

STUDENT SUPPORTS GUIDE FOR LAUNCHPAD



UNIT 4

Lesson 1

Part 1: Before and After (Time)

[VISUALS](#) for answering questions in lesson.

[BEFORE AND AFTER](#) cards

Part 2: What Students See

This lesson is mostly receptive. For kids who have a communication device, take note of vocabulary you could model for them. If you want to continue demonstrating text v. pictures in this lesson, here are all of the [DESCRIPTIVE WORDS](#) you can show.

Part 3: Stomp It Out

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. This is another lesson that Word Wizard could be used to preload the words into to allow students with limited verbal abilities participation.

Lesson 2

Part 1: Beginning, Middle, End (Location)

[VISUALS](#) for answering questions in lesson.

[BEGINNING, MIDDLE, AND END](#) cards

Part 2: Nursery Rhyme

Word Wizard can be used to pre-load words that rhyme. Switches may be used to record the repetitive portions of "Teddy Bear, Teddy Bear."

Part 3: Peel that

Word Wizard can be used for practicing [BEGINNING SOUND](#)

Lesson 3

Part 1: Beginning, Middle, End (Location)

This is mostly a receptive activity. Accept pointing as an answer for students with limited verbal abilities. For students with mobility issues, don't leave them out of the game. Think outside of the box for ways they can participate!

Part 2: What is a letter?

This activity is receptive in nature. Consider students with vision impairment, they may have difficulty seeing across the room. Make sure to take them around to demonstrate examples of words and letters.

Part 3: That's My Name!

Students with devices may have a phrase such as "That's me!" available. They could use their device to say it. This is also a good opportunity for use of a switch. "That's my name!" could be pre-programmed.

Lesson 4

Part 1: Beginning, Middle, End (Time)

[VISUALS](#) for answering questions.

Part 2: Rhyme or No Rhyme?

[YES/NO VISUALS](#)

Part 3:

[WORD WIZARD](#)