



Adaptive Library Curriculum

K-3 MD Costello

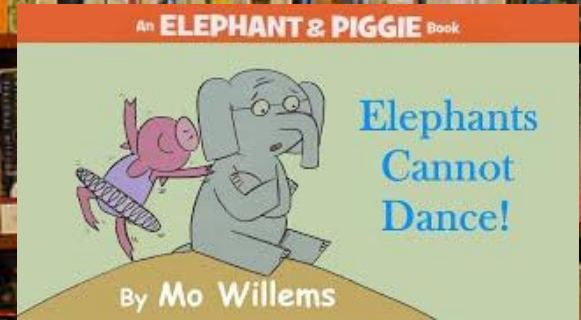


Today's Special ... **Library** !

Greeting

Today we will:

1. Listen to Read Aloud
2. Go choose a book
3. Check out book



Lx: **Library**

Clean Up Time



Library Schedule ([daily routine](#) sample link)

1. **Greeting** (song/greet each student around table, student says/AAC “hello Ms._____ “ back) Present Slide 1 of 3 daily slides.
2. **Read Aloud Story**
3. **“Today we will _____.”** (Show written 1,2,3 short directions/visual slide/pictures of activity)
4. **Model taking care of books** (show nice hands with books)
5. **Pick out book**
6. **Check out book**
7. **Goodbye** (say/sing goodbye to each student individually.

Classroom Demographics

Asadbek- 1st grade/ autism (limited speech)

- Needs PP assistance with fine motor/token board/1:1 assistance
- Reading Level A, 1:1 correspondence, addition

Michael- Kindergarten/ autism (limited speech)

- Needs PP assistance with fine motor/token board/1:1 assistance
- Not reading yet, knows most letter/ sounds, 1:1 correspondence

Max- Kindergarten/ autism (limited speech)

- Needs PP assistance with fine motor/1:1 assistance
- Knows some letter/sounds, 1:1 correspondence

Jude- Kindergarten/ autism (non verbal/ AAC device)

- Needs FP assistance with fine motor/1:1 assistance
- Knows some letter/sounds (receptive), 1:1 correspondence

Demand Tips

- **Use short, simple language.** Ex: ("Take the yellow crayon.") instead of ("Alright, how about we go ahead and choose a crayon, anyone you like! What's your favorite color?")
- **Allow (receptive) language process time.** Give students a moment to process each demand you are presenting before moving on to the next. Ex: ("Take the yellow crayon." *Wait time for para to insert prompt* "Ok great! Next, color the sun yellow.") instead of ("Take the yellow crayon, and then color the sun. Make sure you color in the lines! Then look, what else is yellow?")
- **Use non-verbal gestures.** It is often helpful to facilitate receptive understanding by showing rather than telling. It can sometimes overwhelm them with too many verbal words. (*Para just points to a part of the sun to color after the teacher says "color"*) instead of ("Okay, your teacher just said color the sun, so go and color right there, got it?")
- **Use high intonation.** Use high enthusiasm in your voice to sustain their attention better.
- **Give high praise** immediately after success in the requested demand (unless suggested otherwise that it is overwhelming to a particular student).
- **Limit attention to negative behavior.** Redirect, rephrase in a positive statement of correct expectations.