

Story Based Lesson Steps- Description

Anticipatory Set Description

- Anticipatory set is the presentation of an object or concept that can be accessed through any one of the five senses
- The anticipatory set can include:
 - An object to be touched---(ex. dog harness or a newspaper article)
 - A food that can be experienced through taste or smell--- (ex. the scent of vanilla or perfume)
 - An object that describes a concept--- (ex. An ice cube or a cup of warm water, cotton batting or sandpaper)
 - A recording that represents a part of a story--- (ex. a piece of music that is representative of the story or a portion of a famous speech)
- Using an object to excite and engage the students may help to bring the students into the lesson.
- Many items used in an anticipatory set are common items found in and around the school or home. It is not necessary to purchase item for the anticipatory set
- Teachers are strongly encouraged to be creative when selecting the anticipatory set: expensive is NOT always better.
- The most important aspect of this step, is to select something that will encourage student participation.

Read the Title Description

- If a student is unable to handle their book, it can be placed on a music stand and raised to the student's eye level
- When presenting the title page of the book, the teacher should use the word "title"
 - "I am going to read the **title** of our book."
- The teacher should also sweep their finger under the title, to further emphasize their statement
- Students should have their own books; the teacher may need to model the title on the student's book

- Teachers should show their students the title of their book.
- It is common practice for all readers to read the title of the book at least once, prior to delving into its pages.
- Finding the title also helps to orient the student to the front of the book, as most books have the title on the front page.
- As the teacher points to the title on his/her book, she will want to encourage the students to point to the title on their book.

Read the Author's Name Description

- When presenting the title page of the book, the teacher should use the word “author” to describe the writer of the story
 - “I am going to point to the **author's** name. The **author** is the person who wrote this book.”
- The teacher should also sweep their finger under the author's name, to further emphasize this statement.
- Students should have their own books; the teacher may need to model finding the author's name on the student's book.
- Teachers should show their students the author of his/her book.
- Teachers can also query their students about the author's job (“He wrote the book”).
- Finding the author is another opportunity to orient the student to the front of the book, as most books have the author on the front page.

Model Opening the Book Description

- Students with significant disabilities may not have had an opportunity to “handle” books for a number of reasons.
 - Parents are often so busy just getting through the basics of the day, story time may not be treated as a priority
 - Sometimes students with significant motor difficulties can be hard on books
 - Sometimes they may not have the strength to hold or handle the book
- Students need to understand how to orient the book.

- Front, back, top and bottom of the book.
- Students should be given the opportunity to position the book so that it can be read.
- The teacher may have to point out the front, back, top and bottom of the book and model how to open it
- Each student should have the opportunity to open their own chapter book and find the correct chapter.
- Present the closed book to a student and for an extra challenge, present the book upside down AND backward when placing the book on the student's desk.

Identify Vocabulary Description

- Teach word meaning through specific instruction
 - Teach specific words prior to reading
 - Repeat exposure to vocabulary words in many different contexts
- When reading the vocabulary word in the text you may initially highlight the word and then fade out the highlighting over time.
- Also, pair picture vocabulary with the word when needed for extra support.
- Finally, you can pair the word with a voice output device when needed.
- Identify the vocabulary on the vocabulary page before the story is read.
- Students are given the opportunity to read or point to the selected vocabulary as they appear in the on the vocabulary page or in the text.

Ask a Prediction Question Using the Vocabulary Page Description

- Students make a prediction about what they the chapter will be about.
- The vocabulary page of each chapters will provide context clues that may lead the student to make a prediction statement
- The teacher can review the previous day's repeated story-line
- There are no wrong answers.
 - The student is simply indicating what they THINK the chapter will be about. Although, based on their response, information can be gleaned about the students overall understanding of the text based on pictures/text seen.

- In conjunction with the anticipatory set, asking a prediction question allow the students to engage in the story prior to actually reading the text
- Regardless of the student's answer, the act of answering IS the correct response.
- This step simply asks the child to make a prediction.

Text Pointing Description

- Point to the text as you read. Text-pointing teaches the concept that the words on the page are correlated to the pictures in the book and story being told and reinforces the concept of reading from left to right, and from top to bottom.
- Students should be given the opportunity to text point from their book.
- For students with physical limitations, text can be enlarged and displayed on a large piece of clear plexi-glass for eye-gazing or on a voice output device.
- Sentences can be highlighted and may be the repeated chapter line.
- Text point supports the most basic conventions of reading:
 - We move left to right.
 - When we reach the end of the "row" (sentence), we move one down and start back on the left.
- Often we have to DEMONSTRATE this skill to student.
- This demonstration may take many repetitions before our students learn:
 - Letters to words
 - Words to text
 - Text to sentences
 - Sentences to paragraphs
 - Paragraphs to story
- This may be one process that leads to fluency (one of the 5 components of the NRP findings).
- All students should be given the opportunity to text point to sentences from their chapter.
- For students with physical limitations, text can be enlarged and displayed on a large piece of clear plexi-glass for eye-gazing or on a vice output device

- Sentences can be highlighted then overtime highlighting can be reduced.

Read the Repeated Story Line Description

- This text can be emphasized by highlighting, bolding, or underlining the statement.
- Each child should have an opportunity to read the repeated story line (or part thereof) or they may read the line as a choral response.
- Students have the opportunity to point to and “read” the repeated story line from their book
- The repeated story line may also be recorded into a student’s voice output device, so the student can “read along”.
 - If using a voice output device, leave the device near the student so they may show anticipation of the line by activating the device at the right moment rather than handing the device to them at the time of the line.

Turn the Page Description

- Indirectly ask the student to turn the page in their own book
 - Helps make the connection between printed text and hearing the story
 - The request is implied to prevent the student from following the teacher’s direct command and encourage the student to think about what is needed to continue the story
- For students with physical limitations:
 - Pipe cleaners or craft sticks glued to the pages to create handles
 - Pieces of sponge glued to separate the pages
 - Have a picture or program a voice output device to indicate “turn the page”
- Every student is given the opportunity in continuing the story by turning the page in their book
- Requests can be made by asking the student:
 - “How do we keep the story going?”
 - “What do you think happens next? How can we find out?”
 - “What do we need to do to find out what is going to happen?”

- Example: “How do we keep our story going?”

Phonics and Phonemic Awareness Description

- Select one vocabulary word that is considered “phonetically regular”
- Say the word fast and say the word slowly
- The students should also say the word slowly.
- If a student is not verbal, the individual sounds can be placed on a four box VOCA so the child can touch the sounds and then touch the corresponding word.
- Before children read print, they need to become aware of how the sounds in words work
- 8 categories of phonemic awareness:
 - Phoneme isolation- individual sounds
 - Phoneme identity- recognizing the same sounds in different words
 - Phoneme categorization- recognizing the “odd” word
 - Phoneme blending- combining separate phonemes to create a word
 - Phoneme segmentation- breaking a word into single sounds then combining it to make the word
 - Phoneme deletion- removing a sound from a word to create a new word
 - Phoneme addition- adding a new sound to make a new word
 - Phoneme substitution- changing a phoneme in a word to create a new word
- When reading the word on the vocabulary page, say the word very slowly to pronounce all of the vowel and consonant sounds
 - When saying the word slowly, try to blend the sounds together as you say the word, trying not to stop between the sounds
- Ask the students to say the word sounds with you slowly
- Students may also identify the first or last sound in the word
- Ask the students to say the word quickly

Example: "The vocabulary word is dog. Say dog the fast way. Now, listen to me say dog slowly. D-o-o-o-g. Now you say dog slowly. Try to say all of the sounds in dog. Touch the letter that makes the first sound."