

## 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.

**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.

**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.