

DATES _____

Lesson Plan / Brainstorming Page

WEEK # _____

Guided Reading *

Adaptations:

Self-Selected Reading *

Adaptations:

Writing *

Adaptations:

Math

Adaptations:

Word Study *

Adaptations:

Book Title:

Monthly Theme:

Community

Adaptations:

Science

Adaptations:

Art / Music

Adaptations:

Cooking

Adaptations:

**Role-Playing /
Interviews**

Adaptations:

Summary by Musselwhite, ©2006, www.aacintervention.com/ www.learningmagicinc.com

* = Daily

(Adapted from Volkmann & Vogeding, 1993, *R.A.P.S.*)

Using the RAPS Lesson Plan Form

WHY? This form is designed to help teachers and therapists work together to develop a 'Big Picture' plan for providing a robust curriculum for students with disabilities.

WHEN? This form is intended to be filled out weekly. Please note that four areas are designated with an asterisk *. These four areas must be covered every day. You might need to print multiple forms to accomplish this.

WHAT? Four items are designated for daily intervention. For information on balanced literacy using the Four Blocks approach, see, Cunningham, P., & Allington, R. (2003). *Classrooms that work: They can all read and write*. (3rd. ed.). Boston: Allyn and Bacon.

The four areas were briefly described by Musselwhite, Erickson, & Koppenhaver (1997):

1. Guided Reading

- a. Want students to understand that reading requires thinking and meaning-making.
- b. Students learn to use strategies and comprehend printed text.
- c. Use a variety of types of books and other print materials.

2. Writing

- a. Students who write become better readers.
- b. Students learn to write when given daily opportunities to see others write.
- c. Students must have frequent opportunities to write without standards to make progress in the process of composition.

3. Self-selected Reading

- a. Students who have daily opportunities to read easy books that they select become better readers.
- b. Students enjoy reading more when they can talk about & share books they read.

4. Working with Words

- a. Analogic phonics are critical to the processes of reading and writing.
- b. We must teach students what to do when they find a word they don't know.
- c. Traditional phonics instruction focuses on rules that describe how the letter-sound system works, not how to use it.

M

Math: Math activities include the following basic areas*:

- Numbers
- Calculation
- Money
- Measurement (Time)
- Measurement Units
- Spatial Sense (Geometry)
- Patterns (Algebra)
- Data Analysis

* From Math Matrix Rubric, Kathy Staugler, 2004

See Caroline's Corner for upcoming sample math activities correlated with the RAPS stories

Science: Sample activities include*:

- Science as Inquiry (e.g., experiments, observations)
- Physical Science
- Life Science
- Earth & Space Science
- Science & Technology
- Science in Personal & Social Perspective
- History & nature of science

* from National Science Education Standards fermat.nap.edu/html/nses/

See Caroline's Corner for upcoming sample science activities correlated with the RAPS stories

Community: Sample activities include:

- visiting a grocery store after multiple activities surrounding 'Pizza Today'
- going to a party after multiple activities surrounding 'Looking Today'
- taking materials to a recycling plant after multiple activities surrounding 'Cash for Trash'

Art / Music: Sample art activities include:

- Construction Art (students have parts of a project that they assemble)
- Free-form Art (students use a range of materials to create varied projects)

Sample music activities include:

- Songboards (see songboards to accompany each of the three RAPS stories on Raps Suite CD # 1)
- Related songs (see music ideas in the Guided Reading folder for each story)

Cooking: Cooking

For each story, a cooking activity is provided in the following folder:

RAPS Suite / Guided Reading / Extension Activities

Also look for cooking ideas in the Extras Folder / Guided Reading / Extension Activities

Role-Playing / Interviews: Each story set includes two sample social scripts (Extras / Guided Reading / Extension Activities). Many of the scripts involve interviews such as:

- **Pizza Toppings interview to accompany 'Pizza Today'**
- **Recycling interview to accompany 'Cash for Trash'**

Similar social scripts can be written to serve as role plays. Samples include:

- **acting out a visit to a grocery store for pizza ingredients (Pizza Today)**
- **acting out party greeting in an in-class party to prepare for party with other people (Looking Great)**
- **acting out a visit to a recycling plant (Cash for Trash)**

HOW? PLEASE work as a team to develop lesson plans! Be sure to list adaptations, for the following reasons:

- 1) **Brainstorming adaptations in advance will help you know what you need to prepare to be ready!**
- 2) **The adaptations list can serve as a 'divide and conquer' list, helping the team members to each take different tasks**
- 3) **The adaptations list can help teachers, therapists, and aides know what materials to bring to an activity**

Sample adaptations include:

- **songboard preparation (music)**
- **tri-fold choice board plus symbols**
- **single-message communication device plus symbols for repeated lines**