

RAPS STORIES: Get SETT to Learn

# *Eating Out:* *Group Story*

## Group Story Sample:

Going to Burger King. Just can't wait.  
Opening the door, gonna be great!

Going to Burger King. Just can't wait.  
Washing my hands, gonna be great!

Going to Burger King. Just can't wait.  
Ordering my food, gonna be great!

Going to Burger King. Just can't wait.  
Paying my money, gonna be great!

Going to Burger King. Just can't wait.  
Eating my food, gonna be great!

Going to Burger King. Just can't wait.  
Drinking my chocolate shake, gonna be great!

Going to Burger King. Just can't wait.  
Playing on the jungle gym, gonna be great!

## Students:

For this project, the group included 7 students, ages 11 - 14. All students were emergent to beginning writers. Two students were nonspeaking and one student was blind.

## Environment:

The writers were in a self-contained class for students with moderate to severe disabilities. Professionals included a seasoned and highly motivated special education teacher, two aides, and a very involved and supportive speech-language pathologist. The class was involved in a project to explore use of a curriculum that introduced a core story, with daily activities for guided reading, self-selected reading, writing, and word study.

## Task:

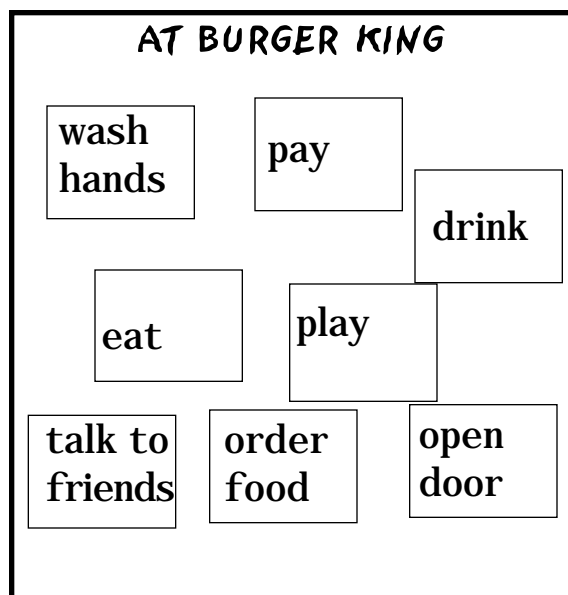
Re-writing the story, 'Looking Great' from the RAPS book (Musselwhite, 1993) / RAPS Suite CD # 1 (Musselwhite and Learning Magic, 2006).

**Background - Reading Story.** Prior to this writing activity, students had read the story titled 'Looking Great' several times, across multiple days.

**Choosing a Topic for Our Story.** We then talked about going fun places, and getting dressed up and looking your best. We discussed places that the students might want to go, and came up with a list of possible places to write about. Students were shown several light tech displays, to help them brainstorm a long list (see tools). The group narrowed the list to three places (mall, Burger King, playground). The group held a vote and chose to vote about Burger King (this took several votes!).

**Writing the Story.** Students then worked collaboratively to re-write the story. Students were supported in the following ways:

- The group brainstormed activities that they do at Burger King.
- The facilitator helped them think of ideas by telling them to pretend that they were at Burger King . . . what do you do first? What's next, etc.
- Each idea was written on a post it note. All ideas were accepted.
- We used construction paper, cut in half, to write each page. We wrote one part per page (e.g., 'Eating my food, gonna be great.') We did NOT number the pages until the end.
- Students worked together to write up pages, using light tech supports to spell some (NOT all!) words (see 'Tools' on the following page)
- Students then decided how to order the pages (another group decision)
- The book was bound, and re-read. The next day, students illustrated pages.



- The next day, students began working in pairs to write their own stories. Some of the unused ideas (e.g., Going to the Zoo) were used for these personal stories. The same strategies and supports were used for these stories.
- The additional stories were illustrated and bound.
- All stories were placed in the reading center, and were available for use during self-selected reading. This offered a range of similar, but not identical stories to support student success!

## Tools:

Only light tech tools were used for this activity. In addition to the chart and post its, the following vocabulary support materials were used.

### Tab-Top Flip Light Tech System



Karen & Sherry's Light Tech  
Communication Displays  
Karen.Casey@ncmail.net

### *Fringe Vocab Sets* Print 'n Communicate (Mayer Johnson)



[www.mayerjohnson.com](http://www.mayerjohnson.com)

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For more information about the SETT framework go to:  
<http://sweb.uky.edu/~jszaba0/SETTupdate2002.html>