Emergent H-5



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

- Provide a chart and student names. As students come in each day, have each one find his/her name and place it in the "SCHOOL" column. At the end of the day, have each student move his/her name to the "HOME" chart.
 - Use a time clock for student attendance. As students arrive at school, each must locate his/her name and "clock in". When leaving at the end of the day, have each student find his/her name and "clock out".
4. Use student names to assist in organizing the classroom. Have students label all personal items and personal storage areas with his/her own name. The student must locate his/her name to locate supplies as they are needed or to put away supplies when they are finished with a task.

RESOURCES/MATERIALS

Classroom telephone directory
Labels for personal items and personal space
Job responsibilities chart
Student name cards/labels
Dry erase board and markers
Home/School chart
Time clock

Adaptations:

- Program student's name into voice output device or develop a "low-tech" communication board.
- Allow students' who have limited speech or motor abilities, the opportunity to locate their name card by pointing on a communication board or using an eye-gaze display.



Pre-Kindergarten Curriculum Guidelines: The student understands that print carries a message by recognizing labels, signs and other print forms in the environment.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

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| <p>6. The student will recognize familiar signs, labels and logos in the environment.</p> | <ol style="list-style-type: none">1. In a prominent location, display a picture symbol schedule for each student's daily activities. The student will locate the current activity, name the activity that is pictured, and move to the area of the classroom where this activity routinely takes place. In that location provide a picturized list of supplies that the student will need in order to complete the activity.
2. Review vending machine selections for vending machines that are used regularly. Allow students to make a choice of the items to purchase and locate those items in the vending machine. Provide a visual prompt, if needed, as the student uses the vending machine.
3. Review community words that give directions to people, such as EXIT, STOP, RESTROOM, PULL. Use a commercially made bingo game using these words or make your own bingo game with the help of the students. Give each student the signs, a grid on tag board and a glue stick. As each sign is named, the student can place the picture of the sign in any square on the grid. The cards can then be laminated and used to play the game. |
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OBJECTIVE

TEACHING ACTIVITIES

(Continued)

4. Have students assist in compiling books for locations that are routinely visited. These may include a grocery store, a library, a mall, Wal-Mart, McDonalds, etc. Make a list of activities for each location and collect environmental print that can be used to illustrate the activities. For example in a McDonald's book, one page may say "THE FRENCH FRIES ARE HOT!". A wrapper from an order of French fries can illustrate the page.
5. Organize a community sign or a logo scavenger hunt. On community based instruction take students to the mall or to a large store, such as Wal-Mart. Divide the group into teams with an adult as the team leader. Provide each team with a list of signs (such as ELEVATOR, PUSH, EXIT) and/or logos (COKE, MCDONALDS). The teams go around the location looking for the specified signs or logos. As each is found, it is crossed off the list. If desired, the adult can document where each was located. The team that comes back to the original starting point first wins the game.

RESOURCES/MATERIALS

Individual student schedule
Picture symbols for classroom activities
Picture symbols of vending machine choices
Community words bingo
Velcro
Environmental print books
Environmental signs list

Adaptations:

- Develop a paper communication board or program a voice output device with vending machine choices.
- Make student's individual schedule portable by putting it in a communication wallet or file folder. This will allow the student to carry his/her schedule with him/her for easy reference.
- Use Velcro in place of a glue stick on Activity 3.



Pre-Kindergarten Curriculum Guidelines: The student shares books and engages in pretend-reading with other children.

Area: Emergent Reading/Print Awareness

OBJECTIVE

7. The student will engage in pretend-reading to self and other students.

TEACHING ACTIVITIES

Memorization plays an important part in the development of literacy skills. For a student to “memorize” a simple story, there must be many opportunities for the student to hear the story read. Research shows that repeated opportunities to hear a story read and to actively participate in the reading process are required for both typical students and students with disabilities. Frequently teachers who have students with disabilities forget that all children, those with a disability as well as those typically developing children, require and will request many re-readings of a favorite story. This step is vital to the process of all students becoming literate individuals.

1. Place the environmental print book developed in Emergent Reading/Print Awareness H-6, Activity 4 in the class library. Encourage students to “read” these books to each other and to class visitors. Allow students to check out the books so that they can “read” the books to their family members.
2. Have students dictate and illustrate with pictures from magazines each page of classroom books about “Our Heroes”, “Dreams”, “Monsters and Other Things That Scare Me”, “My dream Car”, etc. Place these books in the class library. Encourage students to “read” these books to each other or class visitors. Allow students to check out the books so that they can “read” them to family members.

RESOURCES/MATERIALS

Environmental print books
Student-made books

Adaptations:

- Environmental print books may be made into electronic books using a variety of software programs such as: KidPix (Broderbund), PowerPoint (Microsoft), etc. Pictures may be scanned and used on the computer. These books may be made accessible using a switch or alternate keyboard.

Emergent H-7



Pre-Kindergarten Curriculum Guidelines: The student demonstrates simple strategies for comprehending selections read aloud.

Area: Emergent Reading/Print Awareness

OBJECTIVE

TEACHING ACTIVITIES

8. The student will retell or act out important events in a story.

1. Since older students are often interested in stories and books that are appropriate for younger children, they can enjoy the stories while involved in activities with younger children. They can be involved in presenting skits for young children. It is very important that the students be very familiar with the story that is being presented. The staff should read the story and talk about the story many times before a skit is presented.

When presenting the story in skit form, each student can be responsible for a different part in the story. Any voice output device can be used so that non-speaking students can be actively involved. Cues may be used to assist students in being as independent as possible. Color cues are a very effective strategy in doing this. Pages of the story that are associated with a student's specific part may be color-coded. Each student's color cue can be placed in a location that is visible and meaningful to the student. A lap tray on a wheelchair, a wristband or a colored switch can be used for placement of the color cue. As each page of the book is read or when a student's part is read, the teacher or another staff member holds up the appropriate color to cue the student that it is the time for him/her to "read" his/her part in the skit.

Emergent H-8



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

VARIATION: Use puppets instead of props or costumes to allow older students to perform the skit for the younger students.

2. Reading Activities Project for Older Students: RAPS is an appropriate source of stories for older students. Individual student books can be made from the stories in RAPS so that students can “read” the stories for pleasure and can take the books home to “read” to family members. These same stories can be used as a source of role-plays for older students after the students are very familiar with the stories from re-reading with an adult.

RESOURCES/MATERIALS

Age-appropriate familiar short stories
Reading Activities Project for Older Students: RAPS (Musselwhite, 1993)
Books with repeated lines (see Reaching for Resources section)
Puppets

Adaptations:

- Program a voice output device with repeated lines or other story lines from books to allow students with limited or no speech a way to participate in story retelling.
- Color cues: Colored wristband, colored switch, colored card, etc. may be used to cue a student when to “say” their story line.

Emergent H-8

