

STUDENT SUPPORTS GUIDE FOR LAUNCHPAD



Unit 2

Lesson 1

Part 1: Same v. Different

Consider students with physical disabilities. They might not be able to jump. If they Use actual objects for lesson. Consider having items with textures. Use Vocabulary Boards: [Colors](#), [How things feel](#), [How they look](#) in a wheelchair have someone near them that can move them forward or backward so they are able to participate.

Part 2: Left to Right; 1:1 Correspondence

Consider students Use [ACTIVITY BOARD](#) to aid in student participation when vocabulary and verbal speech is limited.

Part 3: All Aboard

[Word Wizard](#) can be used. Switches can also be pre-recorded.

Lesson 2

Part 1: Whole v. Part

Visuals for legs, mouth, hands, arms, for individuals-[ACTIVITY BOARD](#) Use [visuals](#) for students to make choice of part or whole. These can be utilized in conjunction with switches or by themselves.

Part 2: Hear that Rhyme

We can once again use Word Wizard to allow student participation. [See video for reference](#). You may also choose to have [yes/no cards](#) for students to communicate whether words rhyme.

Part 3: Spice it Up!

Use the vocabulary boards from previous lessons: [Colors](#), [How things feel](#), [How they look](#) for describing if needed. Focusing

on using colors would be helpful as they could be used on most of the items in this lesson.

Lesson 3

Part 1: Whole v. Part

Use Part to Whole [visuals](#) to allow students to answer

Part 2: Print is What We Read

This lesson is mostly receptive information.

Part 3: Spice it Up!

[Shapes](#), [Colors](#), [How things feel](#), [How they look](#)

Lesson 4

Part 1: I Spy: Whole v. Part

Try giving examples in the room that you've already discussed in 2.3.1. [Visuals](#)

Part 2: Rhyme or No Rhyme

Students can try to use thumbs up or thumbs down. If that is difficult, try using these [yes/no cards](#),

Part 3: Mystery Bag

[Visuals](#)

eastersealsopts.org