

## MY NEIGHBORHOOD

Kit contains: Letter Rods, Picture Rods, Story Roll-Ups Felt Mat, Foam Geometric Shapes, Sorting Cartons and Mat, 16 Giant Manipulite Sorting Circles, 12 Painting Sponges, My Neighborhood Literacy Kit (Red Bag), City Steps My Neighborhood Math Kit (Red Bag), Oliver the Kitty Switch Toy and 1 Kitty Switch, My Neighborhood (blue bag), Talking Photo Card, All Around Busy Town Interactive Book

Activity	Environmental Support	Material Adaptations	Simplify the Activity	Child Preferences	Special Equipment/AT	Peer Support	Adult Support
<b>Oral Expression:</b> Sing the song “I’ve Been Working on the Railroad”, inserting various jobs titles in the community and their function.	Visual (picture or gesture) or auditory cue	Read Interactive Book before singing song to cue possible jobs around the neighborhood	Limit number of jobs by sticking to the jobs mentioned in the book	Let students choose the jobs they sing about	Talking Photo Card. Insert pictures of community jobs with brief job description the children can sing about	Peer would assist the child to activate the device	Modeling and visual cue
<b>Vocabulary:</b> Name items and function in prop bag during dramatic play ( I’m putting on an apron so I won’t get dirty)	Verbal, visual or gesture cues	Give initial sound cues to assist with vocabulary	Limit number of items used to common objects	Let student dress up and cook preferred items for friends	Use Kitty Switch toy for positive reinforcement for correctly labeled items.	Use peers to assist those who need help	Modeling and visual cues
<b>Phonological Awareness:</b> Match Picture Rods with beginning Letter Rods.	Use sorting cartons to match up pictures and letters.	Voice output device to include nonverbal child	Limit choices of pictures and letters	Allow student to choose pictures they want to match	Voice Output device and tactile/visual cues	Hand- over-hand	Multiple repetitions of beginning letter sounds

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<p><b>Letter Knowledge:</b> Use Letter Rods and bag to place age appropriate letter sounds. Pick a letter from the bag and state the letter.</p>	Use letter cards with visual cues to match the Letter Rod with	Picture cues for words	Extending activity over several days to allow for more instruction	Choose the letter they used with phonological awareness activity for carryover	Voice output device with picture of letter to accompany its sound.		Modeling correct sound paired with visual cues
<p><b>Print/Book Awareness:</b> Read <i>A Busy Place</i> (red bag) and use Activity Cards and Think Alongs to reinforce</p>	book and roll ups (red bag)	book and snapshots to match the book (parts of the whole) (red bag)	Limit number of snapshots	child chooses which snapshot they want to look for while the book is being read		Use peers to assist those who may need help	Reiterate story vocabulary.
<p><b>Written Expression:</b> Use pictures and books in kit to let children visually find letters in their name and trace the letters with their finger.</p>	Visual of student's name	Find letters of name in magazines and cut out.	First letter of child's name  Trace their name when peer or adult finds the letters	Choose book or magazine	Use Wikki Stix to form letters of name	Pair students with same letters in name.	Prewrite name for student or hand-over-hand

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<p><b>Number and Number Sense:</b> Neighborhood manipulatives and math mats (red bag) to create neighborhood scene. Try to visualize and count number of foods in the blue bag (previous activity) from memory.</p>	Bowl or bag for each item counted to be placed in	Use one color at a time	Count manipulatives first then use 1-to-1 correspondence while the child counts	Choose color they are counting	Voice output device with numbers on it	Use peers to help point or count	2-man prompt Hand-over-hand for counting
<p><b>Computation:</b> Use train tracks with alternating color tracks. Each student will indicate how many pieces of “track” they have.</p>	Track pieces	Place pieces end to end so they are easier to fit together.	Use fewer pieces of the track.	Let them choose a car to drive around the track to help count		Peer teams	Modeling and visual cues
<b>Measurement:</b>	Students	Use adults in	Use only	Let them try	Use Smart Board		Model which

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Line students up biggest to smallest	looking in a mirror so they can see progression	room to emphasize size difference	biggest and smallest, don't discuss in between	to place adults/children in order	to technically rearrange items biggest to smallest and visa versa		items are big and small
<b>Geometry:</b> Find and identify basic shapes around the classroom. Use basic shapes to draw a house or store. OR Use painting sponges to create building.	Pictures of students homes.	Give students cut out shapes	Give them a model	Choose building they want to create	Use blocks of different textures (legos, bristle blocks) or painting sponges.	Peers could follow directions of physically limited students to create their building	Modeling and samples of shapes and examples
<b>Data Collection:</b> State which type of building you live in (house, apt, etc)	Graph house types	Cut outs of house types	Give house type choices	Child places house type on graph	PECS choices		Models and samples
<b>Patterns and Relationships:</b> Make pattern with Foam	3-D manipulative foam pieces	Voice output device with "which comes next"	Simple AB pattern	Choosing the shapes	Voice output device to let physically limited children prompt	Team up and turn take.	Samples and models

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Geometric Shapes					peer or adult “what comes next.”		
<b>Scientific Investigation, Reasoning and Logic:</b> Identify the body part that you would use that corresponds to the five senses when visited places noted in the book, A Busy Place	Book, pictures to represent the five senses	Attach clothes pins to each page of the book for easy page turning	Consider only one sense	Let the children brainstorm which place from the story they prefer to visit	Using the kitty switch, the teacher will activate it to walk when the child is correct on the sense used in the place they are visiting	If the kitty did not walk, indicating a wrong response, the child will be able to choose a friend for help	Activate the kitty switch in response to children’s remarks
<b>Force, Motion, Energy:</b> Fish for objects you see around town	Small magnets, paper clips, fishing poles, bucket, dye-cut houses, vehicles, buildings, etc.	Use short strings on the pole for easier “catching”	Only use vehicles	Allow child choose their pole from going on a hunt outside near trees	Use thicker and longer stick for a child with motor impairments	Allow a child who has ease with this activity to model this	Model
<b>Matter:</b> Identify and sort colors using the character counters in the	Character counters	Use sorting bowls as a visual boundary	Only identify colors, do not sort	Assign order of turn by classroom jobs	Pre-record color words and a hint on a voice output devices (i.e. choose the color that looks like	Work in teams	Give clues by pointing to the color

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kit					grass, etc.)		
<b>Life Processes:</b> Discuss number of living plants in a city compared to living plants in the country	Pictures from city, pictures from country	Laminate pictures for easier manipulation	Share a story about the concept vs. simply discussing	Allow the children to talk about the number of living plants near their house	Use a SmartBoard to show pictures of various places and discuss how plant life would live there	Draw pictures in pairs to represent what they discussed in the "Child Preferences" section	Oversee safe Smartboard use
<b>Earth/Space Systems:</b> Make shadow puppets representing things from my neighborhood	Opaque projector	Use colored film on projector to make it visually appealing	Everyone do the same object	Allow children to direct class in forming the object of their choice	Allow children who are motorically impaired to use die cut	Let children make a shadow together (i.e. using two hands, two arms, etc.)	Use caution with the projector
<b>Earth Patterns, Cycles, and Change:</b> Describe and make a visual representation of the school day	PECS symbols, Velcro, Felt	Large PECS symbols	AM and PM schedule	Let the child pick which schedule was followed first (just for one day☺)	Laminate the PECS cards for easier manipulation and use contrasting colors	Have a peer interpret the schedule made	Provide baggies with PECS symbols inside for the kids to use in creating their schedule
<b>Resources:</b> Keep recycling bins in the	Bins	Put pictures the front of the bins to	Only do paper and plastic	Allow them to sort their own materials from	Use magnifying glass to find the "recyclable arrows	Sort each others lunch materials	Supervise safety and hygiene

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classroom and recycle		represent what goes in the bin		their finished lunch	and number”	then wash hands	
<b>Similarities and Differences:</b> Children will make a class book discussing what makes them unique, as well as similar to one another	Paper, crayons, pictures, various materials from each child’s home (to represent uniqueness)	Photos, PECS cards	Limit number of similarities/ differences	Allow parents to come in and talk about family traditions	Talking photo card	Allow kids to sit beside a friend that has a similar attributes	Prompt discussion of what children have in common and what makes them unique
<b>Change Over Time:</b> Choose a community helper and discuss and sequence how their job has changed over time (i.e. postman)	Crayons and paper, pictures, props if possible	Use chubby crayons or oil pastels, photos	Provide a sample pictures and show sequence	Share pictures at show and tell	For children who are not able to draw pictures use felt board and offer prepared pictures for them to sequence	Choose if they want to draw or sequence	Encourage those who are able to draw pictures
<b>Location:</b> Read <u>All Around Busy</u>	Blocks, Train set, cars, people, etc	Use various sized blocks and toys	Limit number of toys used to represent their	Allow children to choose their		Allow children to work in	Supervise building of town, offer suggestions

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<u>Town</u> and then allow children to construct a town using blocks, train tracks, cars, people, etc			town	job during “construction”		teams	
<b>Descriptive Words:</b> Make a classroom book describing their school, with directions and location of landmarks (i.e. office, classroom, cafeteria, playground, etc)	Paper, crayon, pictures	Use PECS pictures with directions to cue next location	Limit number of landmarks	Allow children to choose what they want to include as landmarks in their book	Record directions on Big Mac for nonverbal children	Have children walk around the school (supervised) to find directions and location to landmarks	Supervise walks around school and give hints for directions
<b>World of Work:</b> Invite workers and/or family members to visit the classroom to talk about their	Neighborhood workers and/or family members	n/a	Have only one person per day come to share, but have someone come every day one week	Children may invite parents or relatives	Use switch for nonverbal children so that they may ask questions of the speakers	Work together to write thank you cards to speakers	Invite speakers

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job							
<b>Making Choices:</b> After reading <u>All Around Busy Town</u> , allow children to choose what job they would like to have and then stand in the sorting circles to represent each job	<u>All Around Busy Town</u> book, manipulate sorting circles	Place pictures of each job in each circle for easier choosing	Limit number of choices/circles	Allow them to choose their job	Use Talking photo card to assist in choice	Children may describe their chosen jobs to help others make a choice	Indicate which jobs have already been chosen and encouraging them to make a second choice
<b>Citizenship:</b> Have a “Show and Tell” time where children may describe what their parents do	Any materials provided by parent	N/A	Limit amount of information they may share, length of time given	Children are discussing their parents	Use PECS and/or cheap talk for non verbal children	Ask one another questions about their parents	Encourage sharing and discussion. Prompt questions
<b>Skilled Movement: Locomotor and non-locomotor activities:</b>	Chairs, tables, mats, tunnels, large rings, tape, props for gas station, library, store,	Use wider beam	Reduce obstacles	Allow child to choose where they start obstacle course	Use scooter board to pull each other through course	Allow the children to offer and hand held support	Offer hand support and a model

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Set up an obstacle course that winds through a pretend town	etc						
<b>Movement Concepts:</b> Mirror and match partner or teacher imitating vehicles actions and sounds.	Pre-recorded vehicle sounds (fire truck, motorcycle, car, boat, etc)	Use headphones with distractibility	Use more familiar noises	Allow the child to choose from a mystery box the picture that represents a sound	Attach a switch to the tape recorder	Allow children to select this activity as a center choice	Offer a verbal model
<b>Personal Fitness:</b> Walk to the post office to mail a letter to your family	Envelope, paper, pencil, crayons, stamps	Large envelopes for easy stuffing	Have a letter written that children can color/sign.	Let the child decide who to send the letter to	Use an over the shoulder bag to carry envelope in	Help push children in wheelchair to post office	Discuss the importance of walking/exercising
<b>Responsible Behaviors:</b> Be able to navigate way around community	Community map, large white board	Use simply illustrated map with large pictures representing landmarks	Have only a few destinations on the map	Allow the children to help decide which community landmarks	Have left, right, up, down arrows at the top of the paper or whiteboard.	Allow children to help give directions to a destination	Choose names from a hat to appoint who gets to find next destination

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map by listening to directions				should be placed on the map			
<b>Physically Active Lifestyle:</b> Chart/graph exercises done at school, home and work	Paper, pencil, dye cuts	Use die cuts to represent specific type of exercise	Specify which activity the children should do each night	Let them chart the activities they do at home	For children in a wheelchair provide bands, balls, etc. for them to participate in physical activities at home and school	Let them tell the class which activity they did at home	Offer suggestions of exercises that can be performed nightly and reinforce physical activities and motor learning throughout the day
<b>Self-Concept:</b> Demonstrate knowledge of personal information (first and last name, gender, age and birthday by filling carton with manipulatives each time knowledge is tested and correct	Counting cartons, neighborhood manipulatives	Provide exact number of manipulatives	Only test one or two pieces of information	Allow child to pick which manipulatives they prefer	For non-verbal children pre-record their personal information on a voice output device with PECS to identify the specifics	Work in pairs and quiz each other	Provide visual cues
<b>Self-control:</b>	Pretend food,	Use PECS	Decide prior	Let the child	Program a switch	Allow	Offer warning

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Open a pretend restaurant.	utensils and dress-up clothes in blue mesh bag	symbols to represent items being used	to activity which type of restaurant to open	choose what position they prefer to assume (cook, waitress, patron, etc)	to verbalize responses for a non-verbal child	children to decide when they want to trade jobs	when there is limited time left in an activity
<b>Approaches to Learning:</b> Scavenger hunt to find pictures of common community places (post office, grocery store, restaurant, etc)	Paper, pencil, pictures of community establishments	Use chart paper to represent plan visually	Show pictures to give cues about what will happen on the Hunt	Allow the children to draw picture to represent parts/places of the Hunt	Program a switch for a child with limited language to help in plan	Allow peers to whisper hints to others who may be having trouble finding pictures	Provide visual and verbal cues about pictures children are trying to find
<b>Interaction with Others:</b> Share pictures and what happens at those location recovered on scavenger hunt	Pictures from Hunt	Post pictures on cardstock for easier handling	Discuss what happens at each location before starting	Let the child choose someone to stand beside them as they share their thoughts/ideas	Record a Cheap Talk and affix a picture to label places found in the hunt	Allow children to pick who will go next	Verbal coaching
<b>Social Problem-Solving:</b> Write a play	Puppets	Use puppets with gloves for children with fine	Use only 2 puppets to simplify dialogue	Allow each child to share their suggestion	Share a story on the smartboard ( <a href="http://www.pbskids.org">www.pbskids.org</a> ) about people the	Give verbal praises to peers as they come	Prompt the children to encourage their peers in

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that resolves a common classroom issue and perform it for classmates		motor delays			community solving non-physical conflict resolution as hints of what to say	up with a new rule	appropriate ways