Signs Around You

Teacher's Guide

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Contents

Introduction

The *Edmark Reading Program Functional Words Series, Second Edition,* teaches 400 functional sight words to students who have a variety of learning differences and disabilities, including students with autism spectrum disorders, developmental disability, intellectual disability, hearing impairment, reading disability, and learning disability, as well as learners of English as a second language. Particularly for individuals with severe disabilities, the ability to function independently is influenced significantly by the functional words and phrases the individual recognizes and is able to read. The *Functional Words Series* can be implemented as part of a functional living and community skills program or as a supplement to other reading programs.

The *Functional Words Series* uses a word recognition method, involving repeated exposure to target words. Every lesson targets one or more functional vocabulary words and engages students in a variety of learning activities. The *Functional Words Series* lessons are carefully sequenced, moderately paced, and repetitive. The target words are categorized into four functional areas covered in four individual kits within the series:

- *Fast Food/Restaurant Words*—Teaches 100 words that will help students order a meal from a fast food establishment or a restaurant menu. Words include *pizza, cheese, chicken, biscuit,* and *salad.*

- *Grocery Words*—Teaches 100 words that will help students read and write grocery lists and find items in a grocery store. Words include *tuna, shampoo, flour, sausage,* and *laundry detergent.*

- *Job/Work Words*—Teaches 100 words related to getting and keeping a job, including such words as *Social Security Number, help wanted, hard hat area, Monday,* and *January.*

- *Signs Around You*—Teaches 100 words that will help students read commonly occurring signs, such as *First Aid, Taxi, Do Not Enter, No Smoking*, and *Poison.*

Each kit of the *Functional Words Series* includes the following:

- Teacher's Guide

- Word Recognition (2 books: Lessons 1–50 and Lessons 51–100), including Posttests

- Stories (5 books: Lessons 1–20, Lessons 21–40, Lessons 41–60, Lessons 61–80, and Lessons 81–100)

- Word Cards (deck includes all 100 words)

- Photo Cards (deck includes all 100 words with photos)

- Vinyl Viewing Masks (2)

- Reading and Social Skills Game Board

- Game pieces and dice

- CD-ROM with printable PDF files (Lesson Plan/Record, Vocabulary Exercises, Stories Activities, Character Illustrations, and files to use with the games; see Appendix D)
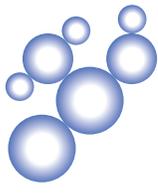
Research-Based Support for the
Functional Words Series

The teaching of oral reading fluency, vocabulary, and comprehension to improve reading achievement is supported by The No Child Left Behind Act of 2001 (U.S. Department of Education, Office of Elementary and Secondary Education, 2002) and the National Reading Panel (National Institute of Child Health & Human Development [NICHD], 2000). The *Functional Words Series* focuses on teaching reading fluency, vocabulary, and comprehension of targeted functional words, using techniques supported by scientifically based reading research. The program teaches frequently used words from real-world contexts using a highly structured word recognition method. The program is ideal for use with students who have not been successful learning to read with other approaches and who need survival vocabulary to function independently.

The ability to read sight words provides a foundation for students with moderate to severe disabilities to develop daily living and job skills. Sight word skills are used in tasks such as cooking, using public transportation, reading signs in the school and community, identifying warning labels, understanding information required on employment applications, and grocery shopping. As the number of students with moderate to severe disabilities included in general education classrooms has increased, sight words have been increasingly used to teach functional academic skills along with daily living skills (Browder & Xin, 1998).

Sight Word Instruction and Reading Fluency

A meta-analysis of sight word research with individuals with disabilities completed by Browder and Xin (1998) showed that the interventions used to teach sight words to students with disabilities were highly effective. Methods identified for teaching sight words effectively include the following:

- Giving students feedback after they read a word set and allowing them to repeat word sets after error correction.

- Allowing students to choose between several effective methods for learning sight words (e.g., time delay, task demonstration, feedback). This approach increases student motivation for the task.

- Providing generalization activities for students. For example, students who have learned from flash cards benefit from the opportunity to practice their sight words where the words are typically found, such as on household items, on signs in the community, or in their schoolbooks.

The report of the National Reading Panel (NICHD, 2000) supported the idea that fluency instruction improves oral reading fluency and also has a positive impact on children's word recognition, silent-reading comprehension, and overall reading achievement. The *Functional Words Series* uses sight word instruction and fluency improvement techniques to help students learn and be able to use a functional vocabulary.

Instruction in the *Functional Words Series* begins with introducing the student to functional vocabulary words in isolation within the Word Recognition lessons. The student first is asked to choose the word from a row of words that has no confounding words and then, after being successful in that task, is asked to select the correct word in rows that have very similar-looking words. Soon the student is able to read the target word competently. The teacher directs the student to read the words and provides correction as needed. The program reinforces previously learned functional vocabulary by including words from earlier lessons in the subsequent lessons. Students have multiple opportunities to read familiar words while improving reading

speed and accuracy. The Reading and Social Skills Games provide another format to encourage reading words quickly and accurately. The Stories provide reading passages that contain the 350 words taught in the *Edmark Reading Program, Levels 1 and 2*, and the 100 target words from each kit of the *Functional Words Series*, for additional opportunities to improve fluency while reading text.

Vocabulary

Vocabulary refers to word meanings, and *vocabulary instruction* is about the teaching of word meanings. The National Reading Panel concluded that vocabulary instruction resulted in improved reading achievement (NICHD, 2000). Explicit instruction in vocabulary involves teaching students the meanings of words and techniques to determine word meanings from context. Students also benefit from less directive approaches, such as having others read to them and being encouraged to read. The panel concluded, "Vocabulary should both be taught directly and indirectly" (NICHD, 2000, p. 4-24). In the *Functional Words Series*, as students are being taught to recognize the target words, they also learn word meaning by being presented with illustrations and photographs and through discussions of the real-world context in which that word occurs. Vocabulary is reinforced through a series of exercises in which the student matches words to words and words to illustrations. New vocabulary words are introduced and discussed before students encounter them in reading to increase word knowledge and improve students' understanding of their reading of a selection. The *Functional Words Series* includes systematic repetition of the target words in many contexts.

Comprehension

Reading comprehension is the act of understanding and interpreting the information within a text. The National Reading Panel concluded that research has shown that students can be taught to comprehend the material better while they are reading. Successful instruction of this type has usually focused on the teaching of comprehension strategies—that is, intentional actions teachers can teach students to use during reading to guide their thinking. Such strategies improve both understanding and memory. Some strategies that have been taught successfully include summarization, questioning, story maps, comprehension monitoring, and graphic organizers (NICHD, 2000).

In the *Functional Words Series*, the Word Recognition lessons, Reading and Social Skills Games, Photo Cards, and Word Cards assist the student in learning to read the functional vocabulary words in isolation and to understand their meanings. The Stories and Stories Activities, whether read by or to the student, offer opportunities to work on comprehension within text passages. Each story is accompanied by the following activities, which are discussed below in "Stories and Stories Activities":

- Before You Read the Story—activities to help the student preview the text and form an idea of what it might be about, think about what is already known about a topic, or make predictions about what information will be presented.

- During Reading the Story—activities to encourage students to stop along the way to ask questions about what the text says and summarize the text to make sure it is being understood.

- After You Read the Story—activities that include comprehension questions ranging from simple recall of details to making inferences and giving opinions.

Instructional Techniques

The *Functional Words Series* is based on the same teaching techniques as the *Edmark Reading Program*, in which the principles of behavioral psychology are applied to the education of children with mild and

moderate levels of intellectual disability (Bijou, 1965; Birnbrauer, Bijou, Wolf, & Kidder, 1965; Skinner, 1961). These principles relate to errorless discrimination (Sidman & Cresson, 1973), response shaping (Birnbrauer, Wolf, Kidder, & Tague, 1965), selective reinforcement (Birnbrauer & Lawler, 1964), and direct instruction (Becker, 1992). Instructional techniques include errorless learning, positive reinforcement, oral vocabulary work, controlled vocabulary, games, and continuous progress monitoring.

Errorless Learning

Errorless learning is one of the primary features of the *Functional Words Series*. In this effective technique (Sidman & Cresson, 1973), teachers eliminate incorrect responses and have students repeat each word lesson until the lesson is correctly completed.

In the Word Recognition lessons, the teacher cues the student, and the student reads the target word (or phrase) in isolation. In the Vocabulary Exercises, the student matches the target word to an illustration in a variety of activities. The student reads each word successfully many times during the Word Recognition lessons and the Vocabulary Exercises before the teacher asks the student to read the word in a story.

Positive Reinforcement

Students receive praise and reinforcement each time they identify or read a word correctly. This positive approach helps motivate students to continue to read and reinforces correct answers (Singh, Singh, & Winton, 1984). In addition, the *Functional Words Series* lessons are designed so that students are guided to the correct response before moving to the next line.

Oral Vocabulary

Enriching oral vocabulary while teaching reading skills is essential to developing successful communication skills in students (Wolfe & Nevills, 2004). By playing the Reading and Social Skills Games and through discussions of the Stories and Photo Cards, students further develop their oral vocabulary.

Controlled Vocabulary Stories

Hiebert and Fisher (2005) reported that a lack of controlled vocabulary for reading practice could present serious challenges for developing fluent reading. The *Functional Words Series* Stories are written to include the words taught in the program and those taught in Level 1 and Level 2 of the *Edmark Reading Program*.

Games

Carter (2001) found that when language targets were incorporated into a play context, children made substantial gains in language development and pragmatic skills. The Reading and Social Skills Games are based on the idea that "the social and emotional skills needed to play successfully with others are those needed to succeed at work and in adult life" (Hromek & Roffey, 2009, p. 626). Engaging in enjoyable activities such as playing games can motivate students to learn and practice new skills. Games also give students opportunities to practice visual discrimination, fine motor skills, gross motor skills, and focusing of attention. Reading and Social Skills Games are included to provide opportunities for students to read target vocabulary and interact with their peers in a positive way.

Continuous Progress Monitoring

Effective educational programs include continuous progress monitoring and data-based intervention. Continuous progress monitoring can help teachers make informed instructional decisions, accelerate student learning, and improve accountability. The *Functional Words Series* supports continuous progress monitoring of student achievement using the Lesson Plan/Record and the Posttests. The Lesson Plan/Record can

be used for daily documentation of achievement of tasks. The Posttests, included in the Word Recognition books after every 10 words taught, can be used to evaluate student learning.

Using the *Functional Words Series*

The *Functional Words Series* is ready for easy implementation with a variety of students. Each of the four kits in the series follows the same implementation steps. Below, we discuss the student and teacher prerequisites and the implementation process.

Student Prerequisites

No prior reading experience is required. Students must be able to do the following:

- Point—The student must be able to point or respond in some way to indicate an answer.

- Say or sign words—The student, upon teacher cue, must be able to say or sign the target word. The response need only be accurate enough for the teacher to determine that the student is responding correctly.

- Understand language—The student must have sufficient receptive language to follow the teacher's cues.

Teacher Prerequisites

No training is required. The program is easy for teachers, paraprofessionals, and parents to implement. The *Functional Words Series* follows this 10-step process:

Prepare

1. Review the components of the program.

2. From the CD-ROM, print a Lesson Plan/Record for each student. Note each student's name on the Lesson Plan/Record.

Implement

3. Refer to the Lesson Plan/Record for the order of the lessons, target words, and activities.

4. Plan to teach, at a minimum, the Word Recognition and Vocabulary Exercises for each target word.

5. Teach any or all additional activities related to the target word, depending on the student's strengths and needs.

Record

6. Record on the Lesson Plan/Record the start date of instruction for each target word. Check off activities as the student completes them.

7. Record the words missed with every activity to maintain precise data on which to base programming decisions. Record only the word or words missed. Note comments about the student's performance.

Monitor and Adjust

8. Periodically review the data recorded in the Lesson Plan/Record.

9. If a student repeatedly misses a particular word or makes many errors in one activity, adjust the instruction. The following items can be adapted to meet the student's needs:
   - The achievement criterion for the various activities
   - The frequency and intensity of prompting

- The number of activities the student completes for each lesson
- The amount of time spent on the program each day and each week
- The amount of time spent on any single activity
- The amount of time spent working independently
- The amount of time spent in group activities
- The amount of homework

10. Administer the Posttest after each 10 words taught. Note word errors. As many as three testing sessions can be documented on the student's Posttest form.

Program Components

The following components are included in the *Functional Words Series*:

1. **Lesson Plan/Record**—This reproducible guide for lesson planning (on the CD-ROM) also provides for continuous progress monitoring. Use the Lesson Plan/Record to adjust the pace of instruction to suit the needs of individual students.

2. **Word Recognition**—These two spiral-bound books contain the target words in order of presentation. Target words are first introduced within the Word Recognition activity. The Word Recognition lessons teach the new target vocabulary words, one at a time. Students practice reading the word; recognizing the word written in capital letters (e.g., TARGET WORD), lowercase letters (e.g., target word), and combined capital and lowercase letters (e.g., Target Word); and choosing the target word from among several similar words.

3. **Posttests**—After every 10 words, the student is given a Posttest to measure retention of those 10 words. The Posttests are in the Word Recognition books.

4. **Vocabulary Exercises**—The Vocabulary Exercises (on CD-ROM) reinforce recognition and understanding of the meaning of the target words through matching words to illustrations. These activities are presented in a variety of formats.

5. **Stories and Stories Activities**—Students can practice using the newly learned target words while listening to, reading, and discussing the Stories. Character Illustrations aid in comprehension. Stories Activities provide prereading and postreading exercises to strengthen comprehension at the sentence, paragraph, and story level.

6. **Reading and Social Skills Games**—These games reinforce the functional vocabulary and promote generalization by requiring students to use reading skills in a social setting. Students also develop social skills and a basic understanding of various game playing procedures.

7. **Additional Activities**—The extension activities help teach the vocabulary words in a variety of formats. Photo Cards and Word Cards are used to reinforce vocabulary and comprehension and to extend students' understanding of the newly learned words. Community experience activities, described in this manual, can stimulate further learning.

The following sections provide detailed information about the process and the instructional activities in the program.

Lesson Plan/Record

The Lesson Plan/Record is the individual planning, documentation, and progress monitoring document for each student participating in the *Functional Words Series* program. Use the Lesson Plan/Record to maintain data related to the student's achievement for programming decisions.

From the enclosed CD-ROM, select the Lesson Plan/Record PDF and print one for each student. Locate the lesson word and note the start date for instruction. Place a check in the boxes below Word Recognition, the various Vocabulary Exercises, Stories, and Games as they are completed. Words missed and other comments related to the student's achievement can be noted in the far right column.

Word Recognition
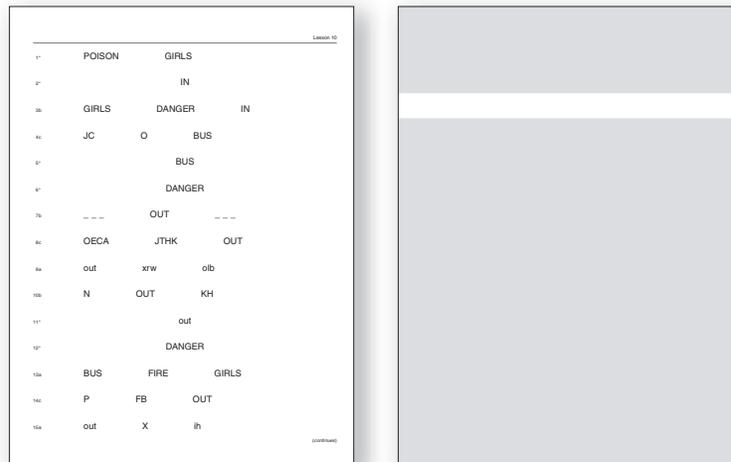
The core of the *Functional Words Series* is the Word Recognition activity in which students learn to recognize and read the target words quickly and easily. In the Word Recognition activity, the student repeatedly hears, sees, points to, and reads the new word. There are 100 Word Recognition lessons, one for each word taught within a kit.

Word Recognition provides repeated exposure to previously learned words in order to reinforce and maintain learning. Once students can recognize and read a new word, subsequent activities provide reading comprehension practice in a variety of contexts.

Objectives

In the Word Recognition activity, the student will do the following:

- Point to and read aloud the correct word when it appears in a multiple-choice line (those without asterisks)
- Read aloud the entire line of text in a read-back line (those with asterisks)

Materials

- Word Recognition Lessons 1–50 or Word Recognition Lessons 51–100
- Vinyl display mask

Presenting the Activity

The Word Recognition activities are located in two spiral-bound books, Word Recognition Lessons 1–50 and Word Recognition Lessons 51–100. Place the display mask over the page, allowing the student to see only the current line of text through the transparent strip.

Students are required to make either multiple-choice or read-back responses. For multiple-choice lines, the student points to the correct word and then reads it aloud. For read-back lines, the student reads aloud all the words. In each lesson, the new word first appears on a line that has dashed lines in the other two columns to help the student get used to seeing the new word.

To be successful, many students will at first need to be prompted. This is especially true with a student who is new to the program, but can also be true for the first few attempts at reading a new word. Very few

or zero errors should be made in the Word Recognition activity. Begin by using hand-over-hand prompting, verbal prompting, or by simply demonstrating the correct answer for the student as necessary. Gradually fade prompting until the student can read the words in the Word Recognition activity on his or her own. Errorless learning is an effective way to shape reading behavior and to reinforce word reading with positive reinforcement.

Sample Scripts

The following examples show how to begin the Word Recognition lessons. Follow along on a Word Recognition activity page.

Multiple-Choice Lines

Position the display mask so that one line is visible through the window.

TEACHER: **Point to the word _____.**

STUDENT: (Points.)

TEACHER: **Very good. Read the word _____.**

STUDENT: (Reads the word _____.)

TEACHER: **Very good.** (Move the mask down to the next line.)

Read-Back Lines

An asterisk next to a line number indicates a read-back line. Position the display mask so that one line is visible through the window.

TEACHER: **Read.**

STUDENT: (Reads the word or words in the line.)

TEACHER: **Very good.** (Move the mask down to the next line.)

The following are possible modifications and extensions of the exercises:

- Discuss the Photo Card for the target word prior to the lesson. The Photo Cards show each target word and a photograph of a corresponding real-life object or situation. This visual image will help students to draw on previous experience they may have with the target word, develop their oral vocabulary, and provide a context for the word as they practice reading it. Keep the Photo Card nearby as the student does the Word Recognition activity.

- If a student needs more practice with the Word Recognition lesson, alternate between using the Word Recognition lesson and doing a simple flash card exercise with the Word Cards and Photo Cards. Integrate previously learned words into the stack of Word Cards.

Correction Procedures

Cue the student as much as necessary, but continue to give the student an opportunity to respond correctly without a cue. When the student can point to the word and read it simultaneously, it is not necessary to cue further. Provide the student with plenty of positive reinforcement for correct responses.

If the student points to an incorrect word on a multiple-choice line, cover the incorrect response and say, **Point to the word _____.**

If the student makes a second incorrect response, cover both incorrect responses and say, **This is the word _____ .**

Take your hand away and say, **Point to the word _____ .** If the student does not point, physically assist the student by guiding his or her index finger to point to the correct word. Say, **This is the word _____ . You point to it.**

Then praise the student and say, **Point to the word _____ .** Allow the student to respond with no assistance. Praise the student for the correct response and continue to the next line.

If the student makes an error on a single-word read-back line, say, **This is the word _____ . Read the word.**

On a multiple-word read-back line, allow the student to read all the words without assistance. If the student has difficulty, block out the other words and have him or her read each problematic word in isolation. The student should practice each word that is troublesome until he or she can read the line smoothly and without error. Provide positive reinforcement even when you give the student considerable assistance.

Criterion and Progress Monitoring

The achievement criterion for Word Recognition is for the student to make no more than four errors per word. If the student does not meet the criterion, repeat the lesson or work on a Vocabulary Exercise. Return to the Word Recognition lesson when the student successfully reads the target word in the Vocabulary Exercise. Monitor progress using the Lesson Plan/Record. Record the dates and words missed.

Posttests

Posttest Lessons 1–10		Posttest Lessons 1–10 (continued)	
1*	Boys	16*	Fire
2*	In	17*	IN
3*	OUT	18*	GIRLS
4*	FIRE	19*	Out
5*	Danger	20*	POISON
6*	Stop		
7*	Bus		
8*	BOYS		
9*	EXIT		
10*	STOP		
11*	BUS		
12*	Girls		
13*	Exit		
14*	Poison		
15*	DANGER		
	(continue)		
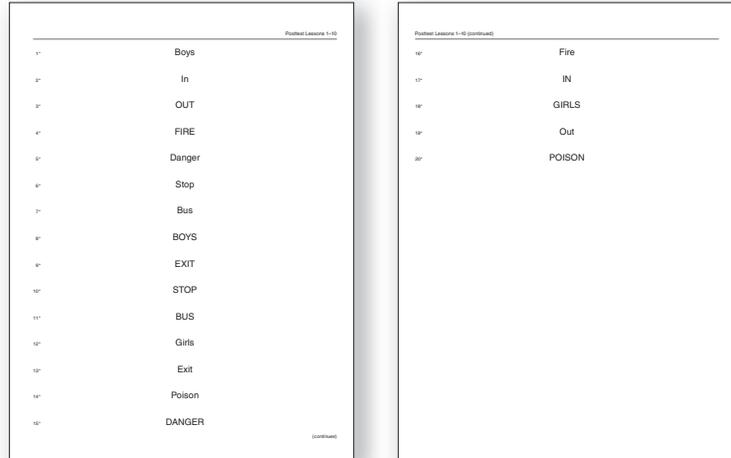
A brief Posttest is given after every 10 words. The 10 most recently taught words are presented two times each, written in UPPERCASE and Title Case, to ensure that the student can recognize the target words in different formats.

Objective

The student will read each word aloud.

Materials

- Word Recognition Lessons 1–50 or Word Recognition Lessons 51–100
- Vinyl display mask

Presenting the Posttests

The Posttests can be found in the Word Recognition books. Place the display mask over the Posttest page so the first word appears in the clear portion of the mask. The lesson number where the word is originally introduced is indicated by the number with the asterisk at the far left.

Sample Script

TEACHER: **Read.**

STUDENT: (Reads the word.)

TEACHER: **Very good.** (Move the mask down and continue the instructions until the test is completed.)

Correction Procedure

If the student does not respond or responds incorrectly, say **This word is _____.**

Read it.

Criterion and Progress Monitoring

The suggested achievement criterion for the Posttests is for the student to make zero errors. Errors indicate that the student needs more practice with those words. The recommendation is to engage the student in

exercises and activities he or she has been successful with and enjoys. Repeat the Word Recognition lesson for the words missed before giving the Posttest again. The student should not advance to the next lesson until the criterion has been met.

The Lesson Plan/Record provides a page for each of the 10 Posttests and space for results of each test to be recorded three times. Record the date of administration. Check the words the student misses.

Vocabulary Exercises

The Vocabulary Exercises provide an extensive amount of word recognition practice and reinforcement. There are three exercise pages for each word (the first four words taught have only two), and there are four review pages after each 50 words taught. The exercise pages are numbered and lettered (e.g., 10.A). The number corresponds to the Word Recognition lesson, and the letter indicates the order in which the exercises should be completed by the student. These activities include a variety of formats. Students will enjoy completing the assignment on their own, with a teacher or peer, or with a family member as a homework assignment.

Objectives

In the Vocabulary Exercises, the student will do the following:

- Circle the illustration that matches the word
- Write the target word
- Find and circle the words that match the illustrations
- Find and write the words that match the illustrations
- Cut out the illustrations and paste them next to the matching words
- Draw a line from the illustrations to the matching words

Materials

- Vocabulary Exercises pages printed from the CD-ROM
- Photo Cards
- Word Cards

Presenting the Exercises

Review the Vocabulary Exercises and the directions before giving the pages to the students. Teachers may at first have to read the directions to the students. As the students begin to recognize each type of activity, this will no longer be necessary.

The following are some possible modifications and extensions of the exercises:

- Allow some students to point to the correct pictures rather than writing or cutting them out.
- Provide some students with one-on-one assistance while others work independently and have their answers checked when they are finished.
- Give the Photo Cards and Word Cards to the students for use as manipulatives. Have them match the cards to the illustrations and words in the Vocabulary Exercises.
- Discuss the Photo Cards. How are they similar to the illustrations in the Vocabulary Exercises? How are they different? What does the student see in the photo? What does the student see in the illustrations? Who is in the photo or the illustration? Where does the student see this object or place in real life?

Correction Procedure

For students working with direct teacher assistance, be sure they make few errors. As in the Word Recognition activity, practice with them until they are successful. Then have them do the activity on their own.

For students working independently, review their answers when the exercises are complete. Have the student tell you his or her answers and help the student to correct any errors.

Criterion and Progress Monitoring

There is no suggested achievement criterion for the Vocabulary Exercises. Note in the Lesson Plan/Record any words the student misses. Practice these words again at a later date to be sure the student learns them.

Stories and Stories Activities
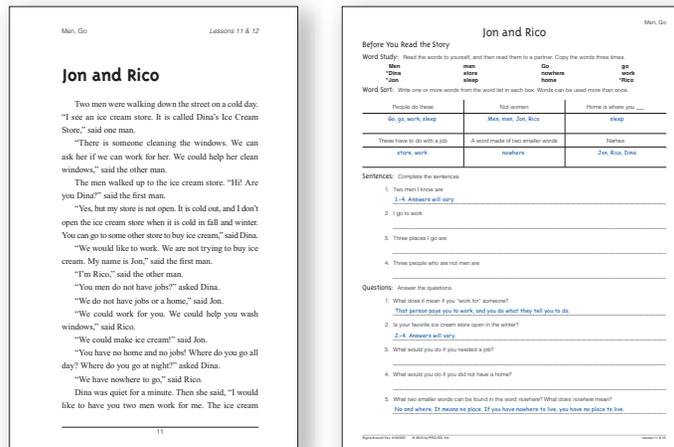
The *Functional Words Series* Stories provide an entertaining reading experience and extensive practice in reading and using the Functional Words vocabulary. The stories contain realistic characters and settings. The plots involve school, community, and job interactions. Many stories include themes of friendship, family, and pets. The stories include multiple meanings for the vocabulary and portray the words being used in a variety of situations. Teaching the Stories and Stories Activities may increase students' understanding and use of functional vocabulary and may enable them to generalize that understanding to new settings and situations.

The stories are written using the words taught in Levels 1 and 2 of the *Edmark Reading Program, Second Edition*, and the *Functional Words Series*. Each kit contains five books that cover 20 lessons each: Lessons 1–20, Lessons 21–40, Lessons 41–60, Lessons 61–80, and Lessons 81–100. One story is provided for every two words taught in the lessons. These target words are the focus for the Stories and Stories Activities. Once a word is taught, it may also be used in subsequent stories within the kit.

Some words used in the *Functional Words Series* Stories are new words neccessary for the story plots. These inlcude compound words, irregular verbs, contractions, two- and three-letter words and the names of characters. Most new words that are introduced in a story appear with an asterisk next to them in the Before You Read the Story section of the Stories Activities pages (provided on the CD-ROM). Introduce new words to students by making flash cards and having students practice recognizing them on sight.

Objectives

In the Stories and Stories Activities, the student will do the following:

- Read target words in fictional stories
- Demonstrate understanding of target vocabulary words, characters, and story plots by answering and discussing a variety of vocabulary and comprehension questions
- Read words, sentences, paragraphs, and stories fluently

Materials

- Stories (5 books: Lessons 1–20, Lessons 21–40, Lessons 41–60, Lessons 61–80, and Lessons 81–100)
- Stories Activities pages (found on the CD-ROM)

- Stories Activities Answer Keys (found in Appendix A)
- Character Illustrations (found on the CD-ROM)
- Word Cards
- Photo Cards

Before You Read the Story

The prereading activities, provided under the heading "Before You Read the Story" on the Stories Activities pages, prepare students to understand the vocabulary and story plot. Have students do some or all of them, depending on the students' abilities. Read the questions aloud to students.

In the Word Study section, the word list contains the target words for the story and other words that are important for story comprehension. The target words are written beginning with a capital letter and beginning with a lowercase letter (unless the word is a proper noun) to ensure that students have practice seeing the words both ways before reading the story. Use the Character Illustrations from the CD-ROM to practice reading the names of characters.

The following are possible modifications and extensions of this activity:

- Use Photo Cards, Word Cards, Character Illustrations, and handmade flash cards (for the new words) for practice instead of having the student write the words.
- Have students discuss the meaning of each word and/or use it in a sentence.

The Word Sort activity helps students discuss and extend their understanding of the words in the word list. Read each category to the students.

The following are possible modifications and extensions of this activity:

- Distribute the Word Cards, Photo Cards, Character Illustrations, and handmade flash cards of the words in the word list. As you read the Word Sort categories, have students hold up the words, photos, or illustrations that fit into that category.
- Have students explain why a word may or may not fit into a category.

The Sentences exercise provides further practice with the word list. Read the sentence stems aloud to the students.

Use the Questions section to teach students to access their prior knowledge of the target words and events related to the story. This section will also address idiomatic language or colloquial expressions found in the story. Read these questions aloud.

The following are possible modifications and extensions of these activities:

- Use the questions as a starting point for discussion.
- Use the Word Cards and Photo Cards as an aid to discussion.

Reading the Stories

The *Functional Words Series* Stories can be used in several ways. Some students will read independently, some will read aloud with support, and others will simply listen.

Begin by having students read the title of the story. Check that they understand you the words in the title. Discuss the title, having students guess at what the story may be about.

Scan the story to see which characters appear. Print the Character Illustrations, and then discuss with students what they already know about the characters.

Read, or have the students read, through the story the first time without stopping. Students may read the story silently, aloud as a group, or listen as it is read aloud. Briefly point out the target words.

Some students will comprehend the plot and easily keep track of the characters. Others will comprehend at the sentence or paragraph level. Some will focus on recognizing the target words as they occur.

Students who can read aloud will increase fluency by repeatedly reading all or part of the story. Read the story to them first with appropriate pace and emotions to provide an example.

The following are possible modifications and extensions of this activity:

- Have students practice reading fluently with a single sentence or short paragraph.
- On the second and subsequent readings, stop briefly as needed to remind students of the definition of a word. Keep these interruptions to the story brief.
- Hand out Word Cards and/or Photo Cards of the target words. Ask students to hold up the appropriate cards when they hear a target word as you read the story aloud.
- Have students read the story silently.
- Have students read the story aloud to the class, a small group, or a partner. Allow students to help each other.
- When a student struggles to read a word, wait a few seconds and then supply the word.
- Note the words with which students have difficulty while reading and review them before beginning the next activity. Do this orally or by using the Word Cards or Photo Cards for the target words, as well as handmade flash cards for the rest of the words.
- Have students retell the story in their own words. Have them do this in pairs or as a whole class.
- Have students retell the story with a new ending.

After You Read the Story

The activities included under the heading "After You Read the Story" on the Stories Activities pages provide comprehension questions. Choose some or all of them, depending on the students' abilities. Read the questions aloud to the student.

The Look in the Story activity poses who, what, where, and when questions about the events in the story. Allow students to look in the story or use the Photo Cards, Word Cards, or Character Illustrations to assist them in answering questions.

In the Look in the Story activities, students use what they know about the story to answer the questions. Some of these questions require students to make inferences about the motivations of the characters or to give opinions about events in the story. Factual questions are also asked.

The following are possible modifications and extensions of this activity:

- Demonstrate how to look in the story for an answer.

- Allow students to respond orally.

- Encourage discussions to allow students to defend and elaborate upon their answers, thus extending their own and other students' understanding.

- Have some students retell the story in their own words. This will enhance memory and comprehension of the story. Students may retell the story to the whole class or to a small group or partner.

- Ask students to draw the events of the story. Simple stick figures and speech balloons can be used.

- Assign students to play characters from the story. Have them act out or walk through the action of the story as other students read it aloud.

- Encourage students, if they are able, to write their answers in complete sentences.

Correction Procedures

Reading the Stories is an activity teachers will adapt to students' skill levels. Observe correct reading of target words and comprehension of stories as appropriate for the student.

Criterion and Progress Monitoring

Use the Lesson Plan/Record to record the date(s) each story is read and when students participated in the Before You Read the Story and After You Read the Story exercises. Record the words missed as the stories are read so these words can be reviewed and practiced.

Reading and Social Skills Games
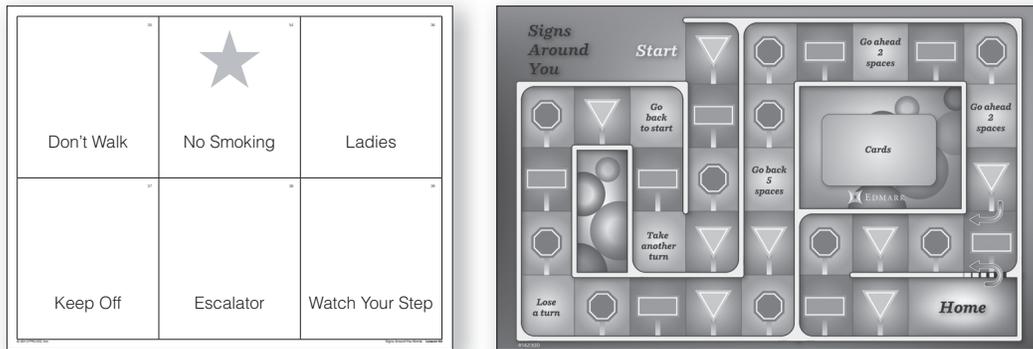
The Reading and Social Skills Games include 20 games with lesson plans for each of the four kits in the *Edmark Reading Program Functional Words Series*. Designed to be played by two or more players, these games provide practice with reading the functional words in a game setting. Students also may develop social skills and a basic understanding of various game procedures. Social skills, such as interacting, co-operating, and problem solving, are functional skills often required in students' Individualized Education Programs. More important, these skills are necessary in the activities of daily life, work, and leisure.

Objectives

In the Reading and Social Skills Games, the student will do the following:

- Read and understand words
- Demonstrate reading fluency
- Use words receptively and expressively
- Demonstrate appropriate social skills
- Demonstrate appropriate game playing skills

Additional reading, social, and game playing objectives are provided in each lesson plan. Objectives have been compiled from books by Arick, Nave, Hoffman, and Krug (2004), Bender, Valletutti, and Baglin (2008), and Killion (2003).

Presenting the Activity

Reading and Social Skills Games are designed to be fun; to reinforce reading, social, and game playing skills; and to generate a sense of camaraderie among classmates. Some advance preparation can make for a successful game playing experience. The following tips have been adapted from "Winning at Reading Games" (Kusik, 1984):

1. Before playing a game, explain the rules and be sure all players are able to follow them. Modify the rules as necessary. Allow students to play a few practice rounds.
2. Discuss proper game etiquette (e.g., who goes first, how to take turns, how to win). Focus on one or two of these skills during each game.
3. Review the target words in advance. Extend and reinforce student discussion and use of these words during game play.

Minimal preparation is required for the Reading and Social Skills Games, and most necessary game materials are provided. Game types include board, card, movement, quiz-show-style, and interactive word games.

Materials Provided

- Lesson plans (Appendix B)
- Reproducible materials (CD-ROM; see Appendix D)
- Word Cards
- Photo Cards
- Game board
- Game pieces and dice

Lesson Plans

Each lesson plan in Appendix B contains the following sections:

- Reading Objectives
- Social Skills Objectives
- Game Playing Objectives
- Materials
- Game Setup
- Game Play
- Winning the Game
- Game Options

Modifying the Games

Modifying the games to suit students' strengths and preferences will make game playing more enjoyable. The games may be played as a regularly scheduled part of the *Edmark Functional Words Series* lessons and activities, or they can be used as a periodic reward for hard work or specific accomplishments.

The games can be modified in a variety of ways:

1. Keep the games short and play multiple rounds. This allows several students to win and keeps the pace lively.
2. Make the games cooperative. Allow students to help each other. Keep a group score and provide a reward when the class gets to a certain score.
3. Alter the order of the games to suit student preferences.
4. Alter the words used within a game when students need practice on particular words.
5. Provide rewards for a variety of successes such as winning the game, completing the game, playing appropriately, or meeting objectives.

Criterion and Progress Monitoring

Record the dates students played games and note specific word reading or game playing difficulties in the Lesson Plan/Record.

Additional Activities

Word Cards and Photo Cards

The Word Cards and Photo Cards that are packaged with each kit in the *Functional Words Series, Second Edition*, include all 100 words taught in the kit. The lesson numbers are in the upper right corner on the Word Cards and in the upper left corner on the Photo Cards (Lessons 1 through 100). Additional sets of cards may be purchased from www.proedinc.com (see Appendix E).

The cards can be used for flash card practice, for word walls, and for initiating discussions. In addition, with two sets of Word Cards (one purchased separately), students can play traditional card games such as Go Fish, Concentration, or Old Maid, which require two of each card. Many students are already familiar with these games and will enjoy playing them with their reading words.

Choose a Word Card and a Photo Card for each word the student has learned, and have a list indicating the words. Divide the cards and the list into groups of five words. (You may increase to groups of 10 words when the student is ready.) Place the group of cards face up in front of the student. Read a word from the list. The student finds the Word Card and Photo Card for that word and gives the cards to you. Correct cards are placed in a student pile; incorrect cards stay in a teacher pile. At the end of the activity, read all the cards in the teacher pile to the student. Eventually, when the student has had more practice reading the words, the student uses Word Cards only.

Community Experience

Many interesting and motivating activities can create a connection between the student's community life and school experiences. These activities can be conducted as field trips into the community to look for the words in real-life contexts or at home to promote parent involvement.

- Look for the words in the community (on the streets, in homes, in stores, or at work).

- Take photographs of target words displayed in the community.

- Conduct discussions on where and when students encounter these words.
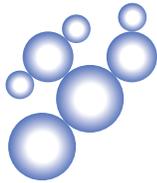
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