



Sensory Story: TOYS (PM gems)
Class:

Programming KLA: English
Semester:

Early Stage 1
Year:

WHOLE CLASS PLANNING

Unit Outcomes	Content/Teaching/Learning/Activities	Adjustments	Resources
<p>RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.</p> <p>WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.</p> <p>TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.</p>	<p>Students participate in independent, guided reading.</p> <p>Students engage in retelling the story using sentence strips and/or word cards.</p> <p>Students identify key words, 'Here' and 'a' and are able to position them in a sentence.</p> <p>Students identify and label each toy using verbal and written language.</p> <p>Students identify and label objects, symbols and words using sign language.</p> <p>Students identify and talk about toys that they like and/or dislike.</p>	<p>Use of sensory props. Voice output for non-verbal students to 'say' sentence.</p> <p>Use of pictures to identify words.</p> <p>Student is able to match key words to create a sentence.</p> <p>Access to a voice output switch and word cards using Board maker symbols.</p> <p>Use of visual prompts.</p>	<p>Sensory Props. Voice output switch with "Here is a" recorded.</p> <p>Laminated words, photos and Board maker symbols.</p> <p>Laminated worksheets to match key words.</p> <p>Voice output switch. Various picture/word cards.</p> <p>Key Word Sign flash cards.</p> <p>Visual card with likes and dislikes symbol.</p>
Assessment Strategies	<p>Observation. Checklist.</p> <p>Photos. Work Samples.</p>	<p>Checklist will reflect adjustments to indicators to meet student learning needs.</p> <p>Photocopies.</p>	<p>Observation will look at student interaction with resources and engagement in various forms of communication.</p>



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<p>SGES1.3 Uses everyday language to describe position and give and follow simple directions.</p> <p>NES1.2 Combines, separates and compares collections of objects, describes using everyday language and records using informal methods.</p>	<p>Students identify and are able to position an object "Here".</p> <p>Students identify and are able to position an object "There".</p> <p>Students identify and are able to position an object 'on', 'under' and 'in'.</p> <p>Students are able to combine objects to make a collection.</p> <p>Students are able to take objects away from a collection.</p> <p>Students are able to count forwards by ones to add and backwards by ones to subtract.</p>	<p>Use of picture cue. Use of eye gaze and pointing.</p> <p>Use of picture cue. Use of eye gaze and pointing.</p> <p>Use of picture cues.</p> <p>Use of technology.</p> <p>Use of technology.</p> <p>Use of technology.</p>	<p>"Here" visual. A4 "here" page.</p> <p>"There" visual.</p> <p>"on", "under", 'in" visual. A box and/or a chair.</p> <p>SMART Notebook Resource.</p> <p>SMART Notebook Resource.</p> <p>SMART Notebook Resource.</p>
<p>Assessment Strategies</p>	<p>Observation. Checklist.</p> <p>Photos. Work Samples.</p>	<p>Checklist will reflect adjustments to indicators to meet student learning needs.</p> <p>Printed from computer</p>	<p>Observation will look at student interaction with resources and engagement in various forms of communication.</p>