

Division 3: Individualized

Use direct teaching, repeated modeling and guided practice and small group and individualized instruction to create opportunities for students to:

READING

Develop vocabulary

- Explore environmental print and symbols paired with visuals, using strategies such as personal word books, word hunts.

Develop word recognition strategies

- Explore and identify sound-symbol relationships with manipulatives such as Elkonian boxes.
- Explore rhyming words and word families using activities such as picture symbols (PECS), singing, chanting and rhyming, word wall games, word matching games.
- Build sight word vocabulary using visuals paired with print and/or audio.

Access information in multiple ways

- Experience a wide variety of content such as fiction, non-fiction, picture books, comic books, videos and digital resources.
- Explore the use of technologies such as screen-readers and eBooks.

Develop reading comprehension strategies

- Participate in hands-on multisensory activities to introduce new concepts and/or experiences.
- Create connections between personal experiences and new ideas using strategies through discussion and personal experience stories.
- Predict and make inferences using strategies such as book walks, 1-2-3 questions.
- Engage with text and content using a variety of strategies such as echo reading, choral reading, paired reading, shared reading.
- Respond to text and content through a variety of learning experiences such as drawing and illustrating, multimedia presentations, oral retelling, role-playing or recreating stories with symbols, objects or pictures, artifact collection.

Individualized goal

- Works towards individualized goal related to reading.

WRITING

Build background knowledge

- Create connections between personal experiences and new information using strategies such as brainstorming and KWL charts paired with photos, symbols or drawings or objects.

Develop vocabulary

- Explore and communicate about words paired with photos and/or object(s) using strategies such as anchor charts, word hunts, personal word books.

Develop word production strategies

- Develop and use a personal word bank paired with photos, objects, tactual symbols and/or audio.
- Use symbols or objects to represent words and concepts to create a product that communicates information and ideas.

Develop writing strategies

- Explore potential of technologies to support writing such as word prediction software, symbol production software, graphic organizer software and speech-to-text software.
- Participate in activities, such as Authors' Chair, to share and publish writing products.
- Co-create written products, such as journals, stories, experience stories/chart, lists, letters, PowerPoint books.
- Create and use visual records from previous learning experiences, using photos, anchor charts and experience charts.

Individualized goal

- Works toward individualized goal related to writing.

**SPEAKING &
LISTENING**

Build background knowledge

- Create connections through multi-sensory hands-on activities, concrete objects, visuals, picture prompts, and real life experiences, such as school visitors and field trips.
- Co-create and review visual records from previous learning experiences, such as photos, anchor charts, experience charts, videos, artifact collections

Develop vocabulary

- Explore environmental language paired with visuals (objects/symbols), using strategies such as personal wordbooks, word hunts.
- Play with and talk about selected words through activities, such as word hunts, word sorts, word maps, sorting games, making words.
- Introduce and reinforce vocabulary, using portable word walls and illustrated word cards.

Access information in multiple ways

- Access new information through various means, such as audio recordings, storytelling, music, videos, demonstrations, presentations, dramatizations paired with guided questions and visual prompts, such as objects or symbols.

Express learning in multiple ways

- Participate in experiential and creative activities, such as drama, role play, music and storytelling.
- Develop products through activities, such as book talks, Talking PowerPoint books, digital storytelling to communicate learning through specific vocalizations, sign language, gestures or selection of pictures, symbols or objects.

Individualized goal

- Works toward individualized goal related to speaking and listening.
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**VIEWING &
REPRESENTING**

Build background knowledge

- Create connections between personal experiences and new information, using strategies such as KWL charts paired with photos, symbols, drawings or objects.
- Create and review visual records from previous learning activities, using strategies such as photo diaries, videos, anchor charts and artifact collections.

Access information in multiple ways

- Attend to information from various sources, such as picture books, photo collections, posters, videos and demonstrations, braille/tactile objects, artifact collections.

Express learning in multiple ways

- Participate in the development of products, such as illustrations or drawings, photos, videos, talking PowerPoint books, digital stories and role-playing dramatizations to demonstrate learning.

Individualized goal

- Works toward individualized goal related to viewing and representing.
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**WORKING
WITH OTHERS**

Develop interpersonal skills

- Develop and use social stories to support specific aspects for working together
- Learn and practise basic communication skills, such as asking for help, finding a partner, taking turns, asking questions, answering questions and initiating and participating in conversations
- Practise strategies for contributing to group discussion, using augmentative or alternative communication systems
- Practise following step-by-step instructions related to group work, using personalized prompts.

Individualized goal

- Works toward individualized goal related to working with others.