

A decorative border of colored pencils surrounds the text. At the top, three pencils (brown, green, red) are arranged horizontally. On the left, four pencils (yellow, blue, red, green) are arranged vertically. On the right, two pencils (blue, yellow) are arranged vertically. At the bottom, three pencils (brown, yellow, blue) are arranged horizontally. In the bottom right corner, a teal pencil holder contains a cluster of five pencils (red, yellow, blue, green, brown).

Embedding Literacy Activities
Across the Classroom Day

A Compilation Developed by the
many teachers attending
The Academy for Teachers Serving
Student's with Significant Cognitive
Disabilities.
June, 2006

MORNING MEETING



Read a social story; identify front and back of book. (Photo of back of child and photo of face of child placed on appropriate side of book). Story includes using greetings with people.

Morning calendar with identifying the day, then reciting (ordering) days of the week. Involve children in matching “day” words, naming them. Include letter I.D. activity with magnetic letters or other tactile types of letters.

Weather activity to include taking a weather check, selecting appropriate words and picture symbols for weather. Keep a chart of daily weather by the month. (Computer weather “report can be used, newspaper as reference).

Involve students in activity practicing use of prepositional words – they can move or demonstrate with simple objects – the appropriate directional word. (Up, down, on, off, between, on top of, bottom, etc.).

Discuss schedule for the day. Include specific activities, such as a school program to attend; include any changes in schedule; talk about lunch menu. Use a picture board with words and pictures to match accordingly.

“Think Pink” florescent sign prompts to get materials ready – pens, pencils, notepads, books – literacy link “In the Pink” – feeling food and ready to go.

Sing songs.

Review concepts (i.e. – where you live, date, weather, daily schedule).

Go over lunch menu.

Television guide in newspaper.

Cut out picture from daily newspaper, write sentence as group about picture.

Nonverbal student locates the U. S. Flag and holds it during the “pledge of Allegiance”.

Students use a “magic microphone” to greet, share about the weekend, others every morning – they love hearing their voice echo –has dramatically increased.

Students attempt to sing the National Anthem before am announcements.

Introduce theme related vocabulary with words, pictures, concrete objects.

Expressively or receptively identifying calendar words and weather.

Group discussion about personal and social issues.

Name recognition and spelling or matching letters.

oral language skills and confidence

Laminate a poster with lines. Call it class news. Have a student do the job of writing news each day.

Select lunch choice from 2 pictures/words.

Student who uses communication device or pictures, chooses a name from device or picture to call on other classmates to answer question/read/share/

Read stories related to social skills to be addressed or special events (e.g. class photo, birthdays, field trip to the zoo) that will occur that day.

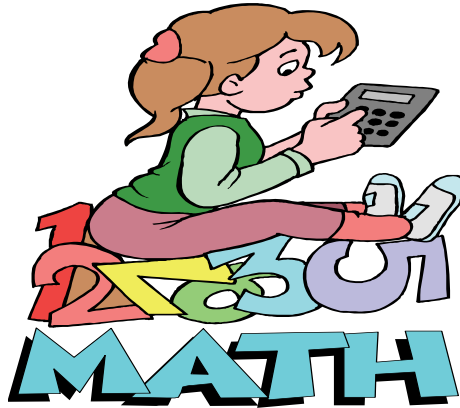
Read social stories paired with pictures that promote appropriate school behavior (ex: safe bus behavior, appropriate boxes in the café, gym, library, etc.)

READING



<p>Collect days of the week beginning with same consonant, sort and sound each letter pile – what’s the same? What’s different?</p>	<p>Read AR Books and utilize technology for comprehension</p>
<p>Make “All About Me” books for each student with pictures of them/family/pets/rooms.</p>	<p>Make weekly journals – record events of week and share with peer (use pictures with words).</p>
<p>Read Dr. Seuss books. Allow children to complete sentences with rhyming words. Non-verbal children touch Jelly bean switch with repeated lines recorded. “I do not like green eggs and ham. I do not like them Sam, I am.”</p>	<p>Before beginning a new theme unit – identify a keyword or phrase that will occur frequently. Create a Big Mac talking switch will a word is said. Promotes listening, vocabulary</p>
<p>Make end-of-year books to go home with captions about activities pictured (a little along the way).</p>	<p>Making a personal dictionary from the words on “word-wall”.</p>
<p>Make a scrapbook about the student/family with captions, descriptions about what was happening in the picture.</p>	
<p>Activities – Leo The Late Bloomer: 1. Group Reading (teacher directed). 2. W-H Questions (match Picture/word to question). 3. Art Project (character bags). 4. Letter Recognition/ Identification (index card with alphabet letter). 5. Homework – Reinforcement (Parental Involvement) bring back a corresponding object that begin with letter found in Leo Bag.</p>	

MATH



Read a story (like “Rainbow Fish”) and use rainbow goldfish crackers to make patterns, graphing, or basic math (addition, subtraction, sorting, etc.).	Read Humpty Dumpty (count words, find letters, find rhyming words, etc.) Use blocks to build a wall. Take hard-boiled eggs, recite (re-enact) the rhyme. Incorporate math by discussion shapes, size, length, prepositions, measurement, etc.
Read “Green Eggs and Ham”, ask about favorite breakfasts, tally the top 3-4, make a graph, and write a sentence.	Listen and read any appropriate book – student is to identify characters from list provided name/pics then student is to graph # of times selected characters appear – bar or talley.
Word hunts with sight word books and tally the instances in literature. The story is read aloud.	Read/Sing 10 in the Bed and have student recognize/read number and roll the Baby out of the Bed.
Read book “The 5 Monkeys,” practice counting from 1-5, and use barrels of monkeys for manipulatives.	Read book “Hippos go Berserk” by S. Boynton to talk about/demonstration more/add, less/subtract, and #'s.
Read menu. Pick a nutritious meal, write the entrée, desert, drink, figure tip, tax and total items, make change, without going over allot money.	Identifying common symbols (+ -) that represent specific actions (addition and subtraction).
Read 3 step cooking instructions/make double batch. Read the common shapes. Will use geoboard as an activity to make cone, cylinder, triangle, etc.	Read sale papers in Sunday paper to pick out ingredients for Thanksgiving Dinner. Have students figure the cost they need for a family of 10. (Relatives) It costs to have a dinner. Have them pick the menu before pricing the items.
Open a class bank – everything has a value. Students earn money for everything – work completed, behavior, bringing in homework, paying attention etc.....	Have them have a checking account to pay for items. (class auction at end of year with leftover money)
Peanut butter play dough = peanut butter, coffee creamer, honey, mix to consistency of play dough. Roll/Make a number and place touch points as marshmallows and chocolate chips.	Early Math: Students each have a certain number and color of add-on blocks. They take turns learning to add on one, then one more.....Continue process, having them count “how many in all” with each add on. This can be used for taking away one and one more for subtraction.
Open a story once a week to let them shop or save, teach value of saving	Using play dough roll out and have student identify number presented and press into play dough to make number imprint (good O. T. activity)
Cooking activity (concepts, measurements, sequencing).	

SCIENCE



Study the life cycle of the butterfly. Incorporate the book “The Hungry Caterpillar”.	One month long – Read several books on butterflies – grow a “butterfly garden” release them outdoors.
“Six legs” book (number of legs an insect has)	Match pictures and the names of the various animals/sounds.
Read “There was an old woman who swallowed a fly.” Have the student pick their favorite animal from the story and compare/contrast with their pet using a Venn Diagram, If they don’t have a pet, pick another animal. Can use words or Boardmaker symbols if students are non-readers.	Weather – check out books in library/media center about different types of weather. Read together in class or with peer buddies. Every day for 2 weeks check daily weather on line at www.weatherchannel.com or www.noaa.com and check daily weather in the local newspaper. Graph the weather daily and make predictions about the following day’s weather.
Read “Volcano” – do volcano experiment involving mixtures and compounds. Use scientific investigation to determine what will happen to the volcano.	Creating step by step instructions of science experiments by taking pictures of student performing experiment then sequencing the steps. Good for review of past event.
Magic dust experiment (in bottle pour powered Jell-O in water and shake) – we write our predictions, then write the results after the activity	Daily “weather watchers” walk to the window and watch the weather (tells the class the weather/ non-verbal us A.C. device.
Identify common weather words: Sunny/snowy/rainy/hot/cold/ cloudy/foggy. Teach initial consonant sounds and blends for differentiation – then incorporate into weather sentence: “Today is _____ outside. It feels _____. The sky is _____.” Etc.	Visual of water cycle on paper, followed by stand up and act-out water cycle, sit on floor speak key words, exchange cards with pictures with person next to you. Words from liquid, solid and gas (matter) session and visual activity making ice cubes, ice cream....etc.
Using geoboard and rubber band, student will make shapes that form a basic concept of measurement in science.	Visually impaired student: Use senses to identify/describe weather, e.g., snow (student touches, taste, etc snow).
Use a combination of a journal/dictionary to learn science terms/concepts.	Science words Bingo game....animals, weather, etc. Kitchen science.
Do hurricane activities from poems about them to 2 bottles connected to make funnels.	Life science words cards with pictures.
Pet care unit/notebook with pictures for, animal, habitat, food, care.	Share what types of clothes they would wear in different types of weather
Play weather sounds and list vocabulary associated with the sounds, ex. Raindrops.	Match plant part vocabulary with the sound of the word.
Play animal sounds to develop vocabulary and look up pictures on internet to strengthen meaning and animal activity (eating, sleeping, catching prey). In Spring, have tadpoles. Students take turns feeding (list of names/ clothespin on child whose turn it is) – pair with books about frogs and toads. The can research what they eat. The difference between frog and toad, how long it takes to get legs..... Use simple machines in community (example – bikes, treadmills at YMCA).	
Weather Journal.	

SOCIAL STUDIES



Interactive notebook with pictures.	Journal activity with pictures or drawings.
Dictionary for new words.	Connect cooking and social studies by preparing a meal to go along with historical/geography units.
Use map of school to map schedule – label lunch, art, etc.	Picture/word sorts – goods vs. services, work vs. play.
Bring the community in to the room then take them out to it. Set up own class bank, post office, and library	Read a short story about Virginia. Have the students create and color the state flower. Write the state motto in a journal about Virginia. Discuss as a group.
Go into school/community and take pictures of community helpers. Match words and pictures to photo or dictate/trace/write words/phrases/sentences describing job/uniform/tools/vehicles of that type of worker. Assemble into class book. Read book to classmates repeatedly.	Through exploration/discovery, class creates simple picture map of classroom. Then, students label things/places on map using pictures with corresponding words, matching them to similar pictures on map. Students match and say words.
Read a story about George Washington. Have the students demonstrate an understanding of characters, setting, and events. Use picture/words to complete word sheet.	Read adapted version of the mad hatters tea party, from Alice in Wonderland – have tea party in class – model bad manners (not polite) and good manners (polite) – ask which the like the best.
With solar system unit can sequence planets in order and describe characteristics of planets (describing words) with words, symbols, pictures, AAC device).	Scan picture history book on person – add words – make power point – utilize switches to change pages.
Working with maps – find atlas at the bookstore – use table of contents to find specific state using a cue card (on CBI).	Use literature/picture books to study about the states/practice map skills.
Read and make shapes to learn about road safety signs and symbols.	Current events picture of day – with class write simple caption on chart paper.
Interactive current events journal.	Play bingo to study S. S. concepts.
Use “Build a Neighborhood” program (PBS) on computer. Student selects one neighborhood from four choices and then places various items onto neighborhood map – print out neighborhood and then make map key for printed map by using preprinted pictures from each neighborhood – student labels key then writes or types sentence to describe neighborhood selected.	

COOKING



Make letter cookies and spell name/words.	Match picture to items and word on recipe.
Sequence steps of recipe (pictures and sentences) and students make own recipe books and eat final product.	Generate a “real” shopping list...bring in sale ads from grocery stores and identify items (words and pictures) and make list.
Take digital pictures of students cooking at each phase. Write the story together.	Read directions on box of brownies and make brownies.
First day of school we read – The Wheels on the Buss, we made buses out of Twinkies – students matched, sequenced, “read” recipes – we then played the Wheels on the Bus game.	Students make food in adaptive cooking class. Then they bring it back to share. When they give the food away they tell the person what they made and how they made it.
Cooking to learn – menu – grocery list – steps to complete project – fill in questions.	Student bakes a cake for everyone on their own birthday
Make butterflies from Oreo recipe on line to reinforce insect butterfly unit.	Write a peanut butter and jelly sandwich recipe utilizing power point/boardmaker symbols. Ingredients list, order of recipe, making the recipe.
Write directions to making brownies using pictures and words. Repeat weekly and sell brownies on Fridays at school. Students learn words (common words – stir, mix, pour) found in many recipes	Unit activities include...Cooking Thanksgiving meal – focusing on 2 tiny turkeys (identify the letter T) increase vocabulary make book. Identify words in recipe....and send home for follow up.
Make burgers....(for later use with Math-Fraction following “words” in sequential order and make their own “fancy name” for their burgers and “promote” persuasive language	

CLASS ROUTINES



Lining up: Social story, standing on color/numbers, answering questions, by gender, clothing, etc., finding name or pictures on chair.	Class Rules: Students will generate a set of class rules that will be read daily with or without picture supports.
PM Circle: Students will review the daily activities using worksheets with visual supports and responding to comprehension questions (who was your peer buddy today?)	Use transitions to reinforce and review skills previously taught (i.e. Give me a word that starts with /s/ or rhymes with.....) Dismiss student to line up or move to next activity.
Sign in/check out: Recognizing names and locations in school.	Morning message (teacher created at first, student created later in year)
Journal/daily planners put in a specific place (box).	Daily Picture/word schedule: work on making predictions
Lunch sign up.	Calendar activities.
Singing activities.	DARE (Drop Everything and Read) or read aloud time.
Read morning schedule.	Icon/word based daily schedule.
Morning exercise during homeroom period.	Read/identify calendar says/months.
Object/word individual schedules.	Line up tallest to shortest/etc.
Have students to use pictures paired with words to set up daily schedule (with teacher assisting) for the next day to help student have an idea of the class activities/routines for the next day.	Using weekly weather forecast from newspaper and picture ID cards, chart weather and predict what to wear (sun glasses, raincoat), etc.
Identify read from list to right letters of name on sign-in books (tactile foam letters hand over hand assistance)	

SPECIALS/ELECTIVES



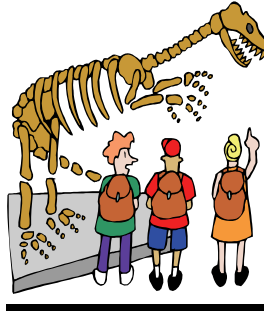
P.E. – throw beanbag with sight word to bucket with picture or matching color for pre-readers.	Students create and read a class funny book to display in all for all to see.
SCA Meeting: SCA representative goes to the meetings and after meeting tells verbally what info was given. The representative comes to class and reads notes to class about meeting.	During Black History Month students can go through underground railroad. Take digital pictures and students write sentences following a given format using word bank to describe the pictures.
Plan a thematic Unit: (e.g. Ending with a field trip to zoo)	Classroom: Introduce animals though sign language
PE: Gross motor movement of larger animals (e.g., Giraffe, elephant).	Library: Research and categorize animals by pets, zoo, and farm animals.
Have students to sort library books by size and/or first letter of the title and the end of/during scheduled library day (while librarian is re-shelving books.).	Pep Rally – Our students make signs for our 4-H club and just to hold for support during Pep Rallies. If they make it they can carry it and/or assign someone else.
Art Class: Draw animals at zoo, texture paint, color, etc.	Music: Animal walk with music (animal movements according to songs beat)
Fun Friday – Watch video, have snacks and answer literacy/comprehension questions after.	Health class – hygiene (write a book about brushing teach, then read to peer buddy).
Music class – listening journal	PE class – sequencing a game or lifting weights.
Library – adapt instructions for looking up books on the computer and student uses them to select a book.	Art – Make Navaho pottery then write about how the American Indians used pottery.
P.E. – During field day we read the book “Gym Day” about special needs students participating in field day activities. Use visuals of each upcoming activity and after field day chart favorite activities and least favorite activities on a graph.	

ASSEMBLIES



Cheerleaders holding up posters of chant words during cheers/slants (shout out letters)	SOL Pep Rally
5 th grade choral concert in winter – 5 th grade students who participated made posters to hold up during the songs that depicted the meaning of the song.	Take digital pictures of special events and create picture journal/power point to use as a social story for other students to understand what an assembly will be like.
Discussions on activities during the assembly.	Step-by-step behavioral book (social stories)
Book related assemblies.	Write a book about the assembly.
Make predictions about what assembly is about using pictures.	Comprehension on content of assembly (retell story).

FIELD TRIPS/COMMUNITY BASED INSTRUCTION



Take pictures of food objects in the community (target/Wal-Mart) to create shopping lists, menus, etc.	Worksheet after visiting Food Lion – match job title with picture of employee.
Buy hygiene products – use Boardmaker to sequence steps with Velcro schedule students take this with them to bathroom and parents can use to reinforce at home. (Brushing teeth, washing hands, toileting).	When at the Laundromat – students must distinguish bleach, washing powder, amount/proper coins and what temperature to use to wash items from clothing label.
Make power point of jobs in community cashier, vet, doctor, write/type description of job duties.	Money budget plan and coin currency trip to Wal-Mart.
Go to the library (take class on the bus) and get library cards.	Comparison shopping using newspaper ads/then visits the store.
CBI books and charts used in the classroom and on CBI.	Read picture menu in restaurant and choose meal
Visited TV station and learned about the inner workings of a TV station.	Reading familiar and common signs and logos.
Students read community ID cards taken at Division of Motor Vehicles.	Using picture symbols with words to identify animals at the circus.
Trip to zoo. Research animals – post activity to write about what you saw.	Read items that are on sale.
Read menu to make a grocery list to purchase at the grocery store for cooking activity.	Shopping: Reading nutritional content on food items.
Pre activity – predict what will be seen and what will happen and what will be learned.	Taking index cards to CBI trips – adding words found on trip to word box.
Using special days to acknowledge thank you, love for a family member such as Mother's/Father's day. Going into community to purchase items for that special card and then making the card to include art, words, writing then process to get the card to family member, stamp, envelope, post office.	Go to Wendy's – Learn to build a Jr. Bacon Cheeseburger. 1. Pre activity – favorite fast food write down name – "it" on a card. 2. Exchange favorites in yum-yum circle – vote where to go. 3. If allowed - kids watch an employee build a burger. 4. Observe steps. 5. Sit down and eat your favorite. 6. Follow-up steps – with new words to add to word wall.
Create – interactive notebooks.	Create – vocabulary word box.
Restaurant Review: Thank you letters to place of CBI, Science museum with post activities of writing/telling about favorite part.	Even though funding for busses in scarce, we will drive our wheelchairs to the thrift shop next to school (with our clipboards) for a multi-faceted learning experience
Grocery store: find foods, read label to identify foods.	Using a map: read streets on map and community.