

LEARNING OBJECTIVES

&

TEACHING ACTIVITIES

PRE-EMERGENT LITERACY LEVEL

LISTENING/SPEAKING

Elementary
Middle School/Junior High
High School

READING/PRINT AWARENESS

Elementary
Middle School/Junior High
High School

WRITING

Elementary
Middle School/Junior High
High School

NOVICE LITERACY LEVEL

LISTENING/SPEAKING

Elementary
Middle School/Junior High
High School

READING/PRINT AWARENESS

Elementary
Middle School/Junior High
High School

WRITING

Elementary
Middle School/Junior High
High School

EMERGENT LITERACY LEVEL

LISTENING/SPEAKING

Elementary
Middle School/Junior High
High School

READING/PRINT AWARENESS

Elementary
Middle School/Junior High
High School

WRITING

Elementary
Middle School/Junior High
High School

EXPERIMENTING LITERACY LEVEL

LISTENING/SPEAKING

Elementary
Middle School/Junior High
High School

READING/PRINT AWARENESS

Elementary
Middle School/Junior High
High School

WRITING

Elementary
Middle School/Junior High
High School

CONVENTIONAL LITERACY LEVEL

LISTENING/SPEAKING

Elementary
Middle School/Junior High
High School

READING/PRINT AWARENESS

Elementary
Middle School/Junior High
High School

WRITING

Elementary
Middle School/Junior High
High School

Pre-Emergent Literacy Level

Students:

- typically communicate in one to two-word verbal or picture symbol utterances to make simple requests (e.g., for assistance, objects, and activities).
- attend to completion of short activities (listen to a story, play a game, etc.).
- understand and respond appropriately to some routine questions.
- exhibit waiting and turn-taking.
- attend more to pictures and the reader than to the print when stories are read aloud.
- demonstrate minimal art/writing attempts.
- identify familiar pictures and objects by name.
- identify parts of a whole (e.g., parts of a book, body parts, etc.).
- copy melodic speech patterns.

Learning Objectives: Listening/Speaking

The student will:

1. listen with increasing attention.
2. understand and follow simple, concrete commands with visual prompts.
3. listen to simple stories and request familiar stories.
4. show steady increase in listening and speaking vocabulary in everyday conversation.
5. listen with increased wattention to information, rhymes, songs, conversations, and stories.

Learning Objectives: Listening/Speaking

The student will:

1. examine and label pictures in books and point to pictures to request that adult name te picture.
2. repeat part of text on a page immediately after it has been read aloud by an adult.
3. recognize favorite books by the cover.
4. frequently request the re-reading of books.

Learning Objectives: Listening/Speaking

The student will:

1. randomly draw and scribble.
2. use a variety of writing and art tools to create a finished product.

PRE-EMERGENT
LISTENING/SPEAKING

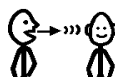
T.E.K.S. (K.1) The student listens attentively and engages in a variety of oral language experiences.

Area: Pre-Emergent Listening/Speaking

<u>OBJECTIVE</u>	<u>TEACHING ACTIVITIES</u>
1. The student will listen with increasing attention.	<ol style="list-style-type: none">1. Students will interact with teacher in small groups. Play games such as finger plays, Simon Says, Red-Light Green-Light. Read and re-read stories with repeated lines. Dictate stories about classroom experiences. Increase duration of group story time as listening skills develop.2. Provide a listening center with stories on tape. Give all students an opportunity to listen to stories daily.

<u>RESOURCES/MATERIALS</u>	<u>Adaptations:</u>
Various children's books Big books Flannel board stories Pictures to sequence	<ul style="list-style-type: none">• Large picture books with one or two objects on each page (i.e., picture of ball and word "ball")• Simple voice output devices programmed with repeated lines from stories

Pre-Emergent E-1



Pre-Kindergarten Curriculum Guidelines: The student is able to comprehend what he/she hears in conversations and in stories read aloud.

Area: Pre-Emergent Listening/Speaking

<u>OBJECTIVE</u>	<u>TEACHING ACTIVITIES</u>
2. The student will understand and follow simple, concrete commands with visual prompts.	<ol style="list-style-type: none">1. Given a picture symbol, student will match picture to concrete object.2. When presented a picture of an activity (walking, jumping, yawning, etc.), student will imitate activity.3. Sing “Itsy Bitsy Spider” or other finger play. Students imitate teacher’s hand movements.4. Student will learn to follow simple daily routine instructions (i.e., take off your coat, sit down, get your cup, etc.) Use picture or object symbol cues when needed.

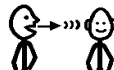
RESOURCES/MATERIALS

Magazine pictures showing actions
Flannel board/magnetic board
Pictures for “Itsy Bitsy Spider”
Picture symbols and associated objects

Adaptations:

- Object/character props on Popsicle sticks / tongue depressors for students (as needed)
- Picture or object symbols

Pre-Emergent E-2



Pre-Kindergarten Curriculum Guidelines: The student communicates by putting thoughts, feelings and requests into words, signs or symbols.

Area: Pre-Emergent Listening/Speaking

OBJECTIVE

TEACHING ACTIVITIES

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| 3. The student will listen to simple stories and request familiar stories. | 1. Teacher and students will engage in reading Big books, poems, charts, and storybooks on tape. |
| | 2. Students can request stories by name or main character. For students who are non-verbal, teacher can reproduce a picture of a story character from a specific book (i.e., Arthur or Clifford) or reproduce book jacket or title page, as needed. Maintain a “file” for students to make selections. |

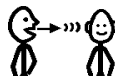
RESOURCES/MATERIALS

Big books
Storybooks
Storybooks on tape
Symbols/pictures to represent book titles

Adaptations:

- Plastic/plush character to represent book character.
- Program multi-location voice output devices with titles of familiar books.

Pre-Emergent E-3



Pre-Kindergarten Curriculum Guidelines: The student develops new concepts, acquires new words, and increasingly refines his/her understanding of words that he/she already knows.

Area: Pre-Emergent Listening/Speaking

OBJECTIVE

TEACHING ACTIVITIES

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|---|---|
| 4. The student will show steady increase in listening and speaking vocabulary in everyday conversation. | 1. Provide opportunities for dramatic play. The student will practice conversation skills, taking turns, providing information, and making requests when role-playing pretend activities such as dress-up, using the telephone, playing store, etc. |
| | 2. Provide Community Based Instruction having students practice ordering, making choices, requesting specific items, etc. |

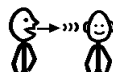
RESOURCES/MATERIALS

Telephones
Props for role-playing

Adaptations:

- Simple voice output devices and/or picture symbols for non-verbal students to show understanding, comment, ask questions, etc.

Pre-Emergent E-4



T.E.K.S. (K.1) The student listens attentively and engages in a variety of oral language experiences.

Area: Pre-Emergent Listening/Speaking

OBJECTIVE

TEACHING ACTIVITIES

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| <p>5. The student will listen with increased attention to information, rhymes, songs, conversations and stories.</p> | <p>1. Share the story “Old McDonald Had a Farm”. Introduce farm vocabulary and animal noises. Have students sit in a circle. Give each student either an animal picture or plastic animal in correct sequence of the song. As the song is sung, each student gets to sing out his/her animal noise.</p> <p>2. Students will learn to recite the Pledge of Allegiance with teacher prompts and visual cues. Writing with Symbols 2000 (Mayer-Johnson) may be used to write and add symbols to the Pledge of Allegiance.</p> <p>3. Student will take attendance/lunch count to the office or cafeteria. Student will greet the person they are addressing, tell what they are bringing, tell who sent them, and give a proper salutation upon leaving.</p> |
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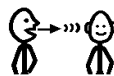
RESOURCES/MATERIALS

Animal Pictures
Plastic animals
Simple speech output devices

Adaptations:

- Use recordable picture frames or other simple voice output devices with animal sounds and pictures for student with physical/communication limitations.
- Use recordable voice output devices to allow students to “say” the Pledge of Allegiance.

Pre-Emergent E-5



T.E.K.S. (K.1) The student listens attentively and engages in a variety of oral language experiences.

Area: Pre-Emergent Listening/Speaking

OBJECTIVE

TEACHING ACTIVITIES

1. The student will listen with increasing attention.

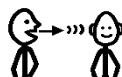
1. Seat students in a circle. Whisper something to student on the left. That student then whispers something to the student on his/her left, and so on. The whispering continues, student to student, in clockwise order until it reaches the last student, who says out loud what he/she has heard.

2. Prior to a story being read aloud, teacher assigns a word for each child to listen for, or a sound for them to identify. When the word is heard, the student indicates hearing the word in some manner (such as raising his/her hand, making a sound, saying "That's my word", etc.).

Note: This game is difficult for a variety of reasons. The youngest students may need preliminary practice in passing to the left. This can be done by asking students to tap each other in turn or to pass an object from one to the next. To make the game easier, put students in small groups of five or less. Begin with single words, then phrases, and then full sentences as students develop skills.

Since auditory information is not always processed immediately. Providing visual information through pointing to specific relationships in the pictures, signs, drawings, may be needed to encourage attention.

Pre-Emergent M-1



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

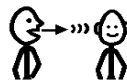
RESOURCES/MATERIALS

Phonemic Awareness in Young Children
(Adams, 1998)

Adaptations:

- Activity #1: Program the message into a single message voice output device. Attach earphones to the device for the second student in the circle to wear. The student using the voice output device should be the first one to “speak” the message to the second student in the circle.
- Activity #2: Allow students to use a buzzer to indicate when a key word is read.

Pre-Emergent M-1



Pre-Kindergarten Curriculum Guidelines: The student is able to comprehend what he/she hears in conversations and in stories read aloud.

Area: Pre-Emergent Listening/Speaking

OBJECTIVE

TEACHING ACTIVITIES

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| 2. The student will understand and follow simple, concrete commands with visual prompts. | 1. Begin with simple instructions, such as “Simon says, ‘Stand up’; Simon says, ‘Hop on one foot’”. Progress to more difficult instructions, such as “Simon says, ‘Do the same’; Simon says, ‘Do something different’”. |
| | 2. Teacher gives simple, basic directions during Community Based Instruction. For example, “Tim will walk in front of the group”; “Open the door please”; “Wait here”. |
| | 3. Using a simple, basic recipe, teacher reads directions in sequential order. Teacher monitors comprehension as the activity progresses. For example; “Wash your hands with soap and warm water; “Dry your hands,” etc. Keep instructions simple and concrete. |

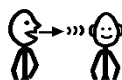
RESOURCES/MATERIALS

Simple recipes

Adaptations:

- Program different “Simon Says” directions into a multi-location voice output device. Allow the student using the device to be the “caller” for “Simon Says”.
- Program simple activity directions or sequential activity steps into multi-location voice output devices.

Pre-Emergent M-2



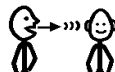
Pre-Kindergarten Curriculum Guidelines: The student communicates by putting thoughts, feelings and requests into words, signs or symbols.

Area: Pre-Emergent Listening/Speaking

<u>OBJECTIVE</u>	<u>TEACHING ACTIVITIES</u>
3. The student will listen to simple stories and request familiar stories.	<ol style="list-style-type: none">1. The teacher reads the title of four simple books and lays them on the table in front of the students. The teacher asks students to vote on the book they want read to them. The student selects by picking or recalling the title of the book he/she wants to read.2. The teacher prepares a “feeling” handout to go with the main character in a simple book. Students mark or color the “face” that describes the character’s feeling in various points of the story. The teacher may ask what body language the student uses to show that same feeling.3. Give students a choice of comic strips to read.

<u>RESOURCES/MATERIALS</u>	<u>Adaptations:</u>
Simple, high interest stories Feelings handout Comic strips	<ul style="list-style-type: none">• Activity 1: Make a communication board with choices of book titles and associated symbols for students who need assistance communicating a choice.• Activity 2: Provide a communication board with symbols for feelings.

Pre-Emergent M-3



Pre-Kindergarten Curriculum Guidelines: The student develops new concepts, acquires new words, and increasingly refines his/her understanding of words that he/she already knows.

Area: Pre-Emergent Listening/Speaking

OBJECTIVE

TEACHING ACTIVITIES

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| <p>4. The student will show steady increase in listening and speaking vocabulary in everyday conversation.</p> | <p>1. The teacher will introduce new words to students by using a word bank or a word wall paired with picture symbols. Student will be given opportunities (prompted by the teacher) to say new words and to identify the picture symbol. The teacher will say, "Today, we will learn a new word. I want you to listen carefully as I say the word. I want you to say the word to me. (Pause) 'DANGER!' Now, you say the word."</p> <p>2. To prepare for Community Based Instruction the teacher will provide a menu with both pictures and print from a fast food restaurant. Students will be given opportunity to select items from the menu. Have students role-play giving their order to the teacher.</p> <p>3. Students will participate in a show and tell game in which they are encouraged to use new vocabulary words to help describe specific objects that the teacher provides for them.</p> <p>4. Utilize both the school and community library. Have students ask the librarian for books, magazines, or videos in which they are interested.</p> |
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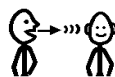
RESOURCES/MATERIALS

Show and Tell objects provided by the teacher
Index cards and picture symbols for word wall
Fast Food menu with pictures
Library

Adaptations:

- Simple voice output devices with 4-8 locations.

Pre-Emergent M-4



Pre-Kindergarten Curriculum Guidelines: The student listens attentively and engages in a variety of oral language experiences.

Area: Pre-Emergent Listening/Speaking

OBJECTIVE

TEACHING ACTIVITIES

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|--|--|
| 5. The student will listen with increased attention to information, rhymes, songs, conversations, and stories. | 1. Set aside a time each day to read a chapter of an age appropriate book (Boxcar Kids, Hardy Boys, Nancy Drew, Goosebumps, Hank the Cowdog). Check for student comprehension by asking questions about the material that is read. Have students recall what was read the day before and predict what will happen next in the story. |
| | 2. Have students visit the school library and the community library. Request that the librarians provide meaningful activities to promote enjoyment of literature. Ask the students to recall what was read, who the characters were, what the characters did, etc. |

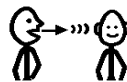
RESOURCES/MATERIALS

Age-appropriate chapter books

Adaptations:

- Provide communication boards or multi-location communication devices with content related to events in the book being read.

Pre-Emergent M-5



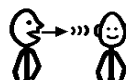
T.E.K.S. (K.1) The student listens attentively and engages in a variety of oral language experiences.

Area: Pre-Emergent Listening/Speaking

<u>OBJECTIVE</u>	<u>TEACHING ACTIVITIES</u>
1. The student will listen with increasing attention.	<p>1. As a class listen to daily announcements at school.. Review and discuss announcements that pertain to the students (i.e. football games, pep rallies) using written and/or pictorial representations for the announcements. Insert symbols for the special activities into classroom calendar.</p> <p>Provide a chart with symbols representing yesterday, today and tomorrow. Review with students announcements from yesterday, list announcements for today and predict what announcements might be made tomorrow.</p> <p>2. Play “Name That Tune”. Use songs familiar to the students such as the school song, the school fight song, the “Star Spangled Banner,” “My Country ‘Tis of Thee,” “Happy Birthday,” holiday songs.</p> <p>3. Create a bulletin board using pictures of the students. Mount the pictures in a talking picture frame. Have students record a brief message about themselves. This would be a good bulletin board to use as an introduction of students to the school at the first of the year.</p>

<u>RESOURCES/MATERIALS</u>	<u>Adaptations:</u>
Picture symbols and calendar Poster board Record music and tape/CD player Talking picture frame (Enabling Devices, Radio Shack) Photographs of students	<ul style="list-style-type: none">Simple voice output devices may be used for students who are unable to verbally indicate “yesterday, today and tomorrow”.

Pre-Emergent H-1



Pre-Kindergarten Curriculum Guidelines: The student is able to comprehend what he/she hears in conversations and in stories read aloud.

Area: Pre-Emergent Listening/Speaking

OBJECTIVE

TEACHING ACTIVITIES

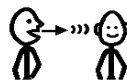
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|---|---|
| 2. The student will understand and follow simple concrete commands with visual prompts. | 1. Send students on errands within school to do specific tasks. Errands that are appropriate include going to the office for paper clips, going to the library for a specific book, delivering messages, etc. |
| | 2. Students will follow simple, sequential directions for activities such as using a vending machine. |

RESOURCES/MATERIALS

Adaptations:

- Provide picture symbols for students who are unable to verbally communicate their responsibilities during errands.

Pre-Emergent H-2



Pre-Kindergarten Curriculum Guidelines: The student communicates by putting thoughts, feelings and requests into words, signs or symbols.

Area: Pre-Emergent Listening/Speaking

OBJECTIVE

TEACHING ACTIVITIES

- | | |
|---|--|
| <p>3. The student will listen to simple stories and request familiar stories.</p> | <p>1. Develop a classroom library around interests of the students. Provide stories made from <u>Reading Activities Project for Older Students: RAPS</u>(Musselwhite, 1993), teen magazines, classroom experience stories about Community Based Instruction or job sites. Encourage students to read during their leisure time.</p> <p>2. Read to students on a daily basis. Allow the class to choose chapter books such as high interest/low vocabulary classics as well as fiction and non-fiction stories appropriate for students in high school.</p> |
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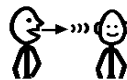
RESOURCES/MATERIALS

Simple Symbol Stories for Beginning Readers
(S. Watt & J. Steinberg, 1998)
Teen magazines
New bridge “Discovery Links” series
Sundance Publications
Wright Group series

Adaptations:

- Program the titles of books into multi-location voice output devices for students who do not speak.
- The lines from short stories may be programmed into multi-location voice output devices for “re-reading”.
- IntelliKeys and Intellipics (IntelliTools) may be used to create revisions of electronic books for “re-reading”.

Pre-Emergent H-3



Pre-Kindergarten Curriculum Guidelines: The student develops new concepts, acquires new words, and increasingly refines his/her understanding of words that he/she already knows.

Area: Pre-Emergent Listening/Speaking

OBJECTIVE

TEACHING ACTIVITIES

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|--|---|
| <p>4. The student will show steady increase in listening and speaking vocabulary in everyday conversation.</p> | <ol style="list-style-type: none">1. Provide students an opportunity to play a variety of games which require them to share information. Some examples of board games that reinforce this skill are “All About You” and “You Tell Me”, (PCI). Games such as “Guess Who” (Milton Bradley) give students an opportunity to listen for descriptive information, to request descriptive information and to respond to that information.2. Play the “suitcase” game from the Personal Health Module: Dressing M-1, activity #3. This game can be adapted to any new vocabulary topic students may be learning, such as hand tools, cooking utensils, etc.3. Use the “Near and Far” game or common classroom objects to address positional vocabulary (over, under, beside, in, in front, behind, on, through). |
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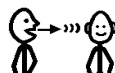
RESOURCES/MATERIALS

Far and Near Game (Buki, Ltd.)
Various board games published by PCI
“Guess Who” (Milton Bradley)

Adaptations:

- Multi-location communication device programmed with specific game-related vocabulary may allow students who are unable to speak an opportunity to participate in various board games.
- All-Turn-It spinner (AbleNet) may assist students who have physical disabilities.

Pre-Emergent H-4



T.E.K.S. (K.1) The student listens attentively and engages in a variety of oral language experiences.

Area: Pre-Emergent Listening/Speaking

OBJECTIVE

TEACHING ACTIVITIES

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|---|---|
| 5. The student will listen with increased attention to information, rhymes, songs, conversations and stories. | 1. Students will listen and perform appropriate actions as they participate in school pep rallies or other activities, (i.e. school cheers, school song, Pledge of Allegiance). |
| | 2. While listening to a variety of resources, including speakers, books, videos, newspapers, and music, students will respond to questions and/or requests appropriately. |

RESOURCES/MATERIALS

Videos
Books

Adaptations:

- Program voice output devices with the words from school cheers, songs, or Pledge of Allegiance to allow the student who is unable to speak a way to participate in these activities.

Pre-Emergent H-5

