

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/](http://www.aacintervention.com/) [www.learningmagicinc.com](http://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/](http://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**