

Teacher's Guide



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Weekly Reader Edition 2

✓ Before Reading

Materials:

- markers
- poster or whiteboard
- glue/tape
- *AbleNet Editions* story
- cup filled with water and plant or bag of dirt
- sponge
- tape and small ball of paper
- whole cracker (or other food) in a sealed plastic bag and crunched up cracker in a sealed plastic bag
- something with unpleasant odor (such as black licorice marker)

Preparation:

- Print and cut vocabulary cards.
- Record communication messages for Background Knowledge (KWL), Vocabulary, Reading, and After Reading activities.
- Copy an *AbleNet Editions* story for each student.
- Gather Concrete Connections items in materials list.

🎯 Setting a Purpose

Show student *Weekly Reader* magazine.

Point to pictures related to story "**Ribbit!**"

Say, "Today we're going to learn about frogs. We're going to learn where frogs live. We're going to learn how frogs eat and stay safe."






👤 Background Knowledge

Ask questions to draw out what your students know.

KWL: What I **Know**, What I **Want** to know and What I've **Learned**

This strategy encourages the use of students' background knowledge as they prepare to read and after reading when they share what they've learned. A chart with the headings KWL is written on a board or piece of paper:

👤 Background Knowledge

(optional)	K	W	L
	tadpoles in the arroyo	How do they change?	
			
	Kermit	where do they live?	

L1: Use student photo name cards next to the ideas they generate on the KWL chart. Provide 4-5 picture symbols or objects on the topic. Depending on student's ability, place 2-4 items in front of them. Then ask, "Do you want to tell us about one of these?" Allow time for student to select one by touch, eye gaze, voice, technology, etc. Teacher fastens the item or picture next to student's name card and says, "___ knows that ___." Ask student to share additional information as appropriate to student's ability. Review daily. Use Concrete Connections in discussion, too (see below).

Note: Always provide students the opportunity to say "no" with technology, pictures, or an object.

L2 & L3: Teacher asks, "What do you K-know about ___?" Student answers verbally, in writing, with pictures, or with technology (ex. Step by Step communication device). Have books, magazines, pictures, or Internet available to stimulate ideas. Student or teacher places ideas under the "K" column, then teacher asks, "What do you W-want to know about ___?" This information is placed under the "W" column.

👋 Concrete Connections

Note: Some students will need objects or experiences that address their unique learning needs (taste, smell, touch, sight, hearing). **Concrete Connections** describe these real-life manipulatives and experiences.

★ See ACTION DICTIONARY™



Concrete Connections

- Student touches cover of *Weekly Reader*.
- Student touches water and smells dirt.
- Student puts sponge on hand and staff pours small amount of water on top.
- Student feels sticky side of tape and places little ball of paper on.
- Student looks at crunched up cracker in bag and whole cracker in bag.
- Student smells unpleasant odor, like black licorice marker.



Introduction to Vocabulary

Vocabulary Words

Level 1: frog, water

Level 2: colors, frog, land, water

Level 3: absorb, amphibian, colors, frog, land, water

High Frequency words are used in each level; use the online assessment form to track students' performance.

Show student a vocabulary card; say, "This word says _____." Define word; say, "Look at _____." Have student touch word/picture card.

L1: Have student say word 3-5 times; student can sing, whisper, shout, whine, etc. for added fun! Use communication devices to take turns saying the word as it is shown. Student holds the Concrete Connection as they practice saying the word.

L2: Student provides a description of the word after it is defined using pictures or objects in room. Choose picture + word or cut apart for word only. Play the clue game using word cards. Give a word clue and write first letter. Keep adding letters until student guesses the word.

L3: Student defines the word (verbally or in writing) and draws a picture to help them remember. Make two sets of the word cards to play a game like Go Fish or Memory. Discuss the words in small groups.

Note: Use recording of vocabulary words for a "talking word-wall" or station activity to increase understanding and communication.



Read & Share


Have the "KWL" Chart available.

When reading out loud is complete, add new information to the KWL chart under "L" for "What I've **L**earned":

L1: Repeat KWL activity (Level 1 above) using Concrete Connections, pictures, symbols, or text from the story. Have student choose by touch, eye gaze, communication device, or voice.

L2: Using the story (text, pictures, and/or symbols), have student tell what they have learned through voice, pointing, pictures, or writing.

L3: Using the story, student tells or discusses what they have learned. For added fun have students discuss "What they have Learned" in a small group first.

	K	W	L
	tadpoles in the arroyo	How do they change?	life cycle



After Reading

Have student complete worksheets and interactive activities in individual, small, or large groups.

Worksheets included for: Vocabulary, Comprehension, Writing, Grammar, Phonics/Phonemic Awareness, Math

Learning Station

- **L1: Time: Frog Life Cycle (match 3)**
- **L2: Time: Frog Life Cycle (order 4)**
- **L3: Time: Frog Life Cycle (order + label 4)**

Bonus Activities

- **Science: Frog Hands**
- **Science: Eat Like a Frog**
- **Self-Advocacy Activities (2)**

Note: Directions provided within each activity for L1, L2, L3.



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