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# Guidebooks + Louisiana Connectors Inclusion for SWSD





# Louisiana Assistive Technology Initiative



***LATI*** is a project to promote assistive technology awareness, by providing information, resources and professional development to both educators and families.

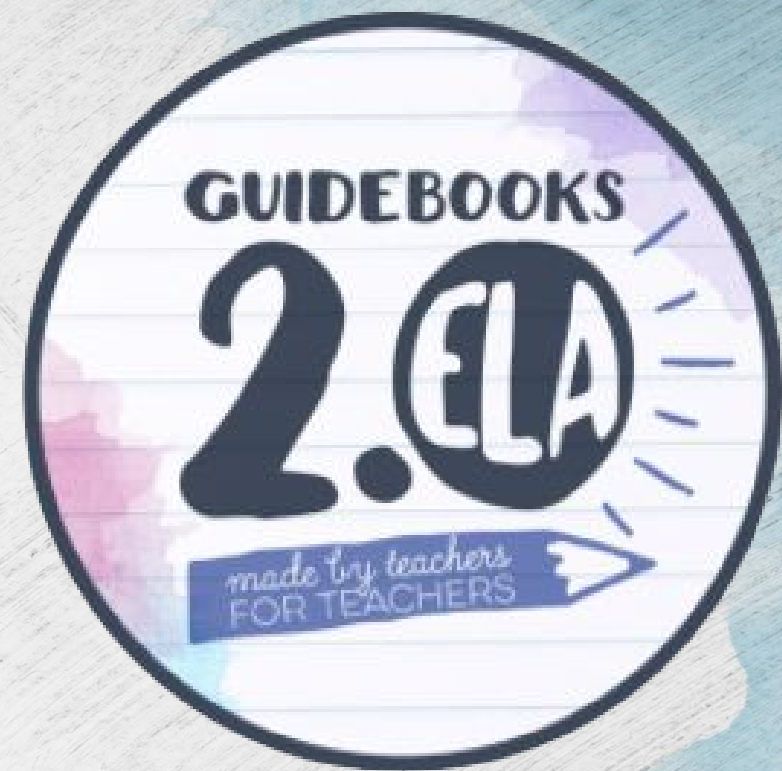
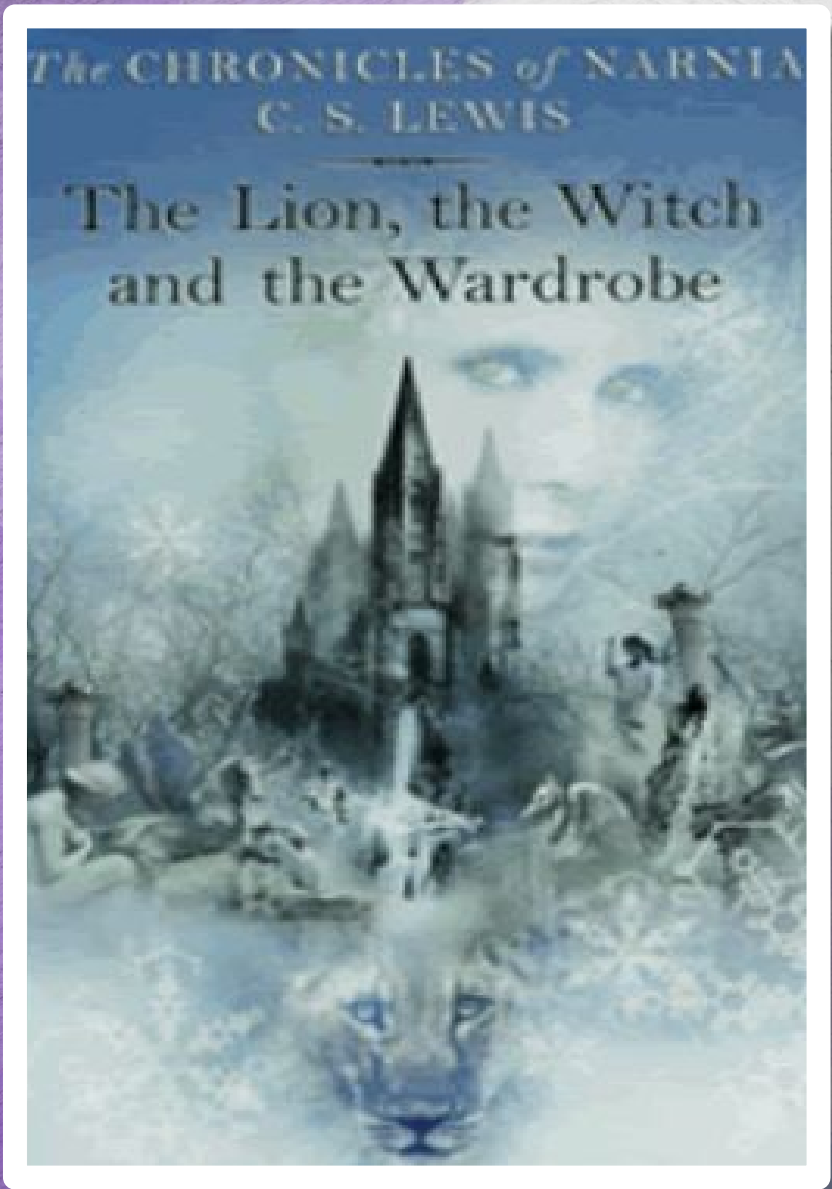
[www.laticenters.org](http://www.laticenters.org)

# Today's Goals

By the end of this session participants will be able to:

- Utilize the Louisiana Connectors to foster inclusion opportunities for students with significant disabilities (SWSD).
- Adapt and individualize an ELA Guidebook Lesson for SWSD.
- Identify assistive technologies available to support general education curriculum access and participation for SWSD.





*Lesson 1 Teaching Notes*

*Grade 5 ELA Connectors*

*Literature 3-5 Essential Elements Cards*

# Let's Prepare!

- Read chapter 1 of the Lion, the Witch, and the Wardrobe.
- Determine the meaning of unknown words and phrase from the text and develop Semantic Maps.
- Work in groups to summarize chapter 1.
- Share our summaries with the class.



# Let's Read!

~12 minutes



## ***Directions:***

- Read aloud chapter 1 while students follow along and record unfamiliar words in their reading logs.

## ***Guiding Questions/Prompts:***

- Quotation marks and character speaking.
- Character details:
  - Peter's dialect.
  - Edmund's character based on sibling interactions.
  - Lucy's character based on actions.



# Louisiana Student Standards + Connectors

## *Reading Strands for Literature*

### **RL.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### **LC.RL.5.1b**

Refer to specific text evidence to support inferences, interpretations or conclusions.



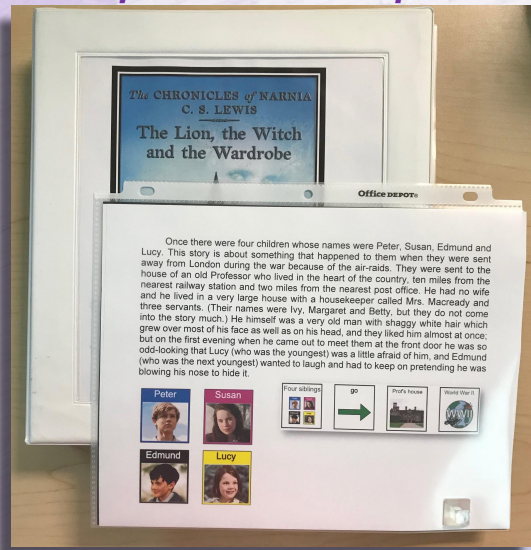
Let's Read! ~12 minutes



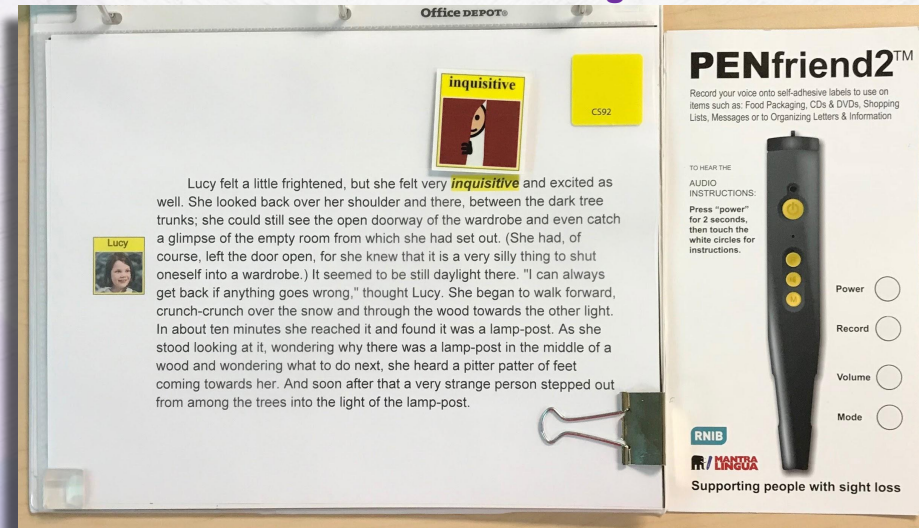
# Aligned Activities and Supports

- Read aloud: *guide through an adapted book*
- Teacher questions/prompts: *provide a response opportunity*
- Reading log: *provide pull-offs as an alternate way to write*

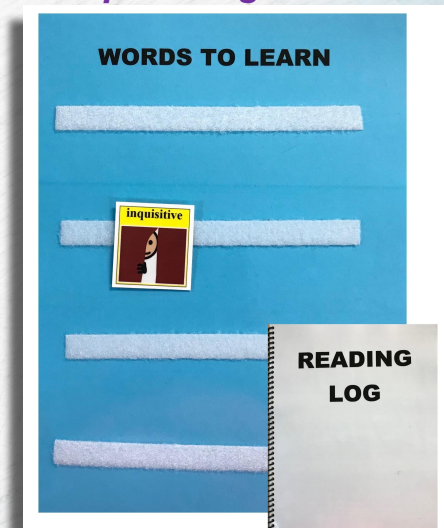
Adapted Book: Chapter 1



PENfriend2 & Recording Sticker



Adapted Log w/ Pull-off





# Let's Work with Words!



*~10 minutes*

## ***Directions:***

- Assign collaborative groups one of the following words: air-raids, wardrobe, inquisitive, parcels, faun.
- Skim the chapter, find word, complete Semantic Map.
- Define words using context clues and a dictionary.
- Prompt groups to share Semantic Maps.
- Add vocabulary to word wall.





# Louisiana Student Standards + Connectors

## *Standards for Language*

### **L.5.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

### **LC.L.5.4d**

Consult print or digital reference materials to find the meaning of a word.

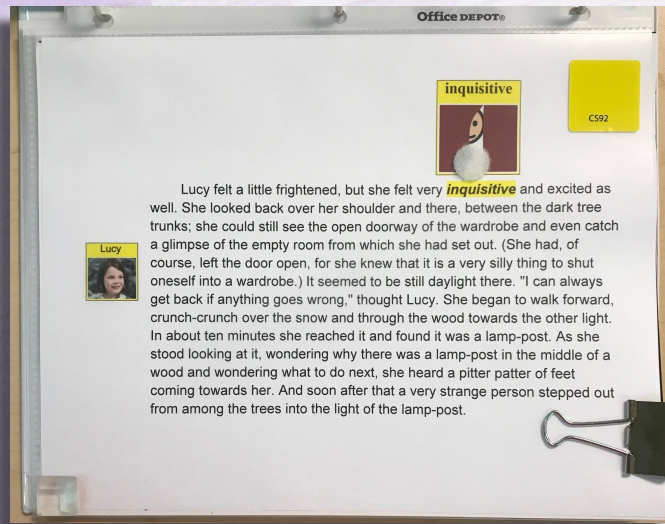




# Aligned Activities and Supports

- **Skim chapter:** *provide visual/tactile cues in an adapted book*
- **Complete Semantic Map:** *provide use of a digital dictionary*
- **Sharing Semantic Map:** *provide a dictionary definition response*

Visual/tactile Cues



Siri and Step-by-Step Level 1



Step-by-Step Level 2: Definition





# Let's Discuss!

*~5 minutes*



## ***Guiding Questions:***

- Who are the characters, and what is their relationship?
- Retell Lucy's actions in this chapter.
- What do Lucy's actions teach us about her character?
- What statements can we find in the text to support our ideas?
- What does the text suggest about Edmund's character?



# Louisiana Student Standards + Connectors

## *Standards for Speaking and Listening*

### **SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others ideas and expressing their own clearly.

### **LC.SL.5.1a**

Make appropriate comments that contribute to a collaborative discussion.



Let's Discuss! ~5 minutes



# Aligned Activities and Supports

- **Teacher questions:** *provide an errorless response opportunity*

*"Name a character." Clear Clipboard Eye Gaze*





# Let's Express Our Understanding!



*Collaborative Groups ~10 minutes*

## ***Directions:***

- Collaborative groups discuss main events.
- Create an ordered list of main events.
- Add key pieces of information about characters.
- Write ***(Record-UDL)*** the list of main events in their reading logs.





# Louisiana Student Standards + Connectors

## *Standards for Writing*

### **W.5.8**

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

### **LC.W.5.8b**

Gather information from print and/or digital sources relevant to a topic.





# Aligned Activities and Supports

- **Group discussion:** *provide an opportunity to share 1 main event*
- **Reading log:** *provide an alternate activity.*

Step-by-Step Level 3: 1 Main Event



Adapted log w/ Key Details match





# Let's Express Our Understanding!



*Whole Group ~10 minutes*

## ***Directions:***

- Summarize Chapter 1 as a class.
- Guiding questions include:
  - “What is the first important event that happens?”
  - “What details did you learn about the characters?”
- Teacher writes the sentences for display in the room.
- Students write the summary in their reading log.



# Louisiana Student Standards + Connectors

## *Standards for Writing*

### **W.5.8**

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

### **LC.W.5.8c**

Sort evidence collected from print and/or digital sources into provided categories.





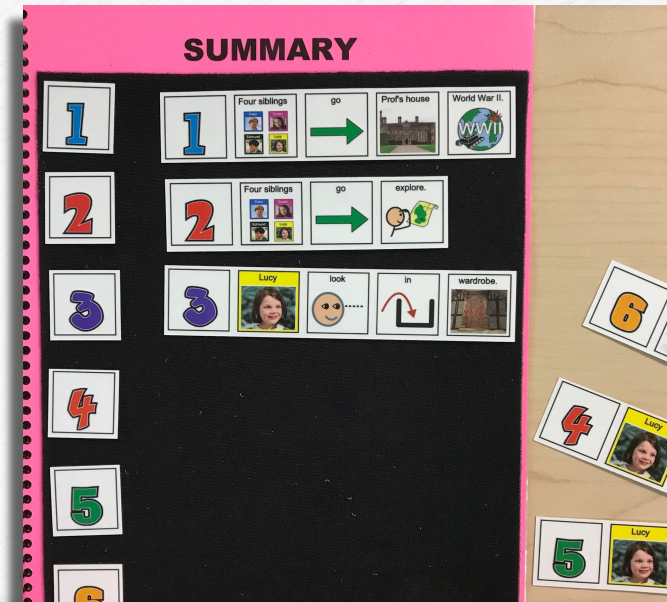
# Aligned Activities and Supports

- **Discussion:** *provide an opportunity to share 1 main event*
- **Reading log summary:** *provide a story sequencing activity*

Step-by-Step Level 3: 1 Main Event



Adapted log w/ symbolated text from book





# Questions ??



*For more information visit:*

**[www.laticenters.org](http://www.laticenters.org)**



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