



Tasks Galore



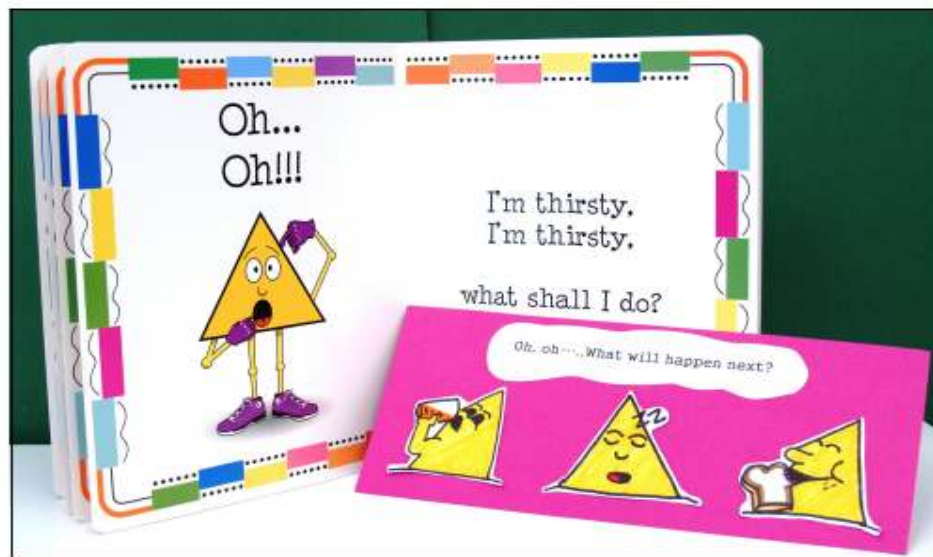
Literature-Based Thematic Units

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Predictions - Book Text

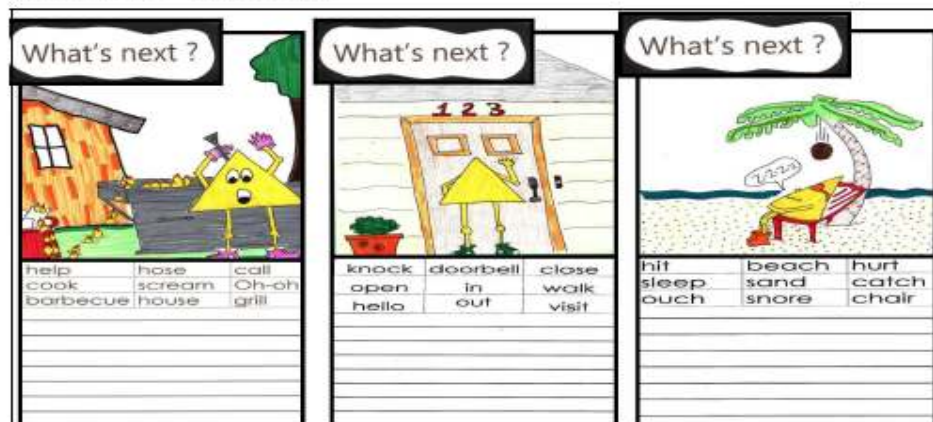


Materials: Copy of *I'm Hungry, I'm Hungry, What Shall I Do?*, small pictures of choices, question about predicting

Steps: Children read or listen to text and then the question. They decide which of the three choices is the answer and either use their words to answer or touch the picture.

Tips: Responding to this visual cue card while reading the book helps children generalize predicting what will happen next. They begin to understand that determining, "What shall I do?" means the same thing. Use this same cue card in other circumstances throughout the day once students learn its meaning of an impending sequence, such as, "Oh, oh my shoe is untied. What's next, or what shall I do?" or, "Lunch is finished. What's next, or what shall I do?" When using a text in a group setting, have available cue support so that all students have an opportunity to answer the questions. Think about each student's developmental language needs and prepare objects, picture overlays, answer booklets, or augmentative devices as needed. What students comprehend can be missed if they do not have available avenues for sharing information.

Predictions - Word Bank

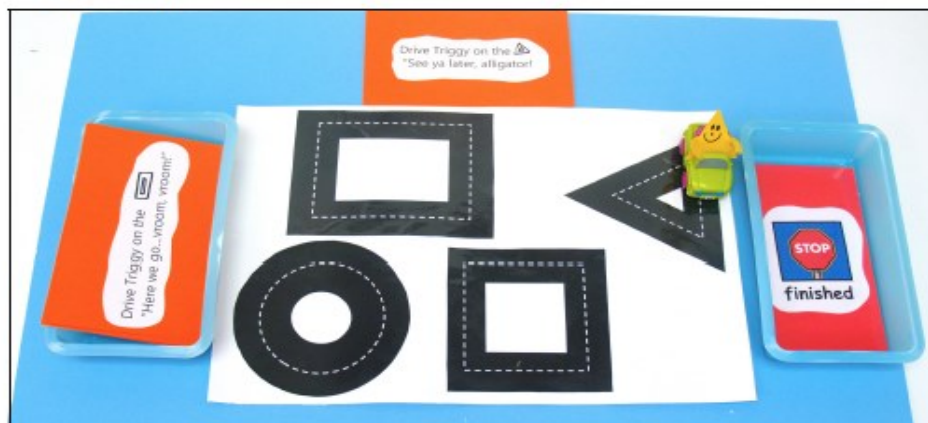


Materials: Pages labeled with the question, "What's next?"; pictures of Triggly in various situations; lists of words related to the picture ("word bank"); box with lines

Steps: Children or teacher reads the question while looking at the picture. Students discuss what might happen next and write a sentence describing their prediction using some of the suggested words in the bank.

Tips: Students with special needs are often concrete thinkers who have a difficult time figuring out what will happen next in text or even in their own experiences. Helping children think about what is next will aid their ability to sequence and organize their thinking, writing, and actions.

Shapes - Exploration

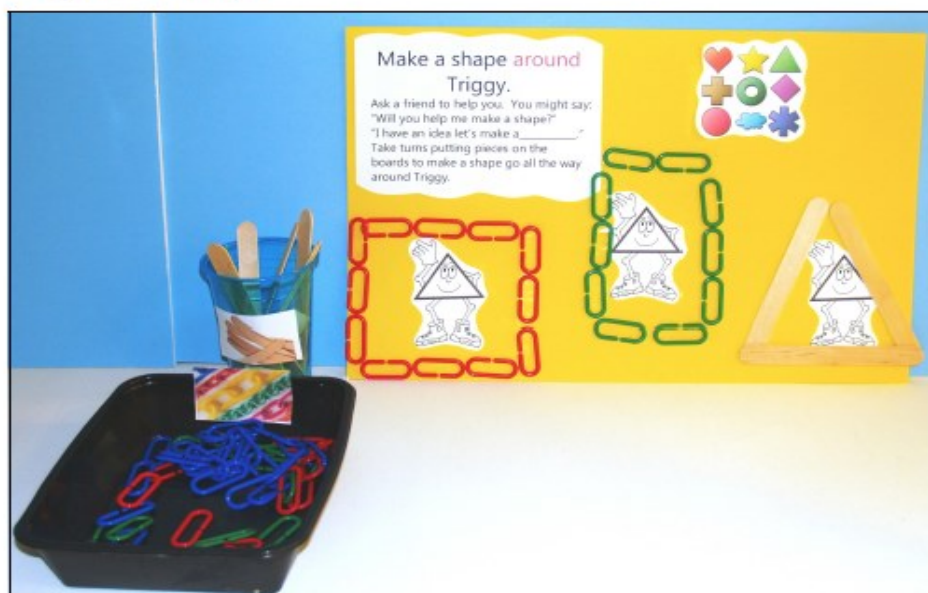


Materials: Construction paper, car with Triggy character, 2 trays, cards with directive and fun script, "finish" box

Steps: From the tray on their left, students draw a card. They or their teacher read the directive about which shape to "drive" Triggy on. Students can also practice the fun script included on the cards. When children finish driving Triggy on the specified shape, they place the card into the "finish" box and draw another card.

Tips: Using many senses helps students retain information. Having students trace shapes, make them in the air, draw them on their bodies with fingertips, describe them, and drive around them involve multiple senses and enhance retention.

Shapes - Creating



Materials: Links, popsicle sticks, other manipulative objects; construction paper; Triggy characters; script/directions; overlay of shapes

Steps: Teacher gives students a variety of manipulative items and provides a script to assist them in asking a peer to help make a shape around Triggy. On an overlay are possibilities to give students options for a shape.

Tips: Learning shapes helps students identify objects, as well as letters. Working on shape patterns and spatial perception helps students develop the sequencing and reasoning skills that will be needed throughout later schooling and in the real world. Teach students to compare various shapes and to recognize how these are used in their world. Rearrange furniture, set up a pretend play scene, clean out kitchen cupboards, etc., and then discuss how items relate to each other. Point out the shapes of road and other environmental signs to teach safety in the environment.



Tasks Galore

Literature-Based Thematic Units

Tasks Galore: Literature-Based Thematic Units, the fifth book in the popular resource series for parents, teachers, and therapists, integrates instruction across core curriculum areas by utilizing multisensory learning.

Using the storybook, *I'm Hungry, I'm Hungry, What Shall I Do?* as a guide for creating literature-based thematic units, the authors have designed hands-on activities for use with young learners and students with special needs. The strategies employed encourage responsiveness to literature while enhancing vocabulary and language.

Tasks illustrate how to make learning more meaningful by

- using organizational strategies and visual cues,
- connecting themes to everyday experiences,
- adapting skills for 21st century learning, and
- individualizing for differing learning styles.

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