

CURRICULUM PROJECT: READING COMPREHENSION FOR FIRST GRADE READERS
WITH AUTISM

by

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled CURRICULUM PROJECT: READING COMPREHENSION FOR FIRST GRADE READERS WITH AUTISM by Lauri A. DiGiulio, Candidate for the Degree of Master of Science in Education, Curriculum and Instruction in Inclusive Education, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

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Abstract

The goal of this curriculum project is to present effective strategies to differentiate instruction to develop reading comprehension in emergent readers with autism. I designed a supplementary curriculum in reading comprehension for first grade students with autism, based on the Scott Foresman *Reading Street* program. In the literature review I address research that connects to reading comprehension and young readers with autism. I discuss the definition of autism, and how the disability has grown recently. I also discuss reading comprehension for typical emergent readers, along with emergent readers with autism. Finally, I discuss differentiated instruction, and how to differentiate for students with autism. I created 15 supplemental lesson plans that contain strategies to help students with autism for 15 stories that are included in this basal reading program. The lesson plans align with both the Common Core Standards and the New York State English Language Arts standards.

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Introduction

Autism is a broad-spectrum disability with a variety of effects on learning. A recently growing body of research focuses on students with Autism and how they process written text. Reading comprehension is the main goal of reading a piece of written text, and therefore it is critical for teachers to know how to develop this reading skill in their students. According to Randi, Newman, and Grigorenko (2010), “Reading comprehension is an important skill for all children to acquire. Understanding language, whether in written or oral discourse, is essential for communicative interactions” (p. 900).

Part of knowing how to help students is seeing what they have a deficit in, and trying to find ways to turn this into a strength. This is applicable for all students, but especially for those with Autism who have, “a very literal understanding of the world that translates to a literal understanding of text” (Carnahan, Williamson, & Christman, 2011, p. 56). According to McManmon (2010), the total prevalence of autism spectrum disorders determined by the Centers for Disease Control in Atlanta, Georgia has reached one in 110 individuals in the United States. Ferreri and Bolt (2011) state, “Although complexities in the diagnosis of ASD are apparent, current prevalence estimates indicate that the number of individuals with ASD continues to increase” (p. 6). Autism is often referred to as Autism Spectrum Disorder (ASD) because autism has a large range of symptoms and ability levels. One may think that dealing with students with autism only applies to special education teachers, but due to an emphasis on inclusion and the requirement that students be educated in the least restrictive environment, many general education classrooms include children with autism. Therefore, it is important to include instruction to help students with autism in the regular education classroom succeed along with their non-autistic peers.

To help students with autism succeed in the classroom, I will be creating a curriculum

project that supplements the Scott Foresman *Reading Street* series for first grade with strategies and lesson plans directed towards helping students with autism improve in reading comprehension. Creating a curriculum project that provides effective strategies to differentiate instruction to develop reading comprehension in emergent readers with autism is an important aspect to my future teaching career. I have heard from many teachers that students with autism often have trouble comprehending what they read. There are strategies out there to use to help students with autism comprehend text, but I have yet to see them actually be used in the classroom. In the future, my ideal job is to teach in a special education classroom in the primary grades, or an integrated classroom with both students with special needs and regular education students. In order to have students with special needs access the general education curriculum to its full extent, it is important to include information that will help them to succeed along with their non-disabled peers. Many strategies used with students with special needs, such as autism, are also helpful to use with non-disabled students. Therefore, it is important for me to supplement the first grade general education *Reading Street* curriculum with strategies to help in reading comprehension. In order to do so, I will be researching different strategies that are effective in teaching students with autism how to comprehend what they read.

One area of inquiry within this research focuses on the reading ability and comprehensive profiles of students with Autism Spectrum Disorder (Nation, Clarke, Wright, & Williams, 2006; Huemer & Mann, 2010). Another area focuses on comprehension interventions for students with ASD using a school-based study (Asberg & Sandberg 2010). Other areas of inquiry in this body of research focus on comprehension of humorous materials by students with high-functioning autism and Asperger Syndrome (Emerich, Creaghad, Grether, Murray, & Grasha, 2003), and the

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use of context in pragmatic language comprehension by children with high-functioning autism and Asperger Syndrome (Loukusa, Leinonen, Kuusikko, Jusila, Mattila, Ryder, Ebling & Moilanen, 2007). Since comprehension plays a key role in success in literacy, research on this topic will help to improve reading comprehension in students with autism.

The literature review section of this curriculum study seeks to provide an answer to the research question, how does autism affect a student's ability to derive meaning from and process text? This research will form the basis of a curriculum project in which supplemental material will be added to a first grade basal series Reading Street published by Scott Foresman, to assist students with autism in reading comprehension. The goal of this curriculum project is to present effective strategies to differentiate instruction to develop reading comprehension in emergent readers with autism.

Literature Review

This literature review addresses research that connects to reading comprehension and young readers with autism. I will be discussing the definition of autism, and how the disability has grown recently. I will also be discussing reading comprehension for typical emergent readers, along with emergent readers with autism. Finally, this literature review will discuss differentiated instruction, and how to differentiate for students with autism.

Autism Definition

Autism is a broad-spectrum disability with a variety of effects on learning. According to the American Psychiatric Association (2000), the diagnostic criteria for Autistic Disorder includes qualitative impairments in social interaction, qualitative impairments in communication,

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and restricted repetitive and stereotyped patterns of behavior, interests, and activities. Volkmar and Lord (2007) state that, “The term spectrum refers to the heterogeneity of individuals diagnosed with ASD.” According to Zagar (2005), Autism generally involves social, communication, leisure and play deficits along with idiosyncratic behavior patterns. Individuals vary a large amount within this disorder in terms of intellectual abilities and severity of deficits. The Department of Health and Human Services Centers for Disease Control and Prevention (2006) has a similar definition of autism: “Autism spectrum disorders (ASDs) are a group of developmental disabilities characterized by atypical development in socialization, communication, and behavior. ASDs typically are apparent before age 3 years, with associated impairments affecting multiple areas of a person’s life” (p. 1). According to Vacca (2007), “Autism is a neurobiological disorder marked by severe delays in speech, repetitive or ritualized behaviors, and especially by profound impairments in social interaction” (p. 54).

Growth of Autism

The population of people with autism has been steadily increasing. According to McManmon (2010), “Of ten communities participating in studies with the CDC, all reported an increase of the incidence of ASD, with an average 57% increase” (p. 57). According to the Department of Health and Human Services for Disease Control and Prevention, autism was rare in the 1980s and only affected about one in every 2000 children. In the early 1990s the prevalence increased to approximately six or seven of every 1000 children. Correlating with McManmon’s data, in 2006, approximately 1% or one child in every 110 was classified as having ASD and the rate of diagnosis has increased 57% in 10 sites from 2002 to 2006 (2009, p.1). According to Ferreri and Bolt (2011), The Autism Society of America indicated in 2003
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that autism has become the fastest growing developmental disability category in the United States.

There are often challenges when it comes to teaching students with autism. This is a disability that has a wide spectrum therefore it is often difficult to know what to expect from these children. One common characteristic of many students with autism is the lack of ability to comprehend abstract concepts. This carries over to their reading comprehension skills when it comes to abstract concepts in texts, especially fictional texts.

Reading Comprehension

According to Gregory and Cahill (2010), comprehension is the ability to construct meaning and acquire new knowledge through interaction with texts. The Institute of Educational Sciences states that comprehension is, “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p.5). Broek, Kendeou, Lousberg and Visser (2011) state that, “A common theme that has emerged from research examining the cognitive processes of reading comprehension is that, to comprehend a text, it is essential that a reader be able to decode language units and to construct a coherent mental representation of the text” (p. 260). Children are introduced to reading comprehension in the primary grades, or prior to this. The Institute of Educational Sciences (2010) states that, “Good readers use many forms of thinking and analyzing text as they read. It is therefore important to teach beginning readers strategies for constructing meaning from text” (p. 10). According to Trabasso, Secco, and van den Broek (1984), “Investigations of children’s memory for narratives show that children at an early age can and do engage in inferential processes, identifying meaningful relations and establishing coherence.” Although young children have the ability to

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comprehend, according to Gregory and Cahill (2010), there is little information on comprehension strategies for primary classrooms (p. 515).

Although it is stated that there is very little information on comprehension strategies, Gregory and Cahill (2010) have discussed some strategies to use with kindergarten students in regards to reading comprehension. One strategy that they discuss is using schema. Schema is background information that each student has. Schema is how students connect new knowledge to the current knowledge that they already have. Schema is an important aspect of classroom discussion leading to reading comprehension in the classroom. Gregory and Cahill (2010) state, “As new stories were read and shared aloud, schemas became an ever-present force driving the discussion” (p. 516) while observing a classroom.

Another strategy developed for reading comprehension is visualization. According to Gregory and Cahill (2010), “The strategy of visualization encourages students to listen to the story and create detailed mental pictures about what is happening” (p. 516). The students in the classroom discussed in the article by Gregory and Cahill (2010) were asked to describe their visualizations or “mind movies” during discussion. Later on, they were also asked to draw their visualizations on paper, and then these drawings were compared to the actual illustrations in the story. These mental pictures are important for comprehension. According to Broek, Kendeou, Lousberg, and Visser (2011), “To understand what they read, children and adults must create a coherent mental representation of the presented information. To do so, they need to identify relations between various parts of the information, often through inferential processes (p. 263).”

Gregory and Cahill (2010) also discuss the questioning strategy. According to Gregory and Cahill (2010), “The questioning strategy involves children in constantly asking questions of

the text. To do this, children must be involved in creating and revising meaning based on the information provided by the text” (p. 516). It is also stated that expert readers ask questions before, during and after they read. This helps the students to truly comprehend the text.

Making inferences is a key skill in reading comprehension, so therefore it is important to develop ways to help students to do so. According to Keene and Zimmerman (1997), “An inference is created at the intersection of our schema, the author’s words on the page, and our mind’s ability to merge that information into a unique combination.” According to Gregory and Cahill (2010), one way to help develop this skill is the use of an anchor chart. On the anchor chart, the teacher writes down the questions that the students have before, during and after reading. After the story is read, the students and the teacher will look back on the questions to see if the answers were directly in the text or if they needed to make inferences to arrive at the answers.

Making inferences is an abstract concept. Reading comprehension is often a difficult concept for students with autism because they have a difficult time making inferences. Although they may not easily make inferences, it is possible that they can. According to Williamson, Carnahan, and Jacobs (2012):

Previous studies have suggested that individuals with ASD do make inferences while reading. The current study confirmed such findings. However, the level of inference reading. The current study confirmed such findings. However, the level of inference constructed was not the same across the profiles, with some students making consistently shallow inferences (i.e., text base) and others consistently making more sophisticated inferences (p. 464).

Since students with autism can make inferences, teachers must develop and find strategies that

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help strengthen this skill.

Reading Comprehension and Autism

The question of autism's impact on children's reading comprehension is related to two areas: comprehension of different types of texts and comprehension intervention. Research studies selected for this literature review are those that most closely address the research question and these areas. The most applicable area is that of the patterns of reading ability in children with Autism Spectrum Disorder (ASD).

Nation et al. (2006) assessed the reading comprehension ability of ASD children using the Neale Analysis of Reading Ability II (NARA-II). They administered this test with paper-printed pages to 41 children between the ages of 6 and 15, who were recruited from a Child and Adolescent Mental Health Clinic serving the City of York in the UK. After analyzing the quantitative data using an ANOVA, researchers found that 65% of the sample showed "poor" reading comprehension. These findings supported the idea that children with ASD do have low comprehension of printed text. There is also a significant amount of data that relates to adolescent readers with autism and low reading comprehension.

Adolescent readers with autism.

Clair, Durkin, Conti-Ramsden, and Pickles (2010) studied the rise of autistic symptomatology and language-related abilities. A total of 32 students between the ages of 11 and 16 with autism or Asperger's syndrome participated in this study. The WORD subtest was used to test the reading comprehension of these students, and it was found that, "...both reading accuracy and comprehension are deficient but that the development of these skills progresses in a

consistently parallel fashion to what would be expected from a normative sample of the same age peers” (Clair et al., 2010, p. 109).

One study on reading paper-printed text was conducted by Emerich, Creaghead, Grether, Murray and Grasha (2003). They studied the comprehension of humorous materials by adolescents with high-functioning Autism. The participants in this study were eight adolescents between the ages of 11-17 years old with high-functioning Autism. Five of the participants were male and three female. Eight subjects who did not have Autism or a learning disability became the control group. Researchers gave the participants ten three-frame sets of cartoons with captions, and asked them to choose the correct ending to the cartoon. Participants were also given the task of completing the ending to five jokes that did not include pictures. Emerich, et al. (2003) found that, “the adolescents with autism had more difficulty with the joke than the cartoon task, but when compared with the typical group, the adolescents with autism performed significantly poorer. Examination of the error patterns revealed that subjects with autism had difficulty handling surprise and coherence within humorous narratives” (p. 253). This further shows the ASD characteristic of having difficulty understanding abstract concepts. Humor is taken differently by everyone, and is often not very straightforward. Therefore, students with autism would have a difficult time comprehending humorous narratives.

Another group of researchers, Huemer and Mann (2010) created a comprehensive profile of decoding and comprehension skills in Autism Spectrum Disorder (ASD). They conducted a study that examined the quantitative data of 171 participants with ASD with an average age of 10.41 years, and 94 participants with Asperger’s with an average age of 11.37 years. There was a majority of males in both groups. To test comprehension, the researchers used Detroit Tests of

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Learning Aptitude 2nd edition oral directions (DTLA-2) and the GORT-4 test. They analyzed and compared the assessment results. Huemer and Mann (2010) found that, “As predicted, participants with ASD achieved lower scores on all comprehension measures compared to participants without ASD” (p. 490).

Some studies did not show a deficit in comprehension due to ASD, such as the study done by Asberg and Sandberg (2010). This study was conducted with 12 high-functioning Swedish students with ASD between the ages of 10 and 15. These students took part in a naturalistic classroom-based intervention that supported comprehension. The pre and post testing was done using a Discourse Comprehension Test (DCT) and through a rubric scaled 1 through 5. The students read a written story then answered oral questions based on the story. They then used the Question-Answer Relationship (QAR) strategy to decide what types of questions these were. According to the findings presented in this study, language and literacy teachers of children with ASD have reasons for cautious optimism with the development of reading comprehension in students with ASD. After the classroom-based interventions, the students with ASD showed “significant improvement” (p. 95) in reading comprehension.

Although this curriculum project is for emergent readers with autism at the first grade level, it is important to look at what the future holds for these readers when they become adolescents. It is also significant to look at the literature for emergent readers with autism.

Emergent readers with autism.

Researchers Loukusa et al (2007) studied the use of context in pragmatic language comprehension by children with Asperger Syndrome and high-functioning ASD. This study was done in Finland with 39 high-functioning children diagnosed with Autism or Asperger's

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Syndrome between the ages of seven and nine. The students were given nine reference assignment questions, nine enrichment questions, nine basic questions, nine routine questions, and five feeling questions on the varied materials that they had read (short scenarios, and stories). They were also given the follow up question asking how they knew the answer. After this the students were given the Auditory association subtest (ITPA) and the Boston Naming Test. This study found that these children showed inefficiency, but not an inability to use context in comprehension. Therefore it appears evident that it is possible to teach students with autism how to comprehend written text.

Wahlberg and Magliano (2004) assessed whether high functioning readers with autism are capable of using prior knowledge during reading. These researchers tested twelve high-functioning readers with autism using the K-BIT IQ assessment, the K-TEA, and the Stanford-Binet Intelligence Scale. Wahlberg and Magliano (2004) found, “readers with autism may have difficulty using relevant knowledge to interpret and disambiguate the texts” (p. 135).

Bopp, Mirenda, and Zumbo (2009), examined behavior predictors of language development over 2 years in children between the ages of 2 and 6 years old with ASD. Participants were 69 children with autism, who were assessed using standardized measures prior to early intervention. Their language skills were measured using the Preschool Language Scale (PLS-3). This study revealed that, “autism severity scores prior to the onset of intervention were predictive of only one communicative measure over time: language production” (p. 114).

According to Preis (2006), “visual supports, specifically picture communication symbols, are effective in promoting the generalization and maintenance of acquired skills for following verbal directions for young children with autism” (p. 206). Preis conducted a study to find the

effect of picture communication symbols on the verbal comprehension of commands by young children with autism, completing a study consisting of five participants ranging from five to 7 years old. To assess the children in the study, Preis used the Receptive-Expressive Emergent Language Scale, the Early Language Accomplishment Profile, the Rosetti Infant-Toddler Language Scale, the Early Language Milestone Scale, the Preschool Language Scale-3, and the Clinical Evaluation of Language Fundamentals-Preschool. Since picture communication symbols help with verbal comprehension, this may cross over to comprehending written text as well.

Drager, Postal, Carrolus, Castellano, Gagliano, and Glynn (2006) studied the effect of aided language modeling on symbol comprehension and production in two preschoolers with autism. They used a multiple-baseline design across sets of symbol vocabulary with the students, and found that modeling intervention may be effective in increasing symbol comprehension and production.

Developing reading comprehension skills and learning reading comprehension strategies is something that is necessary for all elementary school students. According to Broek, Kendeou, Lousberg, and Visser (2011):

Individual differences in comprehension skills at an early age (as young as 4 years) are predictive of later reading-comprehension performance (in the middle and upper elementary schoolgrades), independently from decoding and other basic skills. These findings raise the possibility that early interventions could be developed and used to put very young children on the right track towards becoming good readers. This possibility is important to explore as report after report notes that many elementary school children do

not develop adequate reading comprehension skills (p. 264).

Looking at the literature in this section, it can be said that all students have different abilities. It is important to keep in mind that all students learn differently, especially when working with students with disabilities. As a teacher, one must differentiate instruction, or make slight changes, to teaching methods and instruction to help all students to succeed.

Differentiated Instruction

Differentiated instruction is an important aspect of both general education classrooms and special education classrooms in childhood education. According to Tomlinson (2000), “By definition, differentiated instruction makes use of a variety of strategies to respond to the individual needs of students”. Ernest, Heckaman, Thompson, Hull, and Carter (2011) state that, “Whether their classroom is designated general education, general curriculum, or inclusive, students will vary in their interests, academic and social skills, concept development, and learning preferences” (p. 192).

Differentiated instruction helps both students with special needs and regular education students in the general education classroom. According to Ernest, Heckaman, Thompson, Hull and Carter (2011):

Whether the challenges are keeping children on track, helping children who are having difficulty with anything they perceive as tedious (such as paper-and-pencil tasks), strategies that are likely to work for these children are likely to work for all children.

In a similar vein, the strategies identified that were successful with these children with disabilities, including whole group activities that are lively; being acknowledged in the group; and presenting content at a level or in a form that reflects a child’s developmental

needs are likely to be beneficial to all children (p. 199-201).

Another key part of differentiated instruction is the teacher knowing the students in the classroom. Scigliano and Hipski (2010) suggest using an interest inventory in the classroom because this gives the teacher the opportunity to provide the students with a variety of learning choices. An interest inventory is a checklist or set of questions about what students may or may not be interested in. One example of this would be to use tic-tac-toe boards with different choices inside each box so the student can choose the activity that interests them. An interest inventory is a checklist or set of questions about what students may or may not be interested in.

Differentiated instruction is a key concept in any classroom, but it is even more important in a classroom that contains students with disabilities. Since autism is becoming a more common disability in the regular education classroom, it is important to learn how to differentiate instruction for these students.

Differentiated Instruction for Students with Autism

Differentiating instruction for students with autism is key to helping them to succeed in any classroom environment. According to Guldberg (2010), “One of the key difficulties in developing a notion of shared needs for children on the autism spectrum arises from the diversity that exists within this population. Children on the autism spectrum need educational interventions that are built on understanding of their condition coupled with knowledge and understanding of the individual child” (p. 169).

Roux, Graham and Carrington (1998) wrote about effective teaching strategies for students with Asperger’s Syndrome in the regular classroom. They discuss that these students need very clear explanations and appropriate wait time. Roux, Graham & Carrington (1998) also

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state that:

Because students with Asperger's Syndrome usually have a very literal understanding of speech and text, they often miss or misinterpret wordplay and subtle messages. These students need to be taught comprehension strategies to help them find the main idea of a passage (p.125).

Ropar and Peebles (2007) did a study to investigate a preference to sorting objects on the basis of either concrete or abstract features in children with and without autism. The participants were asked to sort books into two groups and differentiate them according to concrete or abstract criteria. After the study, Ropar and Peebles (2007) concluded:

Consistent with our predictions, individuals with autism were more likely to use a concrete than an abstract strategy to sort the books. This contrasts with typically developing children with those with mental retardation who preferred to sort according to category membership. It seems there is a bias to attend to concrete details in autism rather than information which can be understood on an abstract level (p. 277).

It is also important to include the strengths of students with Asperger's Syndrome into the classroom. According to Roux, et al (1998), Students with Asperger's Syndrome typically have very strong interests in particular areas. These interests can be used to link to content that is central to the curriculum in order to broaden the skills and knowledge of all students in the class" (p.125).

Including students with autism in classroom discussions is a key part of improving their learning. According to LaBarbera and Soto-Hinman (2009), since children with ASD may experience difficulty in acquiring oral language skills necessary for effective reading, it is

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imperative that teachers include students with ASD in the classroom academic discussions.

Another way that oral language, and therefore reading, can improve for students with autism according to the National Institute of Child Health and Human Development (2000), is to include cooperative learning groups and peer tutoring into the classroom. According to LaBarbera and Soto-Hinman (2009), cooperative and/or peer learning for students with autism in a mainstream setting have yielded positive results. Other strategies used to help construct meaning by developing oral language skills are using think-alouds, encouraging story retelling, and engaging in paired or small-group reading with directed discussions (Lanter & Watson, 2008).

According to Vacca (2007):

Teachers could do a much better job of educating students with autism in the classroom, outlining ten strategies for improving reading achievement. Such strategies include creating active, authentic, and structured visual instruction; creating a mindset that students with autism can learn; basing instruction on interests and prior knowledge; creating multisensory instructional activities; modeling what students with autism need to know; and providing students with autism opportunities for practice” (p.59).

Priming background knowledge is a key part to helping students with autism with reading comprehension. According to Gately (2008):

Many children with ASD have language deficits that result in a lack of general knowledge. As a result, while priming background knowledge, it is important that information be given that helps anchor thinking in the correct direction of the text (p. 41).

Some ways to prime background knowledge are picture walks and visual maps, because these

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provide support to ensure that text is easier to understand (Gately, 2008, p.41). Picture walks are used before reading the text. The students are shown the pictures and asked to comment and predict. Visual maps help students to order the events of the story.

Modeling is an important aspect of helping to teach students with autism how to comprehend text. According to Randi, et al (2010), “Children with ASDs may be able to acquire more abstract reading comprehension skills through guided instruction that refocuses attention where it matters and provides appropriate models for imitation” (p. 895). One way to model thinking about text to students is using think-alouds. Think-alouds include four strategies: predicting, questioning, clarifying, and summarizing (Gately, 2008). According to Gately (2008), “Adding color coding and using props adds visual cues that help students remember the four strategies as well as enhance overall instruction.” Another way to help students with autism with think alouds according to Gately (2008), is to, “Provide visual cues to aid different ways to think about and make the text concrete is to write thoughts about the story on colored post-it notes (p.42). This is important because many students with ASD think in a concrete manner.

Providing visual strategies to promote reading comprehension is a key element of helping students with autism to improve their comprehension strategies. According to Notbohm and Zysk (2010), “Most children with autism or Asperger’s are visual learners, that is, they more easily understand what they see than what they hear” (p. 66). Going along with this, Grandin (2002) says, “Autistic children are visual thinkers. Autistic children think in pictures and do not think in language. Their thoughts are like videotapes running in their imagination. Pictures are their first language, and words are their second language.”

One strategy for helping students with autism to develop critical thinking skills is the use

of wordless books. According to Notbohm and Zysk (2010), “Narrative, non-fiction, or conceptual in nature, wordless books are remarkable tools for introducing or stimulating book enjoyment, for building both oral and written language, and for developing vocabulary and critical thinking” (p. 76). Notbohm and Zysk (2010) also suggest some things along the lines of using wordless books such as previewing the book before sharing it with the child to make sure it is appropriate for him or her, and choosing familiar themes that the child understands, such as pets (p. 76).

Book choice is also important for students with autism. According to Notbohm and Zysk (2010), children with autism may enjoy books with photographs instead of illustrations, about real-life things that the child can relate to his or her own life, books about people, and books about the child (p. 79). These types of books help students with autism because it correlates to their nature of thinking literally.

Often students read narrative texts in elementary school classrooms. One way to help students with autism comprehend this type of text is to help them to understand the structure of it. Understanding narrative text structure includes being able to identify the main character and what the main character does. Another aspect of understanding narrative text structure is listing events, and putting them in sequential order. Students should also know to whom the key events happened to (Gately, 2008).

Another strategy developed for students with autism is the use of “emotional thermometers” (Gately, 2008, p.43). According to Westby (2004), “Using emotional thermometers with color and varied vocabulary helps children gain a sense of various intensities of feelings”. Gray (1994) states that, “Color connotes emotions and can be used to help children

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with ASD understand and describe feelings and emotions for themselves as well as characters in stories”. According to Gray (1994):

Green connotes good ideas and happy feelings. Shades of color can be used to (a) help children ‘see’ the intensity of feeling in a concrete manner, (b) identify characters’ feelings, (c) show the difference between protagonists and antagonists, (d) show how characters’ feelings may change with different events, (e) and show how feelings often affect characters’ choices.

Often in the research literature about students with autism social stories are suggested. These are also a helpful reading comprehension strategy for these children. Social stories help them to understand characters’ actions in reading and help them to understand different perspectives (Gately, 2008). According to Gately (2008), “Social stories can also help students understand language which may seem contradictory to a character’s actions” (p.44). Gately (2008) also states that, “Social stories help students understand text and may be used to help reduce any difficulty using any of the strategies previously mentioned” (p. 44).

Along with reading comprehension comes the ability to understand social situations. Many students with autism do not understand social situations in their daily lives, let alone ones in a story. Therefore, it is important to try to get students with autism to talk to their peers, and to feel comfortable doing so. According to Sansosti (2010), a peer buddy system can be used. Sansosti (2010) states, “Peer buddy systems operate through proximity control, whereby students with ASD are expected to learn by watching and interacting with their nondisabled peer” (p. 268). Sansosti (2010) also suggests the use of a circle of friends for students with autism. According to Sansosti (2010), “A Circle of Friends network is a group of students who meet on a

regular basis to help an individual, or small group of students, who is/are socially disconnected. Essentially, this group looks after one other and helps individuals with ASD to build relationships with peers and increase their overall sense of belonging within the social world” (p. 266).

Although there are reading comprehension strategies for students with ASDs as described above, there are other additional reading comprehension strategies that can be used. According to Randi et al (2010):

Given the wide variety of strengths and weaknesses exhibited by children on the spectrum, it seems reasonable that reading comprehension interventions targeted for typically developing children who struggle with the complexities of reading comprehension may also benefit children with ASDs (p. 897).

The theory underlying this research and curriculum project is that abstract thinking can be taught. It is important for students to be able to read text, but if the student cannot understand it then decoding words quickly has no purpose. Therefore it is essential for students to comprehend text, which is a skill that can be improved through the use of specific teaching strategies.

These strategies are incorporated in this curriculum project. I developed the Scott Foresman *Reading Street* first grade curriculum with these strategies to help students with autism. The model that was followed for the framework of this curriculum study was cooperative learning. As discussed, students with Autism benefit from classroom discussions, small group discussions, and one on one discussions. While developing my curriculum I made sure to include activities that involve the students with autism in working with the others in the

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classroom and discussing the fiction and non-fiction stories with them. I used cooperative learning by implementing the strategies discussed with the whole class, not just the students with autism, since all students can benefit from these strategies. The students will be working together to comprehend what they have read.

Methodology

I designed a supplementary curriculum in reading comprehension for first grade students with autism. The supplemental strategies and lesson plans were based on the research done in the literature review section.

Participants

The students this curriculum was designed for were students with autism between the ages of 6 and 8. The Committee on Special Education diagnosed the students with autism or Asperger's syndrome. The students that this curriculum study was aimed for were high on the ASD spectrum, meaning they were high functioning students. This project was developed to be adaptable to both the special education and the general education classroom. This curriculum project was designed for the Corning-Painted Post School District. In 2010-2011, 30% of the students in this district received free lunch, 11% of students received reduced lunch, and 1% of the students were limited English proficient. The school district is predominately white with it being 90% Caucasian.

Setting

This curriculum was designed using the Scott Foresman Reading Street manual for first graders. This manual was chosen because it was used in the Corning-Painted Post School District. I supplemented this manual with lesson plans to help students with autism improve

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their reading comprehension skills. I created 15 supplemental lesson plans that contain strategies to help students with autism for 15 stories that are included in this basal reading program, separated into five units. I included two fiction stories in each unit. I chose fiction stories because at the first grade reading level these stories present more abstract concepts than the non-fiction material, and are therefore more difficult to comprehend for students with autism. I also included a non-fiction story in each unit, for a total of 5 non-fiction selections, so the students with autism would not get overwhelmed and could potentially experience more success. The Common Core Standards also require an increased attention to non-fiction texts. The following is a list of the stories that were supplemented for each unit:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<i>Big Blue Ox</i> by Susan Stevens Crummel (Animal Fantasy)	<i>Max and Ruby: A Big Fish for Max</i> by Rosemary Wells (Animal Fantasy)	<i>Ruby in Her Own Time</i> by Jonathan Emmett (Animal Fantasy)	<i>Henry and Mudge and Mrs. Hopper's House</i> by Cynthia Rylant (Realistic Fiction)	<i>Tippy-Toe Chick, Go!</i> By George Shannon (Animal Fantasy)
<i>Pig in a Wig</i> by Susan Stevens Crummel (Animal Fantasy)	<i>The Farmer in the Hat</i> by Pat Cummings (Realistic Fiction)	<i>Frog and Toad Together</i> by Arnold Lobel (Animal Fantasy)	<i>The Dot</i> by Peter H. Reynolds (Realistic Fiction)	<i>Mole and the Baby Bird</i> by Marjorie Newman (Animal Fantasy)
<i>Animal Park</i> by Judy Nayer (Photo Essay)	<i>Honey Bees</i> by Jesus Cervantes (Expository Non-Fiction)	<i>I'm a Caterpillar</i> by Jean Marzollo (Non-Fiction)	<i>Mister Bones: Dinosaur Hunter</i> by Jane Kurtz (Biography)	<i>Ben Franklin and His First Kite</i> by Stephen Krensky (Biography)

Design

This curriculum was designed to meet the Common Core Standards. According to the Common Core Standards, first graders need to be able to ask and answer questions about key details in a text, specifically: retell stories, including key details; demonstrate understanding of their central message or lesson; and describe characters, settings and major events in a story

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using key details. They also need to be able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses; explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types; and identify who is telling the story at various points in a text. First graders also need to be able to use illustrations and details in a story to describe its characters, setting, or events, and compare and contrast the adventures and experiences of characters in stories. With prompting and support, students need to be able to make cultural connections to text and self and read prose and poetry of appropriate complexity for first grade.

This curriculum was designed based on research and research-based strategies to help students with autism improve reading comprehension. Some of these strategies include holding class discussions, using think-alouds, priming background knowledge, and understanding narrative text structure. To include these strategies into my supplemental lesson plans for Scott Foresman *Reading Street*, I used most of them in each lesson. Each story began with a class discussion that built background knowledge for the text. This included a picture walk of the story. The students predicted what they thought was going on in each story based on the pictures. While the story was being read with the students, I modeled think-aloud strategies such as predicting, questioning, clarifying and summarizing. For the summarizing aspect of this the teacher would model a quick retelling of the story. Once the students became familiar with this strategy, they retold the story as well. Many of the texts in the Scott Foresman Reading Street for first grade are narrative texts. Therefore, it is important that the students understand narrative text structure. Understanding narrative text structure includes identifying the main character and the action of the plot. This also includes being able to put events in sequential order, and

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knowing to whom these events happened to. This curriculum includes play sorting games to help students to put the events in sequential order and identify the characters involved in the events.

Limitations

This curriculum project had limitations. One of these limitations was that I was not working in a classroom and testing out these strategies myself. Therefore, it all relied upon the research reviewed in the literature review section. Another limitation to this study was the fact that it supplemented Scott Foresman Reading Street, and not other basal reading series. Therefore, to use it with other reading programs, it would have to be modified a significant amount.

Findings

Overview

This curriculum was designed for first grade students with autism. It was designed using the Scott Foresman Reading Street manual for first graders. I supplemented this manual with lesson plans to help students with autism improve their reading comprehension skills. There are 3 lesson plans for each unit, and 5 units throughout the year. Therefore, the lesson plans supplement the material for the entire school year. In total, there are 15 supplemental lesson plans that contain strategies to help students with autism that correlate with 15 literary works in the basal reading program.

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How-To Guide

There are many strategies found in the literacy literature to help students with autism develop reading comprehension skills. Although these strategies help students with autism, they also are useful for all students. The following strategies will be used throughout the supplementary curriculum to help both students with autism and general education students. The strategies are described in detail to help teachers understand how to use them and how to apply them in their own way. Although all the strategies will be used, every lesson plan will not include all of the strategies.

Think-alouds

Think-alouds are an important comprehension strategy because when teachers model their thinking while reading aloud, students are better able to understand what they need to do when they are reading independently. According to Harvey and Goudvis (2007), there are six crucial tips to use for the think-aloud strategy. When using the think-aloud strategy the teacher needs to share aspects of the inner conversation, share how they activate and connect background knowledge, share their questions, share their inferences, verbalize confusing points and demonstrate fix-up strategies, and share how they sort and sift information to determine important ideas. In a classroom setting, the teacher verbalizes all of these techniques while reading a story or a book to students, whether it is a required story like the ones in a basal, or a story chosen to take up a few extra minutes of the school day.

Story retelling

According to Harvey and Goudvis (2007), when having students retell a story, it is important that they remember to tell what is important, tell it in a way that makes sense, and tell

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it concisely. In each lesson plan in this curriculum that includes retelling, a rubric is included that addresses these skills. To help students with autism with story retelling, the teacher will prompt with questions that relate to the story and help the student to recall the important details and main idea.

Engaging in paired or small group readings with directed discussions

Directed discussions teach children how to focus their ideas on a certain topic.

According to Harvey and Goudvis (2007), when listening to students' responses the teacher must listen carefully to what they say. The teacher should not dominate the discussion, but rather facilitate it and helps to weave together the children's ideas and comments. Harvey and Goudvis (2007) state, "In essence, we are teaching the art of conversation" (p. 50).

Picture walks

Picture walks are used before reading a story or any sort of text with pictures. The students are shown the pictures and asked to comment and predict based on these pictures. Some typical questions during a picture walk might be: "What do you think is going on in this picture?" or "What do you think will happen in the picture on the next page?"

Modeling

Modeling shows children how to do things through explicit instruction along with demonstrating the strategy. For example, if the teacher wants the student to do a picture walk, it is important to give them explicit instructions on how to do so. For all of the strategies used in this curriculum, it is important for the teacher to model how to use them.

Emotional Thermometers

This is a strategy that is directly related to helping students with autism. According to
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Westby (2004), “Using emotional thermometers with color and varied vocabulary helps children gain a sense of various intensities of feelings”. Gray (1994) states that, “Color connotes emotions and can be used to help children with ASD understand and describe feelings and emotions for themselves as well as characters in stories”. According to Gray (1994):

Shades of color can be used to (a) help children ‘see’ the intensity of feeling in a concrete manner, (b) identify characters’ feelings, (c) show the difference between protagonists and antagonists, (d) show how characters’ feelings may change with different events, (e) and show how feelings often affect characters’ choices.

With these emotional thermometers, students with autism will be able to understand the feelings and emotions going on in the story, as well as familiarize themselves with the characters so that they can better understand what is happening.

The model I am using for the emotional thermometer is adapted from “The Incredible 5-Point Scale” (Buron & Curtis, 2003).

Peer Buddies

According to Sansosti (2010), the peer buddy’s responsibility is more of a role model than a teacher. This student should be chosen based on his or her interactions with the student with autism, and whether or not the student with autism gets along with the classmate. If there is already a positive relationship the student with autism will feel more comfortable working with this person and be more likely to participate in small group activities.

Circle of Friends

According to Sansosti (2010), “A Circle of Friends network is a group of students who

meet on a regular basis to help an individual, or small group of students, who is/are socially disconnected” (p. 266). Also according to Sansosti (2010), it is important to carefully select these students to make sure they will be helpful to the students with ASD. The students should have similar interests with the target students, follow school rules and should be interested in helping out the students with ASD.

Throughout these lesson plans, three deficits that students with autism have will be supplemented with the strategies. These three deficits are social interaction with peers, comprehending figurative and metaphoric thinking, and distinguishing main ideas from details.

The lesson plans also incorporate and address the NYS ELA Standards, NYS ELA Key Ideas, and the Common Core Standards. The “Retelling Rubric” is used for all of the non-fiction lessons.

Standards For Non-Fiction Lessons:
NYS English Language Arts Standards:

Standard 1: Students will read, write, listen and speak for information and understanding.

Standard 2: Students will read, write, listen and speak for literary response and expression.

Standard 4: Students will read, write, listen and speak for social interaction.

NYS English Language Arts Key Ideas for Grades PreK-1:

Standard 1:

Reading

What Students Read for Information and Understanding-

Read from informational texts such as:

-picture books, dictionaries, and encyclopedias

What Students Do for Information and Understanding: The competencies that PreK-1 students *are developing* as they learn to read include to:

-read informational texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas

-interpret information represented in pictures, illustrations, and simple charts and webs

-distinguish between texts with stories and texts with information

-draw on prior experience to understand new data, facts, and ideas

Listening

What Students Listen to for Information and Understanding: The competencies that PreK-1 students are developing as they learn to listen include to:

-Listen for data, facts, and ideas in, for example:

-circle time, group discussions

What Students do for Information and Understanding: The competencies that PreK-1 students are developing as they learn to listen include to:

-Listen in order to:

-acquire information from nonfiction text

-follow directions involving a few steps

Speaking

When Students Speak: Grades PreK-1, for Information and Understanding

-Speak to share data, facts, and ideas in, for example:

-small and large group discussions

What Students do for Information and Understanding: The competencies that PreK-1 students are developing as they learn to speak include to:

-Speak in order to:

-report information briefly to peers and familiar adults

- connect information from personal experiences to information from nonfiction texts
- retell more than one piece of information in sequence
- respond verbally to questions and/or directions

Standard 2:

Reading

What Students Read for Literary Response and Expression-

Read books with limited text, repetitive language, and simple illustrations, such as:

- picture and concept books

What Students Do for Literary Response and Expression: The competencies that PreK-1 students are developing as they learn to read include to:

- engage in prereading and reading activities in order to:
 - make connections between personal experiences and stories read
 - distinguish between what is real and what is imaginary

Speaking

What Students Do for Literary Response and Expression: The competencies that PreK-1 students are developing as they learn to speak include to:

- Speak in order to:
 - tell real or imaginative stories based on response to illustrations
 - describe familiar persons, places or objects

Standard 4:

Reading

What Students Do for Social Interaction: The competencies that PreK-1 students are developing as they learn to read include to:

- share reading experiences to establish, maintain, and enhance a personal relationship with peers or adults; for example, reading together silently or aloud

Listening

What Students Listen to for Social Interaction:

- Listen to establish, maintain, and enhance personal relationships, for example:
 - conversations
 - circle time, group discussions

Speaking

When Students Speak for Social Interaction:

- Speak to establish, maintain, and enhance personal relationships in, for example:
 - conversations

Common Core Standards:

RI 1.1-Ask and answer questions about key details in a text.

RI 1.2- Identify the main topic and retell key details of a text

RI 1.7-Use the illustrations and details in a text to describe its key ideas

RI 1.10-With prompting and support, read informational texts appropriately complex for grade 1

Standards for Fiction Lessons:

NYS English Language Arts Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Standard 4: Students will read, write, listen, and speak for social interaction.

NYS English Language Arts Key Ideas for Grades PreK-1:

Standard 1:

Reading

What Students Read for Information and Understanding-

Read from informational texts such as:

-picture books, dictionaries, and encyclopedias

What Students Do for Information and Understanding: The competencies that PreK-1 students *are developing* as they learn to read include to:

-interpret information represented in pictures, illustrations, and simple charts and webs

-distinguish between texts with stories and texts with information

-draw on prior experience to understand new data, facts, and ideas

Listening

What Students Listen to for Information and Understanding: The competencies that PreK-1 students are developing as they learn to listen include to:

-Listen for data, facts, and ideas in, for example:

-circle time, group discussions

What Students do for Information and Understanding: The competencies that PreK-1 students are developing as they learn to listen include to:

-Listen in order to:

-follow directions involving a few steps

Speaking

When Students Speak: Grades PreK-1, for Information and Understanding

-Speak to share data, facts, and ideas in, for example:

-small and large group discussions

What Students do for Information and Understanding: The competencies that PreK-1 students are developing as they learn to speak include to:

-Speak in order to:

- report information briefly to peers and familiar adults
- retell more than one piece of information in sequence
- respond verbally to questions and/or directions

Standard 2:

Reading

What Students Read for Literary Response and Expression-

Read books with limited text, repetitive language, and simple illustrations, such as:

- picture and concept books

What Students Do for Literary Response and Expression: The competencies that PreK-1 students are developing as they learn to read include to:

- comprehend, interpret, and respond to imaginative texts and performances
- engage in prereading and reading activities in order to:
 - make connections between personal experiences and stories read
 - connect a picture or illustration to a story
 - predict what might happen next in a story
 - draw conclusions from a story
 - identify characters, settings, and events in a story
 - retell a story
 - distinguish between what is real and what is imaginary

Listening

What Students Listen to for Literary Response and Expression

- Listen to comprehend, interpret, and respond to imaginative texts and performances, such as”
 - group discussions of a story, song, rhyme, finger play, or poem

What Students do for Literary Response and Expression: The competencies that PreK-1 students are developing as they learn to listen include to:

- Listen to imaginative texts and performances in order to:
 - recall sequence of events from a personal experience or story
 - identify character, setting, plot
 - identify specific people, places and events

Speaking

What Students Speak for Literary Response and Expression

- Speak to present interpretations and responses to imaginative texts in, for example:
 - circle time, group discussions

What Students do for Literary Response and Expression: The competencies that PreK-1 students are developing as they learn to speak include to:

- Speak in order to:
 - interpret words of characters in stories
 - engage in conversations with adults and peers regarding pictures, books, and experiences
 - tell real or imaginative stories based on response to illustrations

Standard 4:Reading

What Students Do for Social Interaction: The competencies that PreK-1 students are developing as they learn to read include to:

- share reading experiences to establish, maintain, and enhance a personal relationship with peers or adults; for example, reading together silently or aloud

Listening

What Students Listen to for Social Interaction:

- Listen to establish, maintain, and enhance personal relationships, for example:
 - conversations
 - circle time, group discussions

Speaking

When Students Speak for Social Interaction:

- Speak to establish, maintain, and enhance personal relationships in, for example:
 - conversations

Common Core Standards:

RL 1.1-Ask and answer questions about key details in a text.

RL 1.2-Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL 1.3-Describe characters, settings, and major events in a story, using key details.

RL 1.7-Use illustrations and details in a story to describe its characters, setting, or events.

Retelling Rubric

	All	Most	Few	Skipped or Incorrect
Main Characters	4	3	2	1
Plot (important events in logical sequence and identifies main idea)	4	3	2	1
Retell is interesting and complete (student displays understanding by using details and language from story)	4	3	2	1

Curriculum

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Reading Street Supplementary Curriculum for Students with Autism

Lesson #1

Book Title: <i>Pig in a Wig</i> by Susan Stevens Crummel
Genre: Fantasy

Deficits that Students with Autism Have that are Supplemented in this Lesson:

1. Social interaction with peers
 - “Circle of Friends”
 - “Peer Buddies”
2. Comprehending figurative and metaphoric thinking
 - distinguishing fiction from non-fiction
3. Distinguishing main ideas from details
 - picture walk
 - sequencing
 - discussion of main idea

Objective:

1. Students will be able to retell the story *Pig in a Wig* by Susan Stevens Crummel describing significant characters, chronologically ordering the plot, and focusing on main events

Materials:

Scott Foresman *Reading Street* Grade One Unit 1 Student Edition

Procedure
Day 1

Teacher will:

1. First, the teacher will ask the students if they have any pets, and what kind of pets they have.
2. The teacher will instruct the students to draw a picture of their pets, and if they don't have one they can draw a pet that they would like to have.

Students will:

1. Students will think about their pets and answer the teacher.
2. Students will draw a picture of their pet or a pet they would like to have.

<p>3. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her “Circle of Friends.” The teacher will then instruct the students to show their drawings to their group. The students can say something about their drawing, or just show it.</p> <p>4. When each group is done sharing their drawings, the teacher will invite the students to come back to their seats.</p> <p>5. The teacher will instruct the students to turn to pages 30 and 31 in their Reading Street text. The teacher will also write this on the chalkboard/whiteboard so that the students can see it.</p> <p>6. The teacher will then instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. Once the students are with their buddies, the teacher will ask them to talk to each other to identify the animals on these two pages. They will also be asked to talk about what the animals and people are doing in the pictures.</p> <p>7. After the students have talked amongst themselves, the teacher will call on students to share what they talked about with each animal on the page.</p> <p>8. The teacher will then ask the class to identify the animal at the bottom of the page (a pig). The teacher will call on a volunteer to answer. Then, the teacher will ask the students what they think would make this pig a fictional character (it has hair on its head/it is wearing a wig).</p> <p>9. The teacher will instruct the students to get with a buddy. The student(s) with autism</p>	<p>3. The students will get into their assigned groups to share their drawings.</p> <p>4. Students will go back to their seats when the teacher instructs them to.</p> <p>5. Students will turn to pages 30 and 31 in their Reading Street texts.</p> <p>6. Students will get with their buddy and talk to them about the animals on the pages and what the animals and people are doing in the pictures.</p> <p>7. Students will volunteer to answer the teacher and talk about the animals on the pages and what the animals and people are doing in the pictures.</p> <p>8. Students will volunteer to answer the teacher to identify the animal on the page and say why they think it is a fictional character.</p> <p>9. Students will get with their buddies. The</p>
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<p>will get with his or her peer buddy in the classroom.</p> <p>10. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the story. The teacher will remind the students that a picture walk helps them to make predictions as to what is happening in the story and what is going on in the story as a whole. The teacher will also instruct the students to predict what the main idea of the story is based on the pictures.</p> <p>11. The teacher will ask the students to volunteer their ideas to the class about what predictions they have made and what they think the main idea of the story might be based on the pictures.</p> <p>12. The teacher will read the story out loud using think aloud strategies by saying the following: p. 37: I wonder what they mean when they say “It is three.” Oh look! The clock in the picture also says three, so they are talking about time. p. 41: I wonder what made the pig so sick. It must have been all the food she ate from that bowl. p. 42-43: The lady in the picture is feeding the pig with a spoon. It says, “fix that pig” so I assume that she is giving the pig medicine. p. 45: Jig is a word that I have never heard before. It looks like pig is dancing in the picture though, so it must be a type of dancing.</p> <p>13. The teacher will ask the class what makes the story fictional</p>	<p>student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>10. Students will do a picture walk of the story with their partner. They will make predictions and try to identify the main idea of the story based on the pictures.</p> <p>11. Students will volunteer to talk about their predictions and what they think the main idea of the story might be based on the pictures.</p> <p>12. Students will follow along while the teacher reads the story out loud.</p> <p>13. Students will use details from the story to tell the teacher what makes the story fictional, such as “The pig is using a spoon in a bowl.” Students will volunteer to answer.</p>
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Procedure Day 2	
Teacher will:	Students will:
<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire story aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>- Could this story really happen? Why do you think that? -What are the most important things that happen in this story?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to sequence</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire story to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get into their groups. They will work together to sequence the pictures from the story on page 46.</p>

<p>the pictures from the story on page 46.</p> <p>6. The teacher will ask the groups the order that they put the pictures in.</p> <p>7. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding.</p>	<p>6. The students will volunteer and tell the class the order that they put the pictures in.</p> <p>7. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p>
<p>Assessment: To assess for understanding the teacher will take each individual student to a separate area and ask the student to retell the story in his own words, as if he were describing it to someone who has never read the story. Students will be prompted with the following questions that apply to the rubric if they do not answer them in their retelling:</p> <p>Who were the main characters in this story?</p> <p>What is the main idea of this story?</p> <p>What are some of the important events in this story?</p>	

Reading Street Supplementary Curriculum for Students with Autism

Lesson #2

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Book Title: *Big Blue Ox* by Susan Stevens Crummel
Scott Foresman *Reading Street* Grade One Unit 1 Student Edition

Genre: Animal Fantasy	
Grade Level: First Grade	
Deficits that Students with Autism Have that are Supplemented in this Lesson:	
<ol style="list-style-type: none"> 1. Social interaction with peers <ul style="list-style-type: none"> -“Circle of Friends” -“Peer Buddies” 2. Comprehending figurative and metaphoric thinking <ul style="list-style-type: none"> -distinguishing fiction from non-fiction 3. Distinguishing main ideas from details <ul style="list-style-type: none"> -picture walk -sequencing -discussion of main idea 	
Objective:	
1. Students will be able to retell the story <i>The Big Blue Ox</i> by Susan Stevens Crummel describing significant characters, chronologically ordering the plot, and focusing on main events	
Materials:	
Scott Foresman <i>Reading Street</i> Grade One Unit 1 Student Edition	
Procedure Day 1	
Teacher will:	Students will:

<p>1. First, the teacher will ask students if they have ever heard of an ox.</p> <p>2. Next, the teacher will show a picture of an ox to the students. The teacher will then tell the students that oxen are similar to cows. They are used to help people pull carts or wagons. The teacher will direct the students to draw a picture of an ox helping people.</p> <p>3. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." The teacher will then instruct the students to show their drawings to their group. The students can say something about their drawing, or just show it.</p> <p>4. When each group is done sharing their drawings, the teacher will invite the students to come back to their seats.</p> <p>5. The teacher will instruct the students to turn to pages 52 and 53 in their Reading Street text. The teacher will also write this on the chalkboard/whiteboard so that the students can see it.</p> <p>6. The teacher will then instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. Once the students are with their buddies, the teacher will ask them to talk to each other and see if they know what the animals on the page are, and if they know anything about these animals.</p> <p>7. After the students have talked amongst themselves, the teacher will call on students to share what they talked about with each animal on the page.</p> <p>8. The teacher will then ask the class to</p>	<p>1. Students will think about what they think an ox is, and answer the teacher.</p> <p>2. Students will draw a picture of an ox helping people.</p> <p>3. The students will get into their assigned groups and share their drawings.</p> <p>4. Students will go back to their seats when the teacher instructs them to.</p> <p>5. Students will turn to pages 52 and 53 in their Reading Street texts.</p> <p>6. Students will get with their buddy and talk to them about the animals on the page and what they know about the animals.</p> <p>7. Students will volunteer to answer the teacher and talk about the animals on the page and what they know about them.</p> <p>8. Students will volunteer to answer the teacher to identify the animal on the page and</p>
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<p>identify the animal at the bottom of the page (an ox). The teacher will call on a volunteer to answer. Then, the teacher will ask the students what they think would make this ox a fictional character (it is blue).</p> <p>9. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>10. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the story. The teacher will remind the students that a picture walk helps them to make predictions as to what is happening in the story and what is going on in the story as a whole. The teacher will also instruct the students to predict what the main idea of the story is based on the pictures.</p> <p>11. The teacher will ask the students to volunteer their ideas to the class about what predictions they have made and what they think the main idea of the story might be based on the pictures.</p> <p>12. The teacher will read the story out loud using think aloud strategies by saying the following: p. 59: I notice that Ox is wearing overalls in this picture, this is not normal for an ox to do. This is something that makes this a fictional story. p. 60: I wonder how Ox is helping the pigs. It looks like he is cleaning their wigs for them p. 62-63: I wonder where mom and pop went when they went to town. Since Ox is packing cans into a bag, maybe they went to the grocery store.</p> <p>13. The teacher will ask the class what makes</p>	<p>say why they think it is a fictional character.</p> <p>9. Students will get with their buddies. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>10. Students will do a picture walk of the story with their partner. They will make predictions and try to identify the main idea of the story based on the pictures.</p> <p>11. Students will volunteer to talk about their predictions and what they think the main idea of the story might be based on the pictures.</p> <p>12. Students will follow along while the teacher reads the story out loud.</p> <p>13. Students will use details from the story to tell the teacher what makes the story fictional, such as "The ox is blue." Students will</p>
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the story fictional.	volunteer to answer.
Procedure Day 2	
Teacher will:	Students will:

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire story aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-You read that Ox can help. What pictures did you see in your mind of Ox helping? -What makes this story fictional? -What is the main idea of this story?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to sequence the pictures from the story on page 66.</p> <p>6. The teacher will ask the groups the order that they put the pictures in.</p> <p>7. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding.</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire story to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get into their groups. They will work together to sequence the pictures from the story on page 66.</p> <p>6. The students will volunteer and tell the class the order that they put the pictures in.</p> <p>7. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p>
<p>Assessment: To assess for understanding the teacher will take each individual student to a separate area and ask the student to retell the story in his own words, as if he were describing it to someone who has never read the story. Students will be prompted with the following questions that apply to the rubric if they do not answer them in their retelling:</p> <p>Who were the main characters in this story?</p> <p>What is the main idea of this story?</p>	

What are some of the important events in this story?

Reading Street Supplementary Curriculum for Students with Autism
Lesson #3

Book Title: <i>Animal Park</i> by Judy Nayer	
Genre: Photo Essay	
Deficits that Students with Autism Have that are Supplemented in this Lesson:	
<ol style="list-style-type: none"> 1. Social interaction with peers <ul style="list-style-type: none"> -“Circle of Friends” -“Peer Buddies” 2. Comprehending figurative and metaphoric thinking <ul style="list-style-type: none"> -distinguishing non-fiction from fiction 3. Distinguishing main ideas from details <ul style="list-style-type: none"> -picture walk 	
Objective:	
1. Students will be able to recall at least two facts about animals in the photo essay.	
Materials:	
-Scott Foresman <i>Reading Street</i> Grade One Unit 1 Student Edition	
Procedure Day 1	
Teacher will:	Students will:

<p>1. The teacher will ask the students if they have ever been to a zoo. If they have, the teacher will ask those students what animals they saw there. The teacher will then tell the students that they will be reading something that talks about wild animals, which they may have seen when they visited the zoo.</p> <p>2. Next, the teacher will ask the students to look at page 115 of the text. The teacher will ask the students if they have ever seen any of these animals.</p> <p>3. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." Once the students are with their groups, the teacher will ask them to talk to each other and see if they know what the animals on the page are, and if they know anything about these animals.</p> <p>4. After the students have talked amongst themselves, the teacher will call on students to share what they talked about with their group.</p> <p>5. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>6. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the text. The teacher will ask the students to focus on what is different about this text compared to the stories that we have read in class such as "Pig in a Wig" and "Big Blue Ox."(It is non-fiction, It is real life).</p> <p>7. The teacher will ask the students to volunteer their ideas to the class about what they think this text is about and what is different about it compared to the stories that are usually read in class.</p>	<p>1. Students will respond to the teacher if they have been to the zoo and say what kind of animals they saw there.</p> <p>2. Students will volunteer to respond to the teacher and say if they have seen any of the animals on the page.</p> <p>3. Students will get into their assigned groups and talk to each other about the animals on the page and what they know about the animals.</p> <p>4. Students will volunteer to answer the teacher and talk about the animals on the page and what they know about them.</p> <p>5. Students will get with their buddies. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>6. Students will do a picture walk of the story with their buddy. They will try to identify what is different about this text compared to the stories that we have read in class such as "Pig in a Wig" and "Big Blue Ox."</p> <p>7. Students will volunteer to talk about what they think this text is about and what is different about it compared to the stories that are usually read in class.</p>
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<p>8. The teacher will then read the text out loud using think aloud strategies by saying the following:</p> <p>p. 122: The text says that zebras blend into the grass. I wonder why that is. Maybe because of their stripes?</p> <p>p. 124: The text does not say what kind of bird this is, but does anyone in the class know? (If someone knows, great, if not, answer for them.) Right! This is an ostrich!</p> <p>9. The teacher will ask the class what kind of story this is (fiction or non-fiction) and what makes it that way.</p>	<p>8. Students will follow along while the teacher reads the story out loud</p> <p>9. Students will use details from the text to tell the teacher what makes this story non-fiction, such as “It tells facts about animals.”</p>
<p>Procedure Day 2</p>	
<p>Teacher will:</p>	<p>Students will:</p>

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire text aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-Why do hippos sit in the mud? -Look back at page 122. How did the pictures help you understand the words?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to choose two pictures the bottom of pages 128 and 129 and write a fact from the text about the animal shown in that picture.</p> <p>6. The teacher will instruct the students to volunteer to share what pictures they chose and what animals they wrote about in their groups.</p> <p>7. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding.</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire text to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get in their assigned groups. They will choose two pictures from pages 128 and 129 and write a fact from the text about the animal shown in that picture.</p> <p>6. The students will volunteer to share what pictures they chose and what animals they wrote about in their groups.</p> <p>7. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p>
<p>Assessment:</p> <p>To assess for understanding the teacher will take each individual student to a separate area and ask the student to name two animals from the text and tell a fact about each animal that they learned</p>	

from the reading.

Fact Recall Rubric:

	Two	One	None
Names animals from the text	3	2	1
Tells facts about the animals that they chose.	3	2	1
The facts that the student tells about the animals are from the text	3	2	1

Reading Street Supplementary Curriculum for Students with Autism

Lesson #4

Book Title: <i>Max and Ruby: A Big Fish for Max</i> by Rosemary Wells	
Genre: Animal Fantasy	
Deficits that Students with Autism Have that are Supplemented in this Lesson:	
<ol style="list-style-type: none"> 1. Social interaction with peers <ul style="list-style-type: none"> -“Circle of Friends” -“Peer Buddies” 2. Comprehending figurative and metaphoric thinking <ul style="list-style-type: none"> -distinguishing fiction from non-fiction 3. Distinguishing main ideas from details <ul style="list-style-type: none"> -picture walk -sequencing -discussion of main idea 	
Objective:	
1. Students will be able to retell the story <i>Max and Ruby: A Big Fish for Max</i> by Rosemary Wells describing significant characters, chronologically ordering the plot, and focusing on main events.	
Materials:	
<ul style="list-style-type: none"> -Scott Foresman <i>Reading Street</i> Grade One Unit 2 Student Edition -Emotional Thermometer Worksheet -Crayons/Colored Pencils/Markers 	
Procedure Day 1	
Teacher will:	Students will:

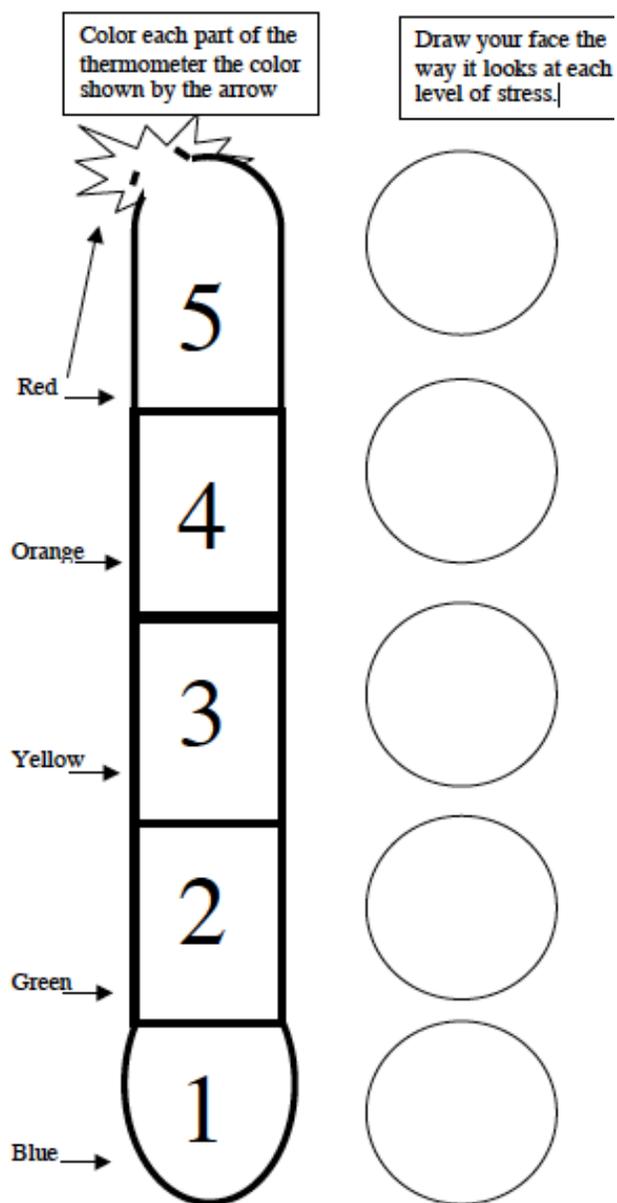
<p>1. The teacher will ask the students if they know what community service is and if so, if they have ever done community service. If the students don't know what it is, the teacher will say that it is when people help other people in the community who need it.</p> <p>2. Then the teacher will instruct the students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." The teacher will then instruct the students to think about what chores they do at home, and talk about these chores with their group. The teacher will give the students the following discussion questions to help guide them:</p> <ol style="list-style-type: none"> 1. What chores do you do? 2. What is your favorite chore? 3. What is your least favorite chore? <p>The students will each be given three buttons. Each student puts a button in the middle of their group when they have said something. Each student must have all of his or her own buttons in the middle before the group discussion is over, meaning they have spoken three times.</p> <p>3. The teacher will then instruct the students to come back to their seats, and to turn to pages 10-11 in their Reading Street text. The teacher will also write this on the chalkboard/whiteboard so that the students can see it.</p> <p>4. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. Once the students are with their buddies, the teacher will ask them to talk to each other about what is going on in the</p>	<ol style="list-style-type: none"> 1. Students will volunteer to answer the teacher and say what they know about community service. 2. Students will get into their assigned groups. The student(s) with autism will get in his or her "Circle of Friends." Within these groups, the students will talk about the chores they do at home. 3. The students will come back to their seats and turn to pages 10-11 in their Reading Street text. 4. The students will get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. The students will talk with their buddies about what is going on in the pictures on these pages. 5. Students will volunteer to talk about what they think is going on in the pictures on these pages. 6. Students will get with their buddies again. The student(s) with autism will get with his or her peer buddy in the classroom.
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<p>pictures on these pages.</p> <p>5. After the students have talked amongst themselves, the teacher will call on students to share what they talked about in their groups.</p> <p>6. The teacher will instruct the students to get with a buddy again. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>7. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the story. The teacher will remind the students that a picture walk helps them to make predictions as to what is happening in the story and what is going on in the story as a whole. The teacher will also instruct the students to predict what the main idea of the story is based on the pictures.</p> <p>8. The teacher will ask the students to volunteer their ideas to the class about what predictions they have made and what they think the main idea of the story might be based on the pictures.</p> <p>9. The teacher will read the story out loud using think aloud strategies by saying the following: p. 16: I notice that Max is a rabbit, and so is Grandma. They are talking in this story, and animals don't talk. So I think this is a fictional story. p.17: I wonder what Ruby and Max will use to catch the big fish. I bet they will use the net and the fishing pole that Ruby is carrying.</p>	<p>7. Students will do a picture walk of the story with their partner. They will make predictions and try to identify the main idea of the story based on the pictures.</p> <p>8. Students will volunteer to talk about their predictions and what they think the main idea of the story might be based on the pictures</p> <p>9. Students will follow along while the teacher reads the story out loud.</p> <p>10. Students will use details from the story to tell the teacher what makes the story fictional, such as "The rabbits are talking." Students will volunteer to answer.</p>
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<p>p. 23: I wonder what they will do since no fish are biting. Where else could they get fish? Oh maybe a grocery store or a fish market.</p> <p>10. The teacher will ask the class what makes the story fictional.</p>	
Procedure Day 2	
Teacher will:	Students will:

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire story aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-What was this story mostly about? -As you read, did you predict that Max would catch a fish? Find the part of the story that shows whether you were right. -Max did not catch a fish. What did he catch?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to sequence the pictures from the story on page 28</p> <p>6. The teacher will ask the groups the order that they put the pictures in.</p> <p>7. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding. The teacher will also be pulling the student with autism out to introduce "emotional thermometers"</p> <p>8. When it is time for the student with autism to be assessed, the teacher will do the regular assessment and then explain that sometimes characters in the stories that we read have</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire story to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get into their groups. They will work together to sequence the pictures from the story on page 28.</p> <p>6. The students will volunteer and tell the class the order that they put the pictures in.</p> <p>7. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p> <p>8. Student will listen.</p>
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<p>feelings like happiness, frustration, and sadness that we have probably all felt at some point in our lives. It is important to be able to relate to characters in stories to our lives in order to understand the story.</p> <p>9. Next, the teacher will have the student fill out the attached thermometer. The teacher will instruct the student to color the thermometer the colors that are shown by the arrows.</p> <p>10. Next, the teacher will instruct the student to draw their face the way it looks at each level of stress. Some colors may have more than one face. The teacher will explain to the student that the colors mean the following:</p> <p>Blue: sad, sleepy, gloomy, disappointed Green: happy, excited, calm Yellow: annoyed, jealous, grumpy Orange: angry, upset, frustrated Red: extremely angry, upset, or frustrated</p> <p>11. The teacher will tell the student that this thermometer will be used to help the student say how they feel during different times of the day, along with helping them to show how characters feel at different parts of stories. The teacher will laminate this and help tape it to the student's desk so it can be used on a regular basis.</p>	<p>9. The student will color the thermometer the colors that are shown by the arrows.</p> <p>10. The student will draw their face the way it looks at each level of stress.</p> <p>11. The student will listen to the teacher and give input as to how they feel about what is going on.</p>
<p>Assessment: To assess for understanding the teacher will take each individual student to a separate area and ask the student to retell the story in his own words, as if he were describing it to someone who has never read the story. Students will be prompted with the following questions that apply to the rubric if they do not answer them in their retelling:</p> <p>Who were the main characters in this story? What is the main idea of this story? What are some of the important events in this story?</p>	



Reading Street Supplementary Curriculum for Students with Autism

Lesson #5

Book Title: <i>The Farmer in the Hat</i> by Pat Cummings	
Genre: Realistic Fiction	
Deficits that Students with Autism Have that are Supplemented in this Lesson:	
<ol style="list-style-type: none"> 1. Social interaction with peers <ul style="list-style-type: none"> -“Circle of Friends” -“Peer Buddies” 2. Comprehending figurative and metaphoric thinking <ul style="list-style-type: none"> -distinguishing fiction from non-fiction 3. Distinguishing main ideas from details <ul style="list-style-type: none"> -picture walk -sequencing -discussion of main idea 	
Objective:	
1. Students will be able to retell the story <i>The Farmer in the Hat</i> by Pat Cummings describing significant characters, chronologically ordering the plot, and focusing on main events.	
Materials	
Scott Foresman <i>Reading Street</i> Grade One Unit 2 Student Edition	
Procedure Day 1	
Teacher will:	Students will:

<ol style="list-style-type: none"> 1. The teacher will ask the students what they do with their friends in school, and what they enjoy doing the most with their friends. 2. The teacher will instruct the students to turn to pages 36-37 in their Reading Street text. The teacher will also write this on the chalkboard/whiteboard so that the students can see it. 3. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. Once the students are with their buddies, the teacher will ask them to talk to each other about what is going on in the pictures on these pages, and if these pictures remind them of things they like to do in school. 4. After the students have talked amongst themselves, the teacher will call on students to share what they talked about in their groups. 5. The teacher will instruct the students to get with a buddy again. The student(s) with autism will get with his or her peer buddy in the classroom. 6. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the story. The teacher will remind the students that a picture walk helps them to make predictions as to what is happening in the story and what is going on in the story as a whole. The teacher will also instruct the students to predict what the main idea of the story is based on the pictures. 7. The teacher will ask the students to volunteer their ideas to the class about what predictions they have made and what they think the main idea of the story might be based on the pictures. 	<ol style="list-style-type: none"> 1. Students will volunteer to tell the teacher what they like to do with their friends in school. 2. The students will turn to pages 36-37 in their Reading Street text. 3. The students will get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. The students will talk with their buddies about what is going on in the pictures on these pages and if these pictures remind them of things they like to do in school. 4. Students will volunteer to talk about what they think is going on in the pictures on these pages. 5. Students will get with their buddies again. The student(s) with autism will get with his or her peer buddy in the classroom. 6. Students will do a picture walk of the story with their partner. They will make predictions and try to identify the main idea of the story based on the pictures. 7. Students will volunteer to talk about their predictions and what they think the main idea of the story might be based on the pictures
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<p>8. The teacher will read the story out loud using think aloud strategies by saying the following:</p> <p>p. 43: It says Dave made a face. I can tell that Dave is the one tying up the curtains in the picture, because he is the only boy in the picture. He also does not look very happy with what Beth said.</p> <p>p. 49: Grace said Dave made an odd pig. I think she said this because it has a bow tie and a top hat.</p> <p>p. 53: Oh look! None of the students ended up being the farmer. The cat got that part.</p> <p>9. The teacher will explain to the students that this story was realistic fiction. It could have happened in real life, but it is a made up story. The teacher will ask the students if they have ever done anything like they did in the story.</p>	<p>8. Students will follow along while the teacher reads the story out loud.</p> <p>9. The students will answer if they have ever done anything like what was done in the story.</p>
<p>Procedure Day 2</p>	
<p>Teacher will:</p>	<p>Students will:</p>

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire story aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-Why did the children forget about the farmer's hat? -The pictures give a clue about how the story will end. What clues do you see? -Look back in the story. What animals will be in the play?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to sequence the pictures from the story on page 28</p> <p>6. The teacher will ask the groups the order that they put the pictures in.</p> <p>7. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding. The teacher will also be working with the student with autism on their emotional thermometer.</p> <p>8. The teacher will instruct the student with autism to get their emotional thermometer ready.</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire story to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get into their groups. They will work together to sequence the pictures from the story on page 28.</p> <p>6. The students will volunteer and tell the class the order that they put the pictures in.</p> <p>7. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p> <p>8. The student will make sure their desk is cleared so that the emotional thermometer is showing.</p>
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<p>9. The teacher will ask the student to point to the color they would feel, or how they think the character in the story would feel, by saying the following</p> <ol style="list-style-type: none"> 1. You are going to be in a play. 2. You want to be the farmer, but all of your friends also want to be the farmer. 3. You get to make masks with your friends in class. 4. Someone tells you that your mask is “odd” <p>When the student picks a color, the teacher will ask them why they chose that color.</p>	<p>9. The student will point to the color they would feel, or how they think the character would feel, with the situations the teacher is giving him/her. The student will describe why they chose that color.</p>
<p>Assessment: To assess for understanding the teacher will take each individual student to a separate area and ask the student to retell the story in his own words, as if he were describing it to someone who has never read the story. Students will be prompted with the following questions that apply to the rubric if they do not answer them in their retelling:</p> <p>Who were the main characters in this story? What is the main idea of this story? What are some of the important events in this story?</p>	

Reading Street Supplementary Curriculum for Students with Autism

Lesson #6

Book Title: *Honey Bees* by Jesus Cervantes

Genre: Expository Non-Fiction

Deficits that Students with Autism Have that are Supplemented in this Lesson:

1. Social interaction with peers
 - “Circle of Friends”
 - “Peer Buddies”
2. Comprehending figurative and metaphoric thinking
 - distinguishing non-fiction from fiction
3. Distinguishing main ideas from details
 - picture walk

Objective:

1. Students will be able to recall at least 3 facts about honey bees from the text.

Materials:

-Scott Foresman *Reading Street* Grade One Unit 2 Student Edition

**Procedure
Day 1**

Teacher will:

Students will:

<p>1. The teacher will ask the students if they know anything about honey bees.</p> <p>2. The teacher will instruct students to turn to pages 138-139 in their Reading Street text. Then the teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." Once the students are with their groups, the teacher will instruct the students to talk to each other to identify what is going on in the pictures on these pages.</p> <p>3. After the students have talked amongst themselves, the teacher will call on students to share what they talked about with each picture on the page.</p> <p>4. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>5. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the text. The teacher will ask the students to focus on what is different about this text than the stories that have been read in class such as <i>Pig in a Wig</i> (It is non-fiction, It is real life).</p> <p>6. The teacher will ask the students to volunteer their ideas to the class about what they think this text is about and what is different about it compared to the stories that have been read in class such as <i>Pig in a Wig</i></p> <p>7. The teacher will then read the text out loud using think aloud strategies by saying the following:</p> <p>p. 144: It says the honey bees wake up and work. I wonder what they do for work.</p>	<p>1. Students will respond to the teacher if they know anything about honey bees, and say what they know about them.</p> <p>2. Students will turn to pages 138-139. They will get into their assigned groups and talk to each other about what is going on in the pictures on these pages.</p> <p>3. Students will volunteer to answer the teacher and talk about what is going on with each picture on the page</p> <p>4. Students will get with their buddies. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>5. Students will do a picture walk of the story with their buddy. They will try to identify what is different about this text compared to <i>Pig in a Wig</i>.</p> <p>6. Students will volunteer to talk about what they think this text is about and what is different about it compared to the stories that have been read in class such as <i>Pig in a Wig</i></p> <p>7. Students will follow along while the teacher reads the story out loud</p> <p>8. Students will use details from the text to tell the teacher what makes this story non-fiction,</p>
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<p>p. 148: I wonder what the bear is trying to get from the hive. Maybe honey?</p> <p>p. 151: Bees make honey, that is what they do for work.</p> <p>p. 152: The bees are in the flowers getting pollen. That must be why you always see bees near flowers.</p> <p>8. The teacher will ask the class what kind of story this is (fiction or non-fiction) and what makes it that way.</p>	<p>such as “It tells facts about honey bees.”</p>
<p>Procedure Day 2</p>	
<p>Teacher will:</p>	<p>Students will:</p>

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire text aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-How are a queen bee and a worker bee alike? How are they different? -What question did you have about bees before reading? How did that help you? -What kinds of bees live in a hive?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to look at the pictures on pages 158 and 159. The teacher will instruct them to tell a fact about 3 of the pictures by looking back in the text.</p> <p>6. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding.</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire text to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get in their assigned groups. In their groups, the students will look at the pictures on pages 158 and 159. They will tell a fact about 3 of the pictures by looking back at the text.</p> <p>6. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p>
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Assessment:

To assess for understanding the teacher will take each individual student to a separate area and ask the student to give three facts about honey bees from the text.

Fact Recall Rubric:

	Three	Two	One-None
Gives facts about honey bees	3	2	1
Tells facts about the honey bees that they chose from the text	3	2	1

Reading Street Supplementary Curriculum for Students with Autism

Lesson #7

Book Title: <i>Ruby in Her Own Time</i> by Jonathan Emmett	
Genre: Animal Fantasy	
Deficits that Students with Autism Have that are Supplemented in this Lesson:	
<ol style="list-style-type: none"> 1. Social interaction with peers <ul style="list-style-type: none"> -“Circle of Friends” -“Peer Buddies” 2. Comprehending figurative and metaphoric thinking <ul style="list-style-type: none"> -distinguishing fiction from non-fiction 3. Distinguishing main ideas from details <ul style="list-style-type: none"> -picture walk -sequencing -discussion of main idea 	
Objective:	
1. Students will be able to retell the story <i>Ruby in Her Own Time</i> by Jonathan Emmett, describing significant characters, chronologically ordering the plot, and focusing on main events	
Materials:	
Scott Foresman <i>Reading Street</i> Grade One Unit 3 Student Edition	
Procedure Day 1	
Teacher will:	Students will:

<p>1. Teacher will tell the students to brainstorm something that they can do now that they can do now that they could not do when they were younger.</p> <p>2. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." The teacher will tell the students to talk to their group about what they can do now that they could not do when they were younger. Each student will be given a button. The student puts their button in the middle of their group when they have said something. Each student must have spoken once before the group discussion is over.</p> <p>3. The teacher will then instruct the students to come back to their seats, and to turn to pages 36-37 in their Reading Street text. The teacher will also write this on the chalkboard/whiteboard so that the students can see it.</p> <p>4. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. Once the students are with their buddies, the teacher will ask them to talk to each other about what is going on in the pictures on these pages.</p> <p>5. After the students have talked amongst themselves, the teacher will call on students to share what they talked about in their groups.</p> <p>6. The teacher will instruct the students to get with a buddy again. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>7. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the story. The teacher will remind</p>	<p>1. Students will volunteer to answer the teacher and say something that they can do now that they could not do when they were younger.</p> <p>2. Students will get into their assigned groups. The student(s) with autism will get in his or her "Circle of Friends." Within these groups, the students will talk about what they can do now that they could not do when they were younger.</p> <p>3. The students will come back to their seats and turn to pages 36-37 in their Reading Street text.</p> <p>4. The students will get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. The students will talk with their buddies about what is going on in the pictures on these pages.</p> <p>5. Students will volunteer to talk about what they think is going on in the pictures on these pages.</p> <p>6. Students will get with their buddies again. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>7. Students will do a picture walk of the story with their partner. They will make predictions and try to identify the main idea of the story</p>
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<p>the students that a picture walk helps them to make predictions as to what is happening in the story and what is going on in the story as a whole. The teacher will also instruct the students to predict what the main idea of the story is based on the pictures.</p> <p>8. The teacher will ask the students to volunteer their ideas to the class about what predictions they have made and what they think the main idea of the story might be based on the pictures.</p> <p>9. The teacher will read the story out loud using think aloud strategies by saying the following: p. 43: Wow the mother went through a lot to protect those eggs! p. 44-45: They are only talking about four ducklings on this page, I wonder what happened to the fifth. p. 49: I bet Ruby will eat soon. In her own time. p. 54-55: Wow Ruby sure did grow up, just like her brothers and sisters; it just took a little longer.</p> <p>10. The teacher will ask the class what makes the story fictional.</p>	<p>based on the pictures.</p> <p>8. Students will volunteer to talk about their predictions and what they think the main idea of the story might be based on the pictures</p> <p>9. Students will follow along while the teacher reads the story out loud.</p> <p>10. Students will use details from the story to tell the teacher what makes the story fictional, such as “The ducks are talking.”</p>
<p>Procedure Day 2</p>	
<p>Teacher will:</p>	<p>Students will:</p>

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire story aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-What do you think was the most exciting part of this story? -Sum up how Ruby grew and changed. -Why did Mother Duck name her baby Ruby?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to sequence the pictures from the story on page 62</p> <p>6. The teacher will ask the groups the order that they put the pictures in.</p> <p>7. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding. The teacher will also be working with the student with autism on their emotional thermometer.</p> <p>8. The teacher will instruct the student with autism to get their emotional thermometer ready.</p> <p>9. The teacher will ask the student to point to the color they would feel, or how they think the character in the story would feel, by</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire story to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get into their groups. They will work together to sequence the pictures from the story on page 62.</p> <p>6. The students will volunteer and tell the class the order that they put the pictures in.</p> <p>7. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p> <p>8. The student will make sure their desk is cleared so that the emotional thermometer is showing.</p> <p>9. The student will point to the color they would feel, or how they think the character would feel, with the situations the teacher is giving him/her.</p>
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<p>saying the following</p> <ol style="list-style-type: none">1. Your brothers and sisters grew bigger before you.2. You waited for a long time and you finally grew up just like your brothers and sisters.3. You learned how to do something that you waited a long time for. <p>When the student picks a color, the teacher will ask them why they chose that color.</p>	<p>The student will describe why they chose that color.</p>
<p>Assessment: To assess for understanding the teacher will take each individual student to a separate area and ask the student to retell the story in his own words, as if he were describing it to someone who has never read the story. Students will be prompted with the following questions that apply to the rubric if they do not answer them in their retelling:</p> <p>Who were the main characters in this story? What is the main idea of this story? What are some of the important events in this story?</p>	

Reading Street Supplementary Curriculum for Students with Autism

Lesson #8

Book Title: <i>Frog and Toad Together: The Garden</i> by Arnold Lobel	
Genre: Animal Fantasy	
Objective: 1. Students will be able to retell the story <i>Frog and Toad Together: The Garden</i> by Arnold Lobel, describing significant characters, chronologically ordering the plot, and focusing on main events	
Materials: Scott Foresman <i>Reading Street</i> Grade One Unit 3 Student Edition	
Procedure Day 1	
Teacher will:	Students will:

<p>1. The teacher will ask the students if they have ever heard of a greenhouse. The teacher will call on students if they have anything to say about the greenhouse. The teacher will tell the students that this is a place where plants are grown. It is kind of like a garden, except it is inside.</p> <p>2. The teacher will then instruct the students to come back to their seats, and to turn to pages 92-93 in their Reading Street text. The teacher will also write this on the chalkboard/whiteboard so that the students can see it.</p> <p>3. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. Once the students are with their buddies, the teacher will ask them to talk to each other about what is going on in the pictures on these pages.</p> <p>4. After the students have talked amongst themselves, the teacher will call on students to share what they talked about in their groups.</p> <p>5. The teacher will instruct the students to get with a buddy again. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>6. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the story. The teacher will remind the students that a picture walk helps them to make predictions as to what is happening in the story and what is going on in the story as a whole. The teacher will also instruct the students to predict what the main idea of the story is based on the pictures.</p> <p>7. The teacher will ask the students to volunteer their ideas to the class about what predictions they have made and what they</p>	<p>1. Students will volunteer to say something if they know anything about greenhouses.</p> <p>2. The students will come back to their seats and turn to pages 92-93 in their Reading Street text.</p> <p>3. The students will get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. The students will talk with their buddies about what is going on in the pictures on these pages.</p> <p>4. Students will volunteer to talk about what they think is going on in the pictures on these pages.</p> <p>5. Students will get with their buddies again. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>6. Students will do a picture walk of the story with their partner. They will make predictions and try to identify the main idea of the story based on the pictures.</p> <p>7. Students will volunteer to talk about their predictions and what they think the main idea of</p>
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<p>think the main idea of the story might be based on the pictures.</p> <p>8. The teacher will read the story out loud using think aloud strategies by saying the following: p. 98: I bet having a garden would be a lot of work! p. 101: It looks like Toad does not know exactly how seeds grow. p. 104: I bet the sun and rain will help more than yelling at the seeds.</p> <p>9. The teacher will ask the class what makes the story fictional.</p>	<p>the story might be based on the pictures</p> <p>8. Students will follow along while the teacher reads the story out loud.</p> <p>9. Students will use details from the story to tell the teacher what makes the story fictional, such as “The frog and toad talk to each other.”</p>
<p>Procedure Day 2</p>	
<p>Teacher will:</p>	<p>Students will:</p>

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire story aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-What did you think about the story's ending? Tell about it.</p> <p>-What picture came to your mind when you read about Toad playing music for his plants? How did that help you?</p> <p>-What advice does Frog give to Toad?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to sequence the pictures from the story on page 112</p> <p>6. The teacher will ask the groups the order that they put the pictures in.</p> <p>7. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding. The teacher will also be working with the student with autism on their emotional thermometer.</p> <p>8. The teacher will instruct the student with autism to get their emotional thermometer ready.</p> <p>9. The teacher will ask the student to point to</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire story to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get into their groups. They will work together to sequence the pictures from the story on page 112.</p> <p>6. The students will volunteer and tell the class the order that they put the pictures in.</p> <p>7. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p> <p>8. The student will make sure their desk is cleared so that the emotional thermometer is showing.</p> <p>9. The student will point to the color they would</p>
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<p>the color they would feel, or how they think the character in the story would feel, by saying the following</p> <ol style="list-style-type: none">1. You get to plant a garden.2. You plant a seed and you want a garden to grow, and it is taking a long time.3. Your friend gives you advice with your garden.	<p>feel, or how they think the character would feel, with the situations the teacher is giving him/her. The student will describe why they chose that color.</p>
<p>Assessment: To assess for understanding the teacher will take each individual student to a separate area and ask the student to retell the story in his own words, as if he were describing it to someone who has never read the story. Students will be prompted with the following questions that apply to the rubric if they do not answer them in their retelling:</p> <p>Who were the main characters in this story? What is the main idea of this story? What are some of the important events in this story?</p>	

Reading Street Supplementary Curriculum for Students with Autism

Lesson #9

Book Title: <i>I'm a Caterpillar</i> by Jean Marzollo	
Genre: Non-Fiction	
Deficits that Students with Autism Have that are Supplemented in this Lesson:	
<ol style="list-style-type: none"> 1. Social interaction with peers <ul style="list-style-type: none"> -“Circle of Friends” -“Peer Buddies” 2. Comprehending figurative and metaphoric thinking <ul style="list-style-type: none"> -distinguishing non-fiction from fiction 3. Distinguishing main ideas from details <ul style="list-style-type: none"> -picture walk 	
Objective:	
1. Students will be able to recall at least 3 facts about caterpillars changing into butterflies from the text.	
Materials:	
-Scott Foresman <i>Reading Street</i> Grade One Unit 3 Student Edition	
Procedure Day 1	
Teacher will:	Students will:

<p>1. The teacher will ask the students if they know of any animals that make a lot of changes as they grow into adults.</p> <p>2. The teacher will instruct students to turn to pages 118-119 in their Reading Street text. Then the teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her “Circle of Friends.” Once the students are with their groups, the teacher will instruct the students to talk to each other to identify what is going on in the pictures on these pages.</p> <p>3. After the students have talked amongst themselves, the teacher will call on students to share what they talked about with each picture on the page.</p> <p>4. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>5. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the text. The teacher will ask the students to focus on what is different about this text than the stories that have been read in class such as <i>Frog and Toad</i> and <i>Ruby on Her Own</i> (It is non-fiction, It is real life).</p> <p>6. The teacher will ask the students to volunteer their ideas to the class about what they think this text is about and what is different about it compared to the stories that have been read in class such as <i>Frog and Toad</i> and <i>Ruby on Her Own</i>.</p> <p>7. The teacher will then read the text out loud using think aloud strategies by saying the following:</p> <p>p. 124: Oh look the caterpillar is eating leaves.</p>	<p>1. Students will answer the teacher if they know of any animals that make a lot of changes as they grow into adults.</p> <p>2. Students will turn to pages 118-119. They will get into their assigned groups and talk to each other about what is going on in the pictures on these pages.</p> <p>3. Students will volunteer to answer the teacher and talk about what is going on with each picture on the page</p> <p>4. Students will get with their buddies. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>5. Students will do a picture walk of the story with their buddy. They will try to identify what is different about this text compared to <i>Frog and Toad</i> and <i>Ruby on Her Own</i>.</p> <p>6. Students will volunteer to talk about what they think this text is about and what is different about it compared to the stories that have been read in class such as <i>Frog and Toad</i> and <i>Ruby on Her Own</i>.</p> <p>7. Students will follow along while the teacher reads the story out loud</p>
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<p>Caterpillars must eat leaves in real life too. p. 126-127: It looks like the caterpillar is getting ready to make a cocoon to stay in for awhile. p. 129: I wonder what he will be, he looks very colorful and it looks like he has a wing. p. 134: That's good that these butterflies don't have to worry about birds!</p> <p>8. The teacher will ask the class what kind of story this is (fiction or non-fiction) and what makes it that way.</p>	<p>8. Students will use details from the text to tell the teacher what makes this story non-fiction, such as "It tells facts about how a caterpillar changes into a butterfly."</p>
<p>Procedure Day 2</p>	
<p>Teacher will:</p>	<p>Students will:</p>

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire text aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-Why do caterpillars eat so much? -The writer tells about caterpillars from little to big or from caterpillar to butterfly. How did that order help you read and understand the story? -Why aren't butterflies afraid of birds?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to look at the pictures on pages 138 and 139. The teacher will instruct the students to use the pictures to summarize what they learned about caterpillars.</p> <p>6. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding.</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire text to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get in their assigned groups. In their groups, the students will look at the pictures on pages 138 and 139. They will work together to summarize what they learned about caterpillars using the pictures.</p> <p>6. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p>
<p>Assessment:</p> <p>To assess for understanding the teacher will take each individual student to a separate area and ask</p>	

the student to give three facts about caterpillars turning into butterflies from the text.

Fact Recall Rubric:

	Three	Two	One-None
Gives facts about caterpillars turning into butterflies	3	2	1
Tells facts about caterpillars turning into butterflies that they chose from the text	3	2	1

Reading Street Supplementary Curriculum for Students with Autism

Lesson #10

Book Title: <i>The Dot</i> by Peter H. Reynolds	
Genre: Realistic Fiction	
Deficits that Students with Autism Have that are Supplemented in this Lesson:	
<ol style="list-style-type: none"> 1. Social interaction with peers <ul style="list-style-type: none"> -“Circle of Friends” -“Peer Buddies” 2. Comprehending figurative and metaphoric thinking <ul style="list-style-type: none"> -distinguishing fiction from non-fiction 3. Distinguishing main ideas from details <ul style="list-style-type: none"> -picture walk -sequencing -discussion of main idea 	
Objective:	
1. Students will be able to retell the story <i>Frog and Toad Together: The Garden</i> by Arnold Lobel, describing significant characters, chronologically ordering the plot, and focusing on main events	
Materials:	
Scott Foresman <i>Reading Street</i> Grade One Unit 4 Student Edition	
Procedure Day 1	
Teacher will:	Students will:

<p>1. The teacher will ask the students if they have ever discovered a talent that they had. The teacher will say “For example, I did not realize I was good at _____ until I tried it, and practiced at it.”</p> <p>2. The teacher will then instruct the students to come back to their seats, and to turn to pages 44-45 in their Reading Street text. The teacher will also write this on the chalkboard/whiteboard so that the students can see it.</p> <p>3. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. Once the students are with their buddies, the teacher will ask them to talk to each other about what is going on in the pictures on these pages.</p> <p>4. After the students have talked amongst themselves, the teacher will call on students to share what they talked about in their groups.</p> <p>5. The teacher will instruct the students to get with a buddy again. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>6. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the story. The teacher will remind the students that a picture walk helps them to make predictions as to what is happening in the story and what is going on in the story as a whole. The teacher will also instruct the students to predict what the main idea of the story is based on the pictures.</p> <p>7. The teacher will ask the students to volunteer their ideas to the class about what predictions they have made and what they think the main idea of the story might be</p>	<p>1. The student will respond if they have a talent that they would like to share.</p> <p>2. The students will come back to their seats and turn to pages 44-45 in their Reading Street text.</p> <p>3. The students will get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. The students will talk with their buddies about what is going on in the pictures on these pages.</p> <p>5. Students will get with their buddies again. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>6. Students will do a picture walk of the story with their partner. They will make predictions and try to identify the main idea of the story based on the pictures.</p> <p>7. Students will volunteer to talk about their predictions and what they think the main idea of the story might be based on the pictures</p>
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<p>based on the pictures.</p> <p>8. The teacher will read the story out loud using think aloud strategies by saying the following:</p> <p>p. 51: Vashti probably has had a bad experience with drawing. I bet all of us have had a bad experience with something and we just assumed we weren't good at it.</p> <p>p. 57: It looks like Vashti enjoys painting.</p> <p>p. 62: This little boy sounds a lot like Vashti used to. I bet she will help him.</p> <p>9. The teacher will explain to the students that this story was realistic fiction. It could have happened in real life, but it is a made up story. The teacher will ask the students if they have ever done anything like they did in the story.</p>	<p>8. Students will follow along while the teacher reads the story out loud.</p> <p>9. The students will answer if they have ever done anything like what was done in the story.</p>
<p>Procedure Day 2</p>	
<p>Teacher will:</p>	<p>Students will:</p>

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire story aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-What is the big idea of this story? -What lesson did you learn from this story? -How does Vashti make a dot by not painting a dot on page 60?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to sequence the pictures from the story on page 66.</p> <p>6. The teacher will ask the groups the order that they put the pictures in.</p> <p>7. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding. The teacher will also be working with the student with autism on their emotional thermometer.</p> <p>8. The teacher will instruct the student with autism to get their emotional thermometer ready.</p> <p>9. The teacher will ask the student to point to the color they would feel, or how they think</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire story to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get into their groups. They will work together to sequence the pictures from the story on page 28.</p> <p>6. The students will volunteer and tell the class the order that they put the pictures in.</p> <p>7. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p> <p>8. The student will make sure their desk is cleared so that the emotional thermometer is showing.</p> <p>9. The student will point to the color they would</p>
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<p>the character in the story would feel, by saying the following:</p> <ol style="list-style-type: none"> 1. The teacher tells you to do something that you do not want to do, and you don't think you are good at it. 2. Your paintings are displayed for the school to see. 3. You get to help someone in your class with something that you are good at. 	<p>feel, or how they think the character would feel, with the situations the teacher is giving him/her. The student will describe why they chose that color.</p>
<p>Assessment: To assess for understanding the teacher will take each individual student to a separate area and ask the student to retell the story in his own words, as if he were describing it to someone who has never read the story. Students will be prompted with the following questions that apply to the rubric if they do not answer them in their retelling:</p> <p>Who were the main characters in this story? What is the main idea of this story? What are some of the important events in this story?</p>	

Reading Street Supplementary Curriculum for Students with Autism

Lesson #11

Book Title: <i>Mister Bones: Dinosaur Hunter</i> by Jane Kurtz	
Genre: Biography	
Deficits that Students with Autism Have that are Supplemented in this Lesson:	
<ol style="list-style-type: none"> 1. Social interaction with peers <ul style="list-style-type: none"> -“Circle of Friends” -“Peer Buddies” 2. Comprehending figurative and metaphoric thinking <ul style="list-style-type: none"> -distinguishing non-fiction from fiction 3. Distinguishing main ideas from details <ul style="list-style-type: none"> -picture walk 	
Objective:	
1. Students will be able to recall at least 3 facts about Mister Brown from the text.	
Materials:	
-Scott Foresman <i>Reading Street</i> Grade One Unit 4 Student Edition	
Procedure Day 1	
Teacher will:	Students will:

<p>1. The teacher will ask the students if they have ever heard of an archaeologist. If they do not know what one is, the teacher will tell them that it is someone who digs up old bones and fossils of animals.</p> <p>2. The teacher will instruct students to turn to pages 72-73 in their Reading Street text. Then the teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." Once the students are with their groups, the teacher will instruct the students to talk to each other to identify what is going on in the pictures on these pages.</p> <p>3. After the students have talked amongst themselves, the teacher will call on students to share what they talked about with each picture on the page.</p> <p>4. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>5. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the text. The teacher will ask the students to focus on what is different about this text than the stories that have been read in class such as <i>Frog and Toad</i> and <i>Ruby on Her Own</i> (It is non-fiction, It is real life).</p> <p>6. The teacher will ask the students to volunteer their ideas to the class about what they think this text is about and what is different about it compared to the stories that have been read in class such as <i>Frog and Toad</i> and <i>Ruby on Her Own</i>.</p> <p>7. The teacher will then read the text out loud using think aloud strategies by saying the following:</p>	<p>1. Students will answer if they know what an archaeologist is.</p> <p>2. Students will turn to pages 72-73. They will get into their assigned groups and talk to each other about what is going on in the pictures on these pages.</p> <p>3. Students will volunteer to answer the teacher and talk about what is going on with each picture on the page</p> <p>4. Students will get with their buddies. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>5. Students will do a picture walk of the story with their buddy. They will try to identify what is different about this text compared to <i>Frog and Toad</i> and <i>Ruby on Her Own</i>.</p> <p>6. Students will volunteer to talk about what they think this text is about and what is different about it compared to the stories that have been read in class such as <i>Frog and Toad</i> and <i>Ruby on Her Own</i>.</p> <p>7. Students will follow along while the teacher reads the story out loud</p>
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<p>p. 78: I wonder what dapper means. I bet it means kind of the same thing as charming.</p> <p>p. 81: I wonder what Mister Brown dug in the dirt for.</p> <p>p. 83: Oh so Mister Brown is an archaeologist!</p> <p>p. 87: This lizard looks like a dinosaur</p> <p>p. 89: Mister Brown discovered the Tyrannosaurus Rex!</p> <p>8. The teacher will ask the class what kind of story this is (fiction or non-fiction) and what makes it that way.</p>	<p>8. Students will use details from the text to tell the teacher what makes this story non-fiction, such as “It tells facts about Mister Brown and how he discovered the Tyrannosaurus Rex.”</p>
<p>Procedure Day 2</p>	
<p>Teacher will:</p>	<p>Students will:</p>

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire text aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-Why do you think Jane Kurtz wrote Mister Bones: Dinosaur Hunter? -Henry Osborn called T. Rex a “tyrant lizard king.” What is a tyrant? Use your glossary to find out. -Look back at page 84. Could Barnum Brown really “smell bones”? What does the author mean?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her “Circle of Friends.” In their groups, the teacher will instruct the students to look at the pictures on pages 90 and 91. The teacher will instruct the students to use the pictures to summarize what they learned about Mister Brown.</p> <p>6. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding.</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire text to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get in their assigned groups. In their groups, the students will look at the pictures on pages 90 and 91. They will work together to summarize what they learned about Mister Brown using the pictures.</p> <p>6. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p>
<p>Assessment:</p> <p>To assess for understanding the teacher will take each individual student to a separate area and ask</p>	

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the student to give three facts about Mister Brown from the text.

Fact Recall Rubric:

	Three	Two	One-None
Gives facts about Mister Brown	3	2	1
Tells facts about Mister Brown that they chose from the text	3	2	1

Reading Street Supplementary Curriculum for Students with Autism

Lesson #12

Book Title: <i>Henry and Mudge and Mrs. Hopper's House</i> by Cynthia Rylant	
Genre: Realistic Fiction	
Deficits that Students with Autism Have that are Supplemented in this Lesson:	
<ol style="list-style-type: none"> 1. Social interaction with peers <ul style="list-style-type: none"> -“Circle of Friends” -“Peer Buddies” 2. Comprehending figurative and metaphoric thinking <ul style="list-style-type: none"> -distinguishing fiction from non-fiction 3. Distinguishing main ideas from details <ul style="list-style-type: none"> -picture walk -sequencing -discussion of main idea 	
Objective:	
1. Students will be able to retell the story <i>Henry and Mudge and Mrs. Hopper's House</i> by Cynthia Rylant, describing significant characters, chronologically ordering the plot, and focusing on main events	
Materials:	
Scott Foresman <i>Reading Street</i> Grade One Unit 4 Student Edition	
Procedure Day 1	
Teacher will:	Students will:

<ol style="list-style-type: none">1. The teacher will ask the students if they have ever spent time with their neighbors, or done anything for them.2. The teacher will then instruct the students to come back to their seats, and to turn to pages 156-157 in their Reading Street text. The teacher will also write this on the chalkboard/whiteboard so that the students can see it.3. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. Once the students are with their buddies, the teacher will ask them to talk to each other about what is going on in the pictures on these pages.4. After the students have talked amongst themselves, the teacher will call on students to share what they talked about in their groups.5. The teacher will instruct the students to get with a buddy again. The student(s) with autism will get with his or her peer buddy in the classroom.6. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the story. The teacher will remind the students that a picture walk helps them to make predictions as to what is happening in the story and what is going on in the story as a whole. The teacher will also instruct the students to predict what the main idea of the story is based on the pictures.7. The teacher will ask the students to volunteer their ideas to the class about what	<ol style="list-style-type: none">1. The students will respond if they have ever spent time with their neighbors or did anything to help them.2. The students will come back to their seats and turn to pages 156-157 in their Reading Street text.3. The students will get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. The students will talk with their buddies about what is going on in the pictures on these pages.5. Students will get with their buddies again. The student(s) with autism will get with his or her peer buddy in the classroom.6. Students will do a picture walk of the story with their partner. They will make predictions and try to identify the main idea of the story based on the pictures.7. Students will volunteer to talk about their predictions and what they think the main idea of
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<p>predictions they have made and what they think the main idea of the story might be based on the pictures.</p> <p>8. The teacher will read the story out loud using think aloud strategies by saying the following:</p> <p>p. 164: It looks like those are candy conversation hearts with the words on them. I always get those on Valentine's Day.</p> <p>p. 166: Henry doesn't look very happy about going to Mrs. Hopper's house.</p> <p>p. 171: It looks like Mrs. Hopper has fun entertaining Henry.</p> <p>p. 177: That would be very fun to have a room full of costumes to play with!</p> <p>9. The teacher will explain to the students that this story was realistic fiction. It could have happened in real life, but it is a made up story. The teacher will ask the students if they have ever done anything like they did in the story.</p>	<p>the story might be based on the pictures</p> <p>8. Students will follow along while the teacher reads the story out loud.</p> <p>9. The students will answer if they have ever done anything like what was done in the story.</p>
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Procedure Day 2	
Teacher will:	Students will:
<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire story aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-How did Mrs. Hopper come to have so many costumes? -This story has two chapters. How did the chapter titles help you as you read? -Look back at page 176. What does Henry say Mudge looks like? Why does Henry think that?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to sequence the pictures from the story on page 180.</p> <p>6. The teacher will ask the groups the order that they put the pictures in.</p> <p>7. The teacher will instruct the students to read the story silently while he or she assesses</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire story to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get into their groups. They will work together to sequence the pictures from the story on page 180.</p> <p>6. The students will volunteer and tell the class the order that they put the pictures in.</p> <p>7. Students will read the story silently while they wait to be called to a separate area to be assessed</p>

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<p>the students for understanding. The teacher will also be working with the student with autism on their emotional thermometer.</p> <p>8. The teacher will instruct the student with autism to get their emotional thermometer ready.</p> <p>9. The teacher will ask the student to point to the color they would feel, or how they think the character in the story would feel, by saying the following:</p> <ol style="list-style-type: none"> 1. It's Valentine's Day. 2. You are staying with a neighbor while your parents go to a dance. 3. Your neighbor is a really nice lady who plays violin for you. 4. You just found a closet full of costumes. 	<p>by the teacher.</p> <p>8. The student will make sure their desk is cleared so that the emotional thermometer is showing.</p> <p>9. The student will point to the color they would feel, or how they think the character would feel, with the situations the teacher is giving him/her. The student will describe why they chose that color.</p>
<p>Assessment:</p> <p>To assess for understanding the teacher will take each individual student to a separate area and ask the student to retell the story in his own words, as if he were describing it to someone who has never read the story. Students will be prompted with the following questions that apply to the rubric if they do not answer them in their retelling:</p> <p>Who were the main characters in this story? What is the main idea of this story? What are some of the important events in this story?</p>	

Reading Street Supplementary Curriculum for Students with Autism

Lesson #13

Book Title: *Tippy-Toe Chick, GO!* by George Shannon

Genre: Animal Fantasy

Deficits that Students with Autism Have that are Supplemented in this Lesson

1. Social interaction with peers
 - “Circle of Friends”
 - “Peer Buddies”
2. Comprehending figurative and metaphoric thinking
 - distinguishing fiction from non-fiction
3. Distinguishing main ideas from details
 - picture walk
 - sequencing
 - discussion of main idea

Objective:

1. Students will be able to retell the story *Tippy-Toe Chick, GO!* by George Shannon, describing significant characters, chronologically ordering the plot, and focusing on main events

Materials:

Scott Foresman *Reading Street* Grade One Unit 5 Student Edition

Procedure
Day 1

Teacher will:

Students will:

<p>1. The teacher will ask the students if they have ever had a problem when playing, or doing chores, and had to think of a solution to help them.</p> <p>2. The teacher will then instruct the students to come back to their seats, and to turn to pages 10-11 in their Reading Street text. The teacher will also write this on the chalkboard/whiteboard so that the students can see it.</p> <p>3. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. Once the students are with their buddies, the teacher will ask them to talk to each other about what is going on in the pictures on these pages.</p> <p>4. After the students have talked amongst themselves, the teacher will call on students to share what they talked about in their groups.</p> <p>5. The teacher will instruct the students to get with a buddy again. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>6. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the story. The teacher will remind the students that a picture walk helps them to make predictions as to what is happening in the story and what is going on in the story as a whole. The teacher will also instruct the students to predict what the main idea of the story is based on the pictures.</p> <p>7. The teacher will ask the students to volunteer their ideas to the class about what predictions they have made and what they think the main idea of the story might be based on the pictures.</p>	<p>1. Students will respond if they have ever had a problem when playing, or doing chores, and had to think of a solution to help them.</p> <p>2. The students will come back to their seats and turn to pages 10-11 in their Reading Street text.</p> <p>3. The students will get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. The students will talk with their buddies about what is going on in the pictures on these pages.</p> <p>4. Students will volunteer to talk about what they think is going on in the pictures on these pages.</p> <p>5. Students will get with their buddies again. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>6. Students will do a picture walk of the story with their partner. They will make predictions and try to identify the main idea of the story based on the pictures</p> <p>7. Students will volunteer to talk about their predictions and what they think the main idea of the story might be based on the pictures</p>
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<p>8. The teacher will read the story out loud using think aloud strategies by saying the following:</p> <p>p. 17: Uh oh! The hen and her chicks look scared! I wonder what will happen.</p> <p>p. 19: I wonder if Hen will come up with a solution to her problem.</p> <p>p. 21: Big Chick tried to solve the problem, but his solution did not work.</p> <p>p. 31: Oh look! Little Chick’s solution of making the dog tie himself around the tree worked!</p> <p>9. The teacher will ask the class what makes the story fictional.</p>	<p>8. Students will follow along while the teacher reads the story out loud.</p> <p>9. Students will use details from the story to tell the teacher what makes the story fictional, such as “The animals in the story are talking.”</p>
<p>Procedure Day 2</p>	
<p>Teacher will:</p>	<p>Students will:</p>

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire story aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <ul style="list-style-type: none"> - Where does Little Chick live? - What words would you use to describe Little Chick? - What happened to Little Chick and her family at the beginning of the story? What happened at the end? - Why was Little Chick's idea great? <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to sequence the pictures from the story on page 34</p> <p>6. The teacher will ask the groups the order that they put the pictures in.</p> <p>7. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding. The teacher will also be working with the student with autism on their emotional thermometer.</p> <p>8. The teacher will instruct the student with autism to get their emotional thermometer ready.</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire story to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get into their groups. They will work together to sequence the pictures from the story on page 34.</p> <p>6. The students will volunteer and tell the class the order that they put the pictures in.</p> <p>7. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p> <p>8. The student will make sure their desk is cleared so that the emotional thermometer is showing.</p>
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9. The teacher will ask the student to point to the color they would feel, or how they think the character in the story would feel, by saying the following:

1. Your mom said you and your brother and sisters could have a treat, but then something happens that prevents that.
2. There is a big dog barking at you.
3. You think of the solution to help you and your family.
4. You get to eat food after being hungry all day.

9. The student will point to the color they would feel, or how they think the character would feel, with the situations the teacher is giving him/her. The student will describe why they chose that color.

Assessment: To assess for understanding the teacher will take each individual student to a separate area and ask the student to retell the story in his own words, as if he were describing it to someone who has never read the story. Students will be prompted with the following questions that apply to the rubric if they do not answer them in their retelling:

Who were the main characters in this story?

What is the main idea of this story?

What are some of the important events in this story?

Reading Street Supplementary Curriculum for Students with Autism

Lesson #14

Book Title: <i>Mole and the Baby Bird</i> by Marjorie Newman	
Genre: Animal Fantasy	
Deficits that Students with Autism Have that are Supplemented in this Lesson	
<ol style="list-style-type: none"> 1. Social interaction with peers <ul style="list-style-type: none"> -“Circle of Friends” -“Peer Buddies” 2. Comprehending figurative and metaphoric thinking <ul style="list-style-type: none"> -distinguishing fiction from non-fiction 3. Distinguishing main ideas from details <ul style="list-style-type: none"> -picture walk -sequencing -discussion of main idea 	
Objective:	
1. Students will be able to retell the story <i>Mole and the Baby Bird</i> by Marjorie Newman, describing significant characters, chronologically ordering the plot, and focusing on main events	
Materials:	
Scott Foresman <i>Reading Street</i> Grade One Unit 5 Student Edition	
Procedure Day 1	
Teacher will:	Students will:

<p>1. The teacher will ask the students if they have ever heard of oil spills, and how they hurt animals. The teacher will explain that oil gets stuck in birds' feathers and makes it so they cannot fly.</p> <p>2. The teacher will then instruct the students to come back to their seats, and to turn to pages 44-45 in their Reading Street text. The teacher will also write this on the chalkboard/whiteboard so that the students can see it.</p> <p>3. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. Once the students are with their buddies, the teacher will ask them to talk to each other about what is going on in the pictures on these pages.</p> <p>4. After the students have talked amongst themselves, the teacher will call on students to share what they talked about in their groups.</p> <p>5. The teacher will instruct the students to get with a buddy again. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>6. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the story. The teacher will remind the students that a picture walk helps them to make predictions as to what is happening in the story and what is going on in the story as a whole. The teacher will also instruct the students to predict what the main idea of the story is based on the pictures.</p> <p>7. The teacher will ask the students to volunteer their ideas to the class about what predictions they have made and what they think the main idea of the story might be</p>	<p>1. Students will volunteer to respond if they know anything about oil spills.</p> <p>2. The students will come back to their seats and turn to pages 92-93 in their Reading Street text.</p> <p>3. The students will get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom. The students will talk with their buddies about what is going on in the pictures on these pages.</p> <p>4. Students will volunteer to talk about what they think is going on in the pictures on these pages.</p> <p>5. Students will get with their buddies again. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>6. Students will do a picture walk of the story with their partner. They will make predictions and try to identify the main idea of the story based on the pictures.</p> <p>7. Students will volunteer to talk about their predictions and what they think the main idea of the story might be based on the pictures</p>
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<p>based on the pictures.</p> <p>8. The teacher will read the story out loud using think aloud strategies by saying the following:</p> <p>p. 53: I hope Mole takes good care of the baby bird and keeps it safe.</p> <p>p. 55: This bird is wild so I am not surprised that it is trying to fly. I wonder what Mole will do.</p> <p>p. 59: I feel bad because the bird is sad, but I understand that Mole does not want to lose his new friend</p> <p>9. The teacher will ask the class what makes the story fictional.</p>	<p>8. Students will follow along while the teacher reads the story out loud.</p> <p>9. Students will use details from the story to tell the teacher what makes the story fictional, such as “The mole can talk.”</p>
<p>Procedure Day 2</p>	
<p>Teacher will:</p>	<p>Students will:</p>

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire story aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-Tell two things that happened after Mole found the baby bird. -How did Mole change at the end of the story? -What does Mole do that shows that he is treating the baby bird like a pet?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to sequence the pictures from the story on page 66.</p> <p>6. The teacher will ask the groups the order that they put the pictures in.</p> <p>7. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding. The teacher will also be working with the student with autism on their emotional thermometer.</p> <p>8. The teacher will instruct the student with autism to get their emotional thermometer ready.</p> <p>9. The teacher will ask the student to point to</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire story to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get into their groups. They will work together to sequence the pictures from the story on page 112.</p> <p>6. The students will volunteer and tell the class the order that they put the pictures in.</p> <p>7. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p> <p>8. The student will make sure their desk is cleared so that the emotional thermometer is showing.</p> <p>9. The student will point to the color they would</p>
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<p>the color they would feel, or how they think the character in the story would feel, by saying the following</p> <ol style="list-style-type: none">1. You find a baby bird that does not have a mom.2. Your baby bird tries to fly.3. Your parents tell you that the baby bird should be set free.4. You set the baby bird free.5. You see the baby bird flying with other birds in the forest.	<p>feel, or how they think the character would feel, with the situations the teacher is giving him/her. The student will describe why they chose that color.</p>
<p>Assessment: To assess for understanding the teacher will take each individual student to a separate area and ask the student to retell the story in his own words, as if he were describing it to someone who has never read the story. Students will be prompted with the following questions that apply to the rubric if they do not answer them in their retelling:</p> <p>Who were the main characters in this story? What is the main idea of this story? What are some of the important events in this story?</p>	

Reading Street Supplementary Curriculum for Students with Autism

Lesson #15

Book Title: <i>Ben Franklin and His First Kite</i> by Steven Krensky	
Genre: Biography	
Deficits that Students with Autism Have that are Supplemented in this Lesson:	
<ol style="list-style-type: none"> 1. Social interaction with peers <ul style="list-style-type: none"> -“Circle of Friends” -“Peer Buddies” 2. Comprehending figurative and metaphoric thinking <ul style="list-style-type: none"> -distinguishing non-fiction from fiction 3. Distinguishing main ideas from details <ul style="list-style-type: none"> -picture walk 	
Objective:	
1. Students will be able to recall at least 3 facts about Ben Franklin from the text.	
Materials:	
-Scott Foresman <i>Reading Street</i> Grade One Unit 5 Student Edition	
Procedure Day 1	
Teacher will:	Students will:

<p>1. The teacher will ask the students if they have ever seen a windmill, or played with a paper windmill. The teacher will ask the students if they know what kind of energy windmills use. The teacher will tell the students that windmills use wind energy to work.</p> <p>2. The teacher will instruct students to turn to pages 170-171 in their Reading Street text. Then the teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." Once the students are with their groups, the teacher will instruct the students to talk to each other to identify what is going on in the pictures on these pages.</p> <p>3. After the students have talked amongst themselves, the teacher will call on students to share what they talked about with each picture on the page.</p> <p>4. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>5. Once the students are with their buddies, the teacher will instruct them to do a picture walk with the text. The teacher will ask the students to focus on what is different about this text than the stories that have been read in class such as <i>Frog and Toad</i> and <i>Ruby on Her Own</i> (It is non-fiction, It is real life).</p> <p>6. The teacher will ask the students to volunteer their ideas to the class about what they think this text is about and what is different about it compared to the stories that have been read in class such as <i>Frog and Toad</i> and <i>Ruby on Her Own</i>.</p> <p>7. The teacher will then read the text out loud</p>	<p>1. Students will volunteer to respond if they know anything about windmills or paper windmills, and what kind of energy they use.</p> <p>2. Students will turn to pages 170-171. They will get into their assigned groups and talk to each other about what is going on in the pictures on these pages.</p> <p>3. Students will volunteer to answer the teacher and talk about what is going on with each picture on the page</p> <p>4. Students will get with their buddies. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>5. Students will do a picture walk of the story with their buddy. They will try to identify what is different about this text compared to <i>Frog and Toad</i> and <i>Ruby on Her Own</i>.</p> <p>6. Students will volunteer to talk about what they think this text is about and what is different about it compared to the stories that have been read in class such as <i>Frog and Toad</i> and <i>Ruby on Her Own</i>.</p> <p>7. Students will follow along while the teacher</p>
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<p>using think aloud strategies by saying the following:</p> <p>p. 177: Ben doesn't like making candles. I wonder what he likes to do for fun.</p> <p>p. 181: I wonder what kind of experiment Ben will be doing, and if it will involve a kite.</p> <p>p. 183: I bet Ben needs wind to power something he is going to use for his experiment, like how windmills need wind to move.</p> <p>p. 187: I wonder what Ben will do with the kite.</p> <p>p. 191: Ben 's kite used wind power to move him across the pond.</p> <p>8. The teacher will ask the class what kind of story this is (fiction or non-fiction) and what makes it that way.</p>	<p>reads the story out loud</p> <p>8. Students will use details from the text to tell the teacher what makes this story non-fiction, such as "It tells facts about Ben Franklin."</p>
<p>Procedure Day 2</p>	
<p>Teacher will:</p>	<p>Students will:</p>

<p>1. The teacher will instruct the students to get with a buddy. The student(s) with autism will get with his or her peer buddy in the classroom.</p> <p>2. Once the students are with their buddies, the teacher will instruct the students to take turns reading the entire text aloud.</p> <p>3. The teacher will write the following questions on the board, and instruct the students to orally answer the questions with their buddies.</p> <p>-What did you learn about great ideas from reading this biography? -What questions did you ask yourself as you read this selection? How did that help you with your reading? -Why was a strong wind important to Ben on this day?</p> <p>4. The teacher will call on volunteers to answer the questions that they talked about in their groups.</p> <p>5. Teacher will instruct students to get into groups. The teacher will choose the groups. The student(s) with autism will get in his or her "Circle of Friends." In their groups, the teacher will instruct the students to look at the pictures on pages 196 and 197. The teacher will instruct the students to use the pictures to summarize what they learned about Ben Franklin.</p> <p>6. The teacher will instruct the students to read the story silently while he or she assesses the students for understanding.</p>	<p>1. Students will get with a buddy.</p> <p>2. One student will read the entire text to the other student. Then, the other student will do the same.</p> <p>3. Students will discuss the questions on the board with their buddies.</p> <p>4. Students will volunteer to answer the questions discussed in their groups.</p> <p>5. The students will get in their assigned groups. In their groups, the students will look at the pictures on pages 196 and 197. They will work together to summarize what they learned about Ben Franklin using the pictures.</p> <p>6. Students will read the story silently while they wait to be called to a separate area to be assessed by the teacher.</p>
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Assessment:

To assess for understanding the teacher will take each individual student to a separate area and ask the student to give three facts about Ben Franklin from the text.

Fact Recall Rubric:

	Three	Two	One-None
Gives facts about Ben Franklin	3	2	1
Tells facts about Ben Franklin that they chose from the text	3	2	1

Discussion

At the beginning of this curriculum study, I was unsure of how many supplemental lesson plans I should do. I did not know whether or not to do it for each story in the Scott Foresman Reading Street program for first grade, or to pick and choose which stories to use. At first, I chose the fictional stories in the program, and left out the non-fiction ones. Then I realized that students with autism might feel overwhelmed with some non-fiction texts as well, and should receive supplemental strategies to help. Since many of these strategies were social strategies, it was easy to apply to the non-fiction texts as well.

One difficulty that occurred in this study was developing an appropriate lesson plan format. The format needed to be easily read for the highest potential of application. Therefore, I developed a chart. It was also difficult to find an emotional thermometer that had enough feelings to apply to characters in a story; therefore I modified a thermometer by adding more feelings to it.

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Although I found applicable research to this study for the literature review, it was not very specific to grade level. There were few strategies developed specifically for students with autism for reading comprehension. Many of the strategies were for developing good literacy skills for everyone, and not just students with autism. Therefore, I had to specify how these strategies helped with the deficits that students with autism have when it comes to reading comprehension.

This study started out as a development of a variety of skills to help students with autism with reading comprehension, and turned into helping these students develop social skills as well. I learned that the deficits that students with autism have when it comes to interpreting text, go along with their difficulty interpreting social situations in their daily lives. Therefore, a lot of the strategies used in this curriculum study help to develop social skills and reading comprehension skills.

Creating this curriculum also made me realize that many teachers would not be able to do something like this in their own classrooms, because it is incredibly time consuming.

If I were to change anything in this study, I would have developed a more generic strategy guide for helping students with autism with reading comprehension, instead of making it specific to a certain reading program. This way it could be more easily applied in a variety of classrooms instead of just a specific reading program. If I had more time to work with this study, or my own classroom, I would use the curriculum and see how students with autism react to it. I would see if the strategies applied in the lesson plans increased autistic students' reading comprehension skills a significant amount. I would also test to see if it normally functioning students with reading comprehension as well.

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This study can help other teachers to help students with autism in their classroom with reading comprehension and social skills. The strategies used in this curriculum study are universal to all students, instead of just students with autism. They also help to develop literacy skills and social skills, which are necessary for all students to have. The strategies are also not grade specific. They can be applied to all grade levels and ages. The social strategies are applicable to all subject areas and can be used throughout the day in the classroom.

If someone were to do an empirical study based on the ideas of this curriculum study, I would suggest that they apply the strategies used in the study into their own classroom. There is little research that I found done on how to help students with autism improve reading comprehension, and it would be important to do a study that would help develop strategies to do so.

This curriculum study is important to the field of education as a whole. Students with autism will benefit from the strategies used in this curriculum, and normally functioning students will benefit as well. Not only will this study help students with autism improve their reading comprehension skills, it will also help to improve their social skills. It is important that more studies are done to help students with autism with reading comprehension, as well as other subjects, because these students are being integrated into the regular education classroom more often. Because of this, it is important for all teachers to have strategies to help students with autism, along with students with other disabilities. These students are becoming a part of the regular education classroom, and it is important that the classroom is adapted to help them along with other students.

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Appendix

Appendix A
Lesson Plan Template

Book Title:	
Genre:	
Deficits that Students with Autism Have that are Supplemented in this Lesson:	
Objective:	
Materials	
Procedure Day 1	
Teacher will:	Students will:

Procedure Day 2	
Teacher will:	Students will:

Assessment:	