PRE-K PREPARE

STUDENT SUPPORTS GUIDE
FOR LAUNCHPAD

UNIT 1

Lesson 1

Part 1: Introduction to Launchpad	Consider students with physical disabilities. They might not be able to jump. If they are in a wheelchair have someone near them that can move them forward or backward so they are able to participate.
Part 2: Whole Body Listening Part 1	Some students need something more concrete. It would be helpful to have an actual bag to show them. If you find two rabbit stuffies, that's even better!
Part 3: Whole Body Listening Part 2	- As these rules can be used with students throughout the school year, an anchor chart with: still hands and feet, bottom in your seat, zipped up lips, and perked up ears, eyes on the speaker, so you can hear would be beneficial to reference. This would allow students to point to the rules as they are named. - Use step by step to record the rules to allow student to 'say' them. - Consider that hand motions could allow participation and be beneficial for all students to remember items in the chant.

Lesson 2

Part 1: Whole Brain Learning, Part 1	Visuals for legs, mouth, hands, arms, for individuals-**ACTIVITY BOARD**
Part 2: Print Conveys Meaning	Visuals for exit sign, menu, recycle symbol, book cover "pigs", no smoking sign, restroom sign-**ACTIVITY BOARD**
Part 3: Sentence Hop	- For students with mobility issues, have them tap on their arm or leg. - Word Wizard can be used for students with limited verbal communication. Words can be preloaded onto the grid by teachers and tapped when appropriate to blend sentences-**DEMO**

Lesson 3

Part 1: Whole Brain Learning, Part 2	- Visuals for eyes, ears, tongue, nose, and fingers **ACTIVITY BOARD** - Use communication device or **ACTIVITY BOARD** for naming item. Have accompanying visuals for items in bag for students to choose from.
Part 2: Where Do We See Print?	For students with limited verbal abilities, consider using a big mac switch that is programmed with "I see a letter." or "I see print." Have a "I see print!" **VISUAL** that a student can hold up when they identify print. Or have them use their communication device.
Part 3: Stomp It Out	For students with mobility issues, have them tap on their arm or leg. Use communication device or Word Wizard-**DEMO**

Lesson 4

Part 1: Same v. Different	• This lesson would be a great opportunity to bring in items that kiddos can touch and see. They could be synonymous with the pictures, but having something more concrete will help establish understanding. • Use vocabulary Boards: **Colors**, **How things feel**, **How they look**.
Part 2: The Concept of Sound	Have **PICTURES** that correspond with loud or quiet and long or short. Students who do not have verbal communication will need these.
Part 3: Hear that Rhyme	Have communication devices ready for students to be able to 'practice'. Mid-tech devices could be used for this. Word Wizard is an inexpensive app alternative that could be used if students do not yet have a communication device. This app uses a phonetic keyboard to build words. ***See video for reference***.

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