



9 units
24 wks

Reading Strategies



SPECIAL EDUCATION



For students who:

- are emerging or non-readers
- take alternate assessments
- are in special education
- short-attention span
- lack pre-requisite skills
- benefit from the use of pictures for support
- middle/high school

Why you need this bundle:

- If you teach multiple grade levels, you have all you need in one place.
- Having the same layout for each unit reduces students' anxiety and allows them to focus on the content.
- Aligned with most extended learning standards.
- Saves you money
- Saves you time.

This curriculum includes 9 different units that are typically taught in middle or high school. Each unit has between **10-15 days of lesson plans**. The bundle includes:

1. Author's Purpose
2. Context Clues
3. Sequencing
4. Cause and Effect
5. Compare and Contrast
6. Retell and Summarize
7. Making Predictions
8. Making Inference
9. Fact or Opinion

All units have
printable
AND digital
versions

All the units contain similar activities so students become familiar with the format and can concentrate more on the content. Although there is some variation, each unit has:

- Detailed lesson plans (5-7 days per unit)
- A book PLUS a pre-recorded PowerPoint show and movie version
- Vocabulary board to increase engagement and participation
- Group activities
- Sorting and Venn diagrams
- Practice skill using pictures
- Practice skill using short passages
- Quiz
- Digital activities

All units have
printable
AND digital
versions

Table of Contents

Worksheet Pages	Title
4-32	Making Inferences book
33-35	Vocabulary board
36	Power card
37-58	Sorting literal observations and inferences
59-71	Making an inference from a picture
72-83	Making an inference from a picture with guiding questions
84-106	Making an inference from text
107-110	Quiz
111-112	Terms of Use

In separate files, you will find:

- Lesson plan
- Group activities
- Voice recorded PowerPoint (main book)
- Links and directions for accessing digital activities

Every unit has a table of contents with lots of activities. There is a separate file with directions and links to the digital activities.

Lesson plan

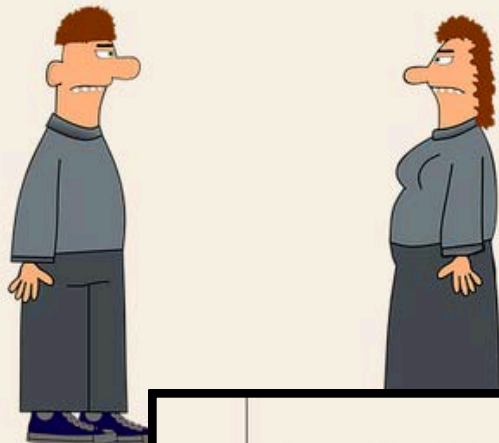
Day 2

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none"> • Read through the story, asking lots of questions • Continue to make connections between book and Vocabulary board 	<ul style="list-style-type: none"> • Book • Vocabulary board
Group activity (10 min)	<ul style="list-style-type: none"> • Choose one of the group activities (see separate pdf) • See separate pdf for directions 	<ul style="list-style-type: none"> • Depends on activity chosen
Matching activity review (5 minutes)	<ul style="list-style-type: none"> • Review the worksheets completed yesterday 	<ul style="list-style-type: none"> • Worksheet completed yesterday
Matching activity (10 minutes)	<ul style="list-style-type: none"> • Do the second worksheet matching the effect to the cause that uses pictures and words <ul style="list-style-type: none"> ◦ Add color-coding for students who need more support • Have students translate to describe what is happening in each set of pictures 	<ul style="list-style-type: none"> • Worksheet • Scissors • glue
Sharing (10 minutes)	<ul style="list-style-type: none"> • Each student shares finished worksheets with the group using the communication method of their choice. • This repetition is so important. Students are hearing the relevant vocabulary when: <ul style="list-style-type: none"> ◦ Read the story ◦ Review the Vocabulary board ◦ Complete the activity • Share the activity 	<ul style="list-style-type: none"> • Completed worksheets • Communication devices

Every unit has a detailed lesson plan with:

- suggestions
- overview
- daily step-by-step guide.

If they ask you to compare 2 or more things, then they want to know how things are alike and different.



Book



How do these two raincoats compare?



- Pink
- Hat
- Buttons
- Long sleeves

different



- Keep you dry
- Wear in the rain
- Wear over your clothes

the same

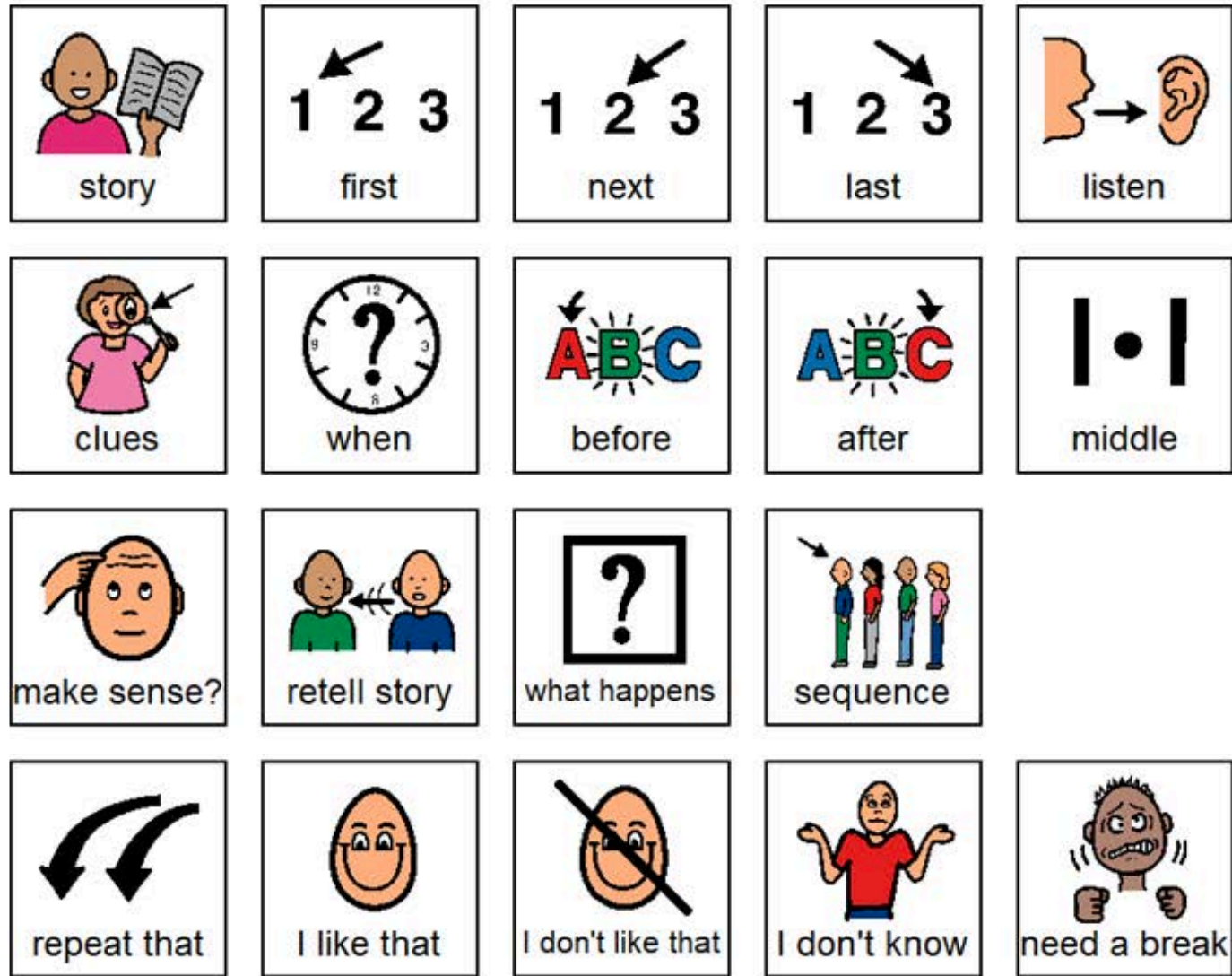


- Clear
- Zipper
- No sleeves

different



Every unit has a book with simple text and engaging photos. It comes in a pdf, recorded PowerPoint show, and an mp4 file.



Every unit uses the same vocabulary board while working through the unit. Suggestions for use are included.

GROUP ACTIVITIES TO PRACTICE SEQUENCING

Sorting key words

Here is what you will need:

- Post-it notes

How to play:

- Put three columns on the board and label them beginning, middle and end
- Using the key words from the book included with the unit, write each one on a post-it note.
- Stick the notes on the table.
- Have students grab a note and place in the correct column.
- Or ask students to find a word that clues you in it is the beginning of the story and put it in the correct column.

Key word search

Here is what you will need:

- Easy reader books

How to play:

- Go through some simple books and look for the key words that indicate it is the beginning, middle, or end of the story.

Common stories (read alouds)

Here is what you will need:

- Short books to read aloud

How to play:

- Use some books that are short and familiar to the student.
- Books like: Goldilocks, Three Little Pigs, Little Red Hen are good choices.
- Talk about what happened first, in the middle, and last.
- You can also do this after watching a short video or book read aloud from YouTube.

Object sequencing

Here is what you will need:

- Various sets (of 3) objects needed to complete a task
- For example:
 - Apple, peeler, pie plate
 - Toothbrush, toothpaste, floss
 - Box, wrapping paper, bow

How to play:

- Give students the three objects and have them arranged them in the order they think they would be used.
- Then have students tell a story that goes with the objects.

Sequencing puzzles

Here is what you will need:

- Print out the sequencing puzzle pieces
- Cut apart and laminate

How to play:

- Students will put the pictures in the correct order: first, middle, last

Tell a story

Here is what you will need:

- Pictures from magazines (sets of 2-3)

How to play:

- Give students a set of pictures.
- Have them arrange them in an order they want to.
- Then, tell a story that matches the order of the pictures.
- Give same set to another student, have them arrange the pictures in a different order and tell a different story using the same pictures.

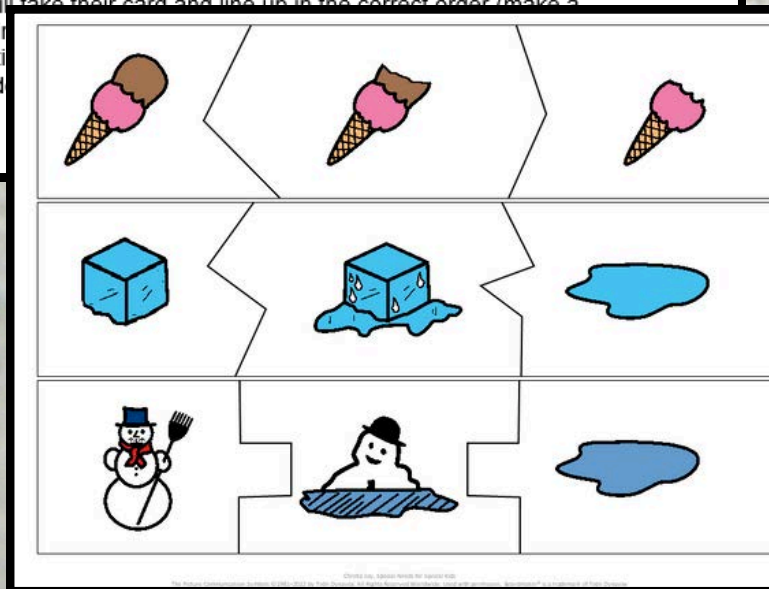
Life-sized timelines

Here is what you will need:

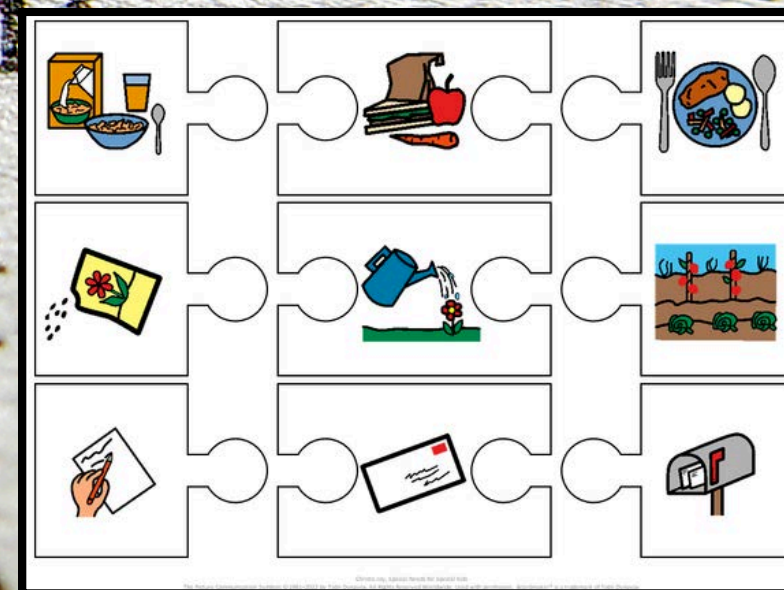
- Pieces of construction paper with things to sequence according to dates.
 - Students' birthdays
 - Holidays
 - Important dates from history: I have a blog post with some free timeline cards you can download from some important historical events. Because the dates are on the cards, it is okay if students do not know the correct order... just follow the dates.
<https://specialneedsforspecialkids.org/2018/06/13/making-a-life-sized-timeline/>

How to play:

- For a full explanation see the blog post above.
- Students will take their card and line up in the correct order (make a horizontal line).
- To differentiate, use different colored tape to guide.



Every unit has group activities with directions and extra materials if needed like puzzles or PowerPoints.



Group Activities

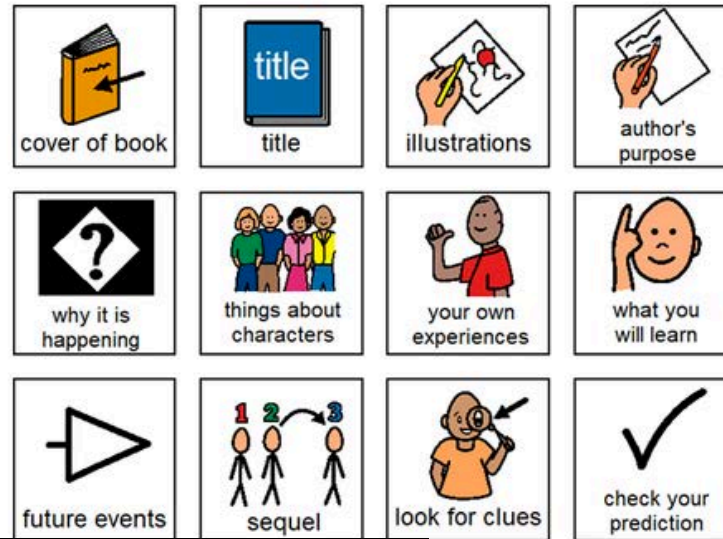
What are some things you know about making predictions in a story?



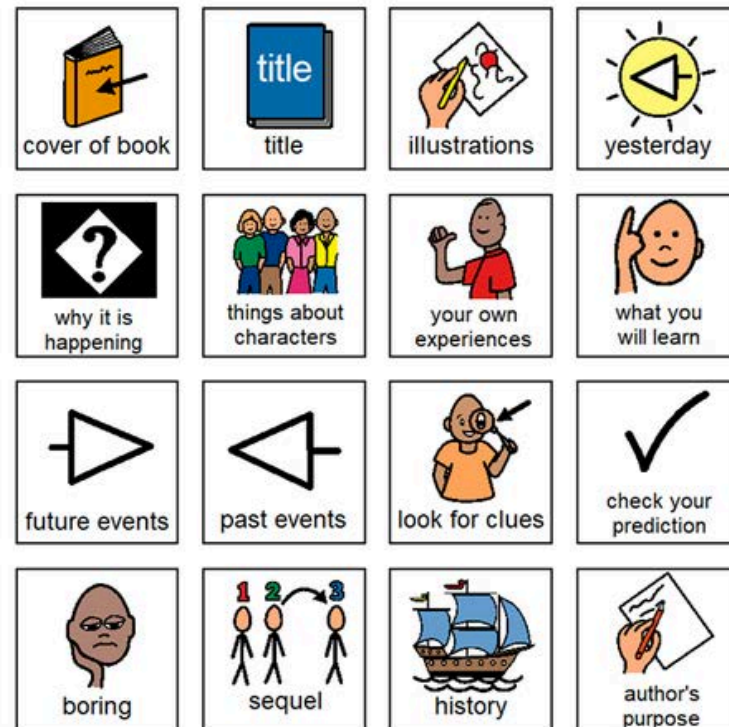
ChristaJoy, Special Needs for Special Kids
The Picture Communication Symbols ©1981-2019 by Tobii Dynavox. All Rights Reserved.
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox.

Errorless version

Cut apart pictures and place in circle map about making predictions.



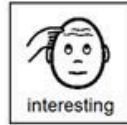
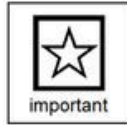
Cut apart pictures and place in circle map **ONLY IF** they are about making predictions.



Circle maps

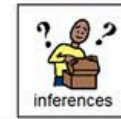
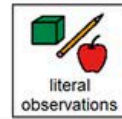
Some units have circle maps to review main points in the book. There is an errorless option, and an option with wrong answers mixed in.

Listen or read the story and then sort the details into those that are important and those that are just interesting. Remember, important details are included in the summary (SWBST).



Brian	smokey	Sparky	bedroom	cats hear better
behind wall	mouse	tiny	gray	hiding
too big	cheese	waited	snap	checked trap
no mouse	no cheese	better		

Christa Joy, Special Needs for Special Kids The Picture Com Dynavox. All Rights Reserved Worldwide. Used with permission Dynavox



pink comforter	sneakers on	bed unmade	flower in hair
mouth open			

© 1981-2022 by Tobii
Tobii is a trademark of Tobii

sorting

Some units have sorting activities or a Venn diagram to review main points in the book.

retell	swbst strategy	important details	problem	interesting details	summarize
paragraph	main idea	solution	details		
topic	quick	few sentences	longer time		
ONLY main characters	ALL the characters	setting	everything that happened		

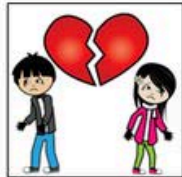
Look at the picture on the left. Draw a line to the box on the right that you think is happening.



Broke up and sad about it



Fell off the bed



He is welcoming a friend to his house



He is hiding in the trash can



Dream about being rich

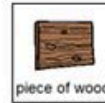
Christa Joy, Special Needs for Special Kids The Picture Communication Symbols ©1981–2022 by Tobii Dynavox. All Rights Reserved Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox



1. What is the girl holding?



umbrella

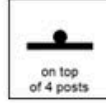


piece of wood



balloons

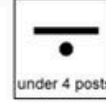
2. Where is she putting the piece of wood?



on top of 4 posts



in trash can



under 4 posts

3. How many legs does a table have?



three



four



two

4. What do you think the girl is building?



table



bird house

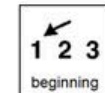


stool

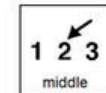
Christa Joy, Special Needs for Special Kids The Picture Communication Symbols ©1981–2022 by Tobii Dynavox. All Rights Reserved Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

Most units scaffold the skill being taught by first working with pictures.

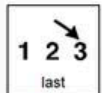
Put the pictures in the correct order.



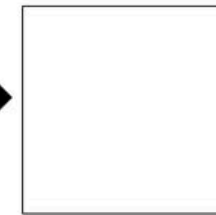
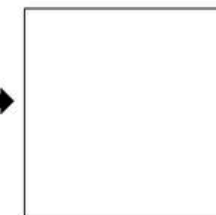
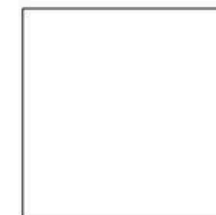
beginning



middle



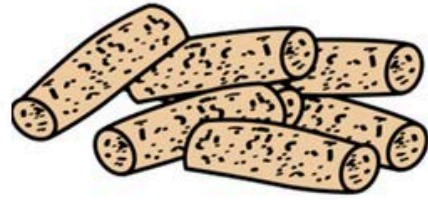
last



Christa Joy, Special Needs for Special Kids The Picture Communication Symbols ©1981–2022 by Tobii Dynavox. All Rights Reserved Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

scaffolded activities: pictures first

Owl Pellets



Owls tend to swallow their prey whole. Owls will often eat small animals like mice, moles, and chipmunks. But they are unable to digest the bones, teeth and fur.

What the owl is unable to digest is vomited back up in the form of a pellet. Typically, owls will vomit up two pellets a day.

By looking closely at a pellet, you can tell what the owl has recently eaten.

Vomiting up pellets help the owl in another way as well. As the pellet travels back up, it scrubs and cleans the digestive tract. This helps to removed harmful bacteria and germs and keeps the owl healthy.

Christa Joy, Special M
The Picture Communication Symbols
Worldwide. Used with permission.

Owl pellets

pellets help the owl

kill bacteria

owl pellets

vomitted

inform

Summarize

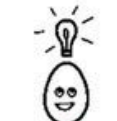
Title:



main topic



author's purpose



main idea



important detail



important detail

Christa Joy, Special Needs for Special Kids, The Picture Communication Symbols ©1981-2022 by Todd Dunfee. All Rights Reserved. Worldwide. Used with permission. @wordmaker® is a trademark of Todd Dunfee.

Then students practice the skill using short passages that are included.

The Party



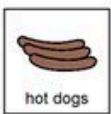
I was busy getting ready for the party this afternoon. I had my grass skirt and my lei of flowers. It was over at Shelia, my friend's house. She said they were going to be serving pineapple with the hotdogs. There will even be tiki torches for when it starts getting dark outside. All I have to do is clean my room and walk the dog before I can go.

Inference:

What kind of party is the girl going to?



Circle the clues you used



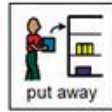
Christa Joy, Special Needs for Special Kids, The Picture Communication Symbols ©1981-2022 by Todd Dunfee. All Rights Reserved. Worldwide. Used with permission. @wordmaker® is a trademark of Todd Dunfee.

scaffolded activities: pasages next



Cause and Effect Quiz

1. Figuring out the cause and effect helps you do what to the story?



2. The cause is the _____ or reason something happens.



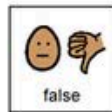
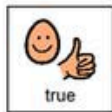
3. The effect is _____ happens.



4. Which one usually happens first in the story?



5. True or false. Cause and effect happens in all kinds of stories, even real ones.



Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981–2022 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox.

assessment

Cause and Effect Quiz

- Figuring out the cause and effect helps you do what to the story?
 - Understand story
 - Put away the story
 - File the story
- The cause is the _____ or reason something happens.
 - Why
 - Where
 - Who
- The effect is _____ happens.
 - Who
 - When
 - What
- Which one usually happens first in the story?
 - Cause
 - Effect
 - Accident
- True or false. Cause and effect happens in all kinds of stories, even real ones.
 - True
 - False
 - I don't know

Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981–2022 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox.

Finally, each unit has an assessment that is available in 2 versions. These are given 1:1 and read aloud to the student.

All of these units include digital versions of the activities.
These require the student to click and drag the answers.
There is no drawing or typing involved.

There is a movie version of the book.

There are 2 complete sets of slides. One set is differentiated by color.

Make great independent learning centers.

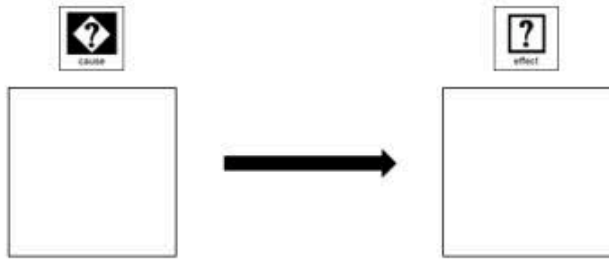
Making inferences

Listen to the
book read
aloud



The movie version
of the books from
the unit.

We put suntan lotion on because the sun came out.



1. Read the sentence or sentences in the box.
2. Put the picture in the correct order describing the cause and effect.

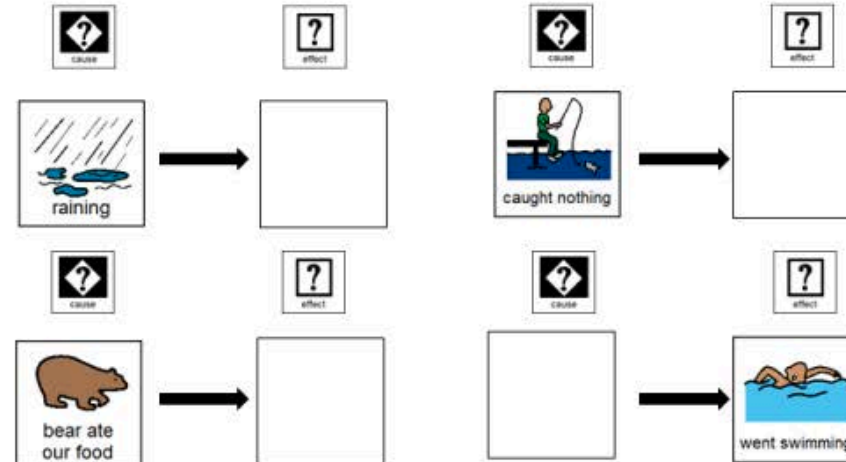


The digital activities are click and drag.

My First Camping Trip



My family went camping this summer. It was so much fun. We put up the tent right away because it started to rain. Later we went fishing. We had hotdogs for dinner because we never caught a thing. That night a bear got into our food and ate everything we had. We had to go shopping before our hike. We were so sweaty from our hike we went for a swim. It was the best trip ever.



1. Read or listen to the story.
2. Match the causes and effects from the story.



Use for more review.

hungry		knock	
toothache		exercise	
slipped		hear music	
win race		scary movie	
lift weights		play in mud	

Find the effect of each cause/action below.

dirty	muscles	eat	open door
trophy	dentist	hurt	dance
scared	sweaty		

Each unit comes with a set of slides that are differentiated with color.

Perfect for any learning level.

So Hungry

Ted, the bear, was so hungry. All his berries and grubs were gone. So, he went into the little cabin looking for food. He found some delicious porridge and ate it all up. He was so full and sleepy. Ted fell asleep in the tiny bed until the young girl came home. She scared Ted so he ran away.

cause	effect	cause	effect
berries gone		looking for food	
cause	effect	cause	effect
	fell asleep		ran away

1. Read or listen to the story.
2. Match the causes and effects from the story.

into cabin
full
girl scared him
hungry

Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981-2019 by Tobii Dynavox. All Rights Reserved.
Used with permission. Boardmaker® is a trademark of Tobii Dynavox.



Still have questions?

Reach out at specialneedsforspecialkids@gmail.com

I will answer your question personally and promptly.

