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| **4 BLOCKS LITERACY 2018****Class: High School X Term: 2 Week: 2**  |
| **Outcomes: English:**1.1 gives attention to another person, an object or an event in their environment1.6 gives information, comments, asks questions spontaneously or on request1.8 utilises appropriate technology, and a range of age-appropriate aids, to facilitate communication 2.4 answers questions and gives explanations2.8 recounts stories, personal experiences and jokes3.4 listens to and responds appropriately to a variety of presentations in a variety of media4.1 recognises individual photographs, pictures, symbols or words for personal use5.5 writes to communicate information for a variety of purposes6.2 views images and interprets their meaning, information and content |
| **SHARED READING TITLE: Silly Billy** **Whole class - emergent and conventional**  | **GUIDED READING Conventional students:**XXXXXXX |
| **Day 1: Read book, K.W.L, youtube/google topic.** KWL about worrying. Before reading, write a list of things that we KNOW about being worried, discuss WHAT we want to find out. Read the book and then compare what we LEARNED. Discuss anything we did not find out. Youtube about Guatemalan worry dolls.**Day 2:** **Comprehension questions, reread book to find answer.** Recall, open ended, yes/no, ‘Wh’, CAR (comment, ask, respond), Anchor-Read-Apply questions.-Look at the picture, how is Billy feeling after getting the worry dolls?*Proloquo2Go-Home-emotions-happy*-Read and look at the pictures, how is Billy feeling when in bed at home?  *Proloquo2Go-Home-feelings-anxious***Day 2: Comprehension questions, reread book to find answer.**-Read to find out if the worry dolls helped? *Proloquo2Go-Home-chat-yes*-Read to find out if the worry dolls got worry dolls?*Proloquo2Go-Home-chat-yes***Day 3: Story re-tell.** Students choose a page from the book, re-tell what is happening in the scene (use proloquo visuals for further prompts). Teacher models writing on whiteboard, students copy into books.**Day 5: Role play - scene or character.** **Book review – Did you like the book? yes/no, why.** | **Selected readers from PM benchmark books and Sunshine Classics**-Take turns reading aloud or with teacher during morning session table work time. |
| **WRITING****Whole class**  | **Conventional** | **Emergent (Lachlan)** |
| **Predictable writing chart:****Day 1: Write Chart***On the weekend I….*use proloquo2Go for visual prompting. ***Day 2:*** Reread the sentence; locate & highlight word of the week in sentence*.****Day 3:*** Working with cutup sentences, re-order and glue. Emergent students construct using choice of 2 words at a time.***Day 4:*** Write sentence into book.***Day 5:*** Make a Clicker6 book.Emergent students use visuals and choice of 2 and IWB for clicker6 choices. | Sign in with pen each day on IWB (focus on handwriting skills).-Name on work. **-**Writing out words of the week in books and on mini-whiteboards.-Proloquo2Go requests, answering questions and topic work. | -Sign in each day with balloon popping from left to right to reveal letters in name. -Choose between 2 to spell words of week on mini-whiteboard.-Sensory activities: Writing in shaving cream, variety of utensils and stationery, stamping, cut and paste, letter find in tray etc.-Low tech visuals, iPads, IWB to indicate a choice. |
| **SELF SELECTED READING** |
| Students have individual reading tubs to choose readers, library books, magazines, sensory books, class clicker 6 books.Students can also access sunshine online via iPads or IWB.Share a book with the class: I liked … |
| **WORKING WITH WORDS** |
| *-Letter of the Week: Mm**-Oxford Sight Words: took, good, he, had, castle, ride**-Dynamic core words, Proloquo2Go: More**-Letter blends and Word Families: -ump & Bl-***Day 1:** Introduce words, spell using dance notebook page, clap letters, write weekend sentences with word of week. Introduce letter, find something in room, list words starting with. Introduce word family, notebookactivity 1.**Day 2:** Throw words of week in cube, students write on mini-whiteboards or with magnetic letters. Practice letter of the week tongue twisters. Word family practise, notebook activity 2.**Day 3:** Unscramble words of the week using dance notebook page. Sunshine online word family related story.**Day 4:** Word of week connect 3 notebook game, and word goal notebook game. Students choose pictures from google image to match list of letter of the week words, create clicker6 book. Make list of words using word family prompt. **Day 5:** Spelling test (conventional), put words back on word wall. Recap word families using notebook activity 1. |
| **STUDENT LITERACY GOALS** |
| 1. **XXXXX** will verbally recount a weekend activity every Monday with the visual support of Proloquo2Go and verbal prompting from staff, so that he will be able to communicate his weekend activities.
2. **XXXXX** will reveal the letters of his name one at a time by popping balloons from right to left during morning sign-in on the whiteboard with partial physical assistance. This is so that he will develop understanding of the concepts of print.
3. **XXXXX** will demonstrate accurate spacing and positioning of words while participating in various writing activities three times per week, so that he will develop his handwriting skills.
4. **XXXXX** will listen for specific information in a shared story in order to recall the complication with verbal prompting so that he can demonstrate his comprehension of the story.
5. **XXXXX** will use a ‘robot voice’ during daily communication exchanges after a verbal prompt, so that he can be understood by his communication partners.
6. **XXXXX** will construct and write a sentence using his LAMP device once per week with modelling and verbal prompts from staff so that he will further develop communication skills and build LAMP vocabulary.
7. **XXXXX** will listen for specific information in a shared story in order to recall the complication using keywords with verbal prompting so that he can demonstrate his comprehension of the story.
8. **XXXXX** will read a levelled reader aloud during guided reading sessions with verbal prompting two days per week during morning session so that he will increase his vocabulary and reading abilities.
9. **XXXXX** will answer open ended questions related to the story of the week using visual supports on Proloquo2Go with modelling and verbal prompts by staff twice per week so that he will develop his comprehension skills.
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| **EVALUATION** |
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