



National Center and State Collaborative

Tips for Using the NCSC Wiki to Support Your Child's Education: Mathematics Activities with Scripted Systematic Instruction and Language Arts Activities with Scripted Systematic Instruction

The NCSC Curriculum and Instructional Resources are publicly available for free on the NCSC wiki at <https://wiki.ncscpartners.org>. They were designed to be used together to help educators teach grade-level aligned mathematics and English Language Arts (ELA) content to students with significant cognitive disabilities. The resources are based on the Common Core State Standards (CCSS). However, they can also be used in states that are not using the CCSS. Much of the content that is covered on the wiki will also appear in other mathematics and English Language Arts (ELA) state standards. If you need help navigating the NCSC wiki, you can access a one page navigation tool and a more detailed navigation guide, designed for parents, from the main page of the wiki.

This document is about the NCSC Mathematics Activities with Scripted Systematic Instruction (MASSIs) and Language Arts Activities with Scripted Systematic Instruction (LASSIs) and how they can be used by parents to support your child's education. They are part of a series of documents based on seven of the NCSC curriculum and instructional resources. Using the NCSC curriculum and instructional resources at home and talking about the wiki with your child's teacher(s) are great starting points for increased parent-teacher collaboration.

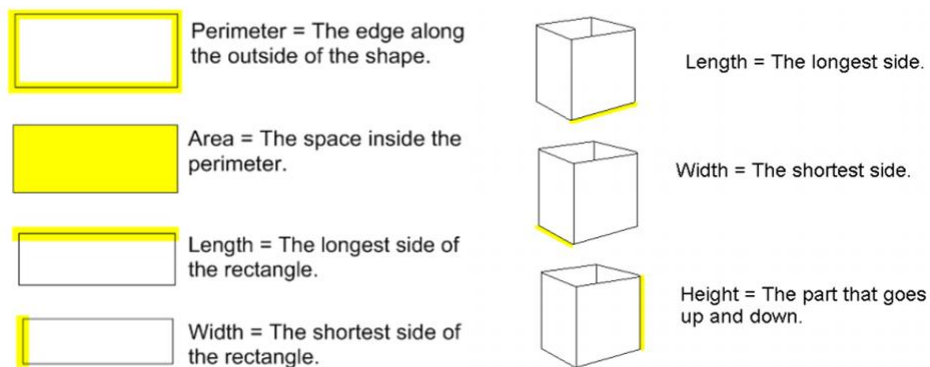
MASSIs and LASSIs provide teachers with scripts that use carefully planned steps for targeting specific skills. Systematic instruction has been proven effective for students with significant cognitive disabilities, although it may not be needed for every skill or every student. There are MASSIs and LASSIs for certain topics across elementary, middle, and high school. The MASSIs/LASSIs provide a script, which may be useful for some teachers. However, the lessons can be individualized as long as the systematic instruction is delivered consistently. These activities can be used in any educational

NCSC Materials, November 2014. This work was supported by a grant from the US Department of Education, Office of Special Education Programs (H373X100002, Project Officer: Susan.Weigert@ed.gov). The contents do not necessarily represent the policy of the US Department of Education, and no assumption of endorsement by the Federal government should be made.

setting, including general education classes. Receiving systematic instruction on key skills can support a student in working on a wider range of grade-level aligned content (e.g. the content in the UDL instructional units discussed in another paper in this series). If your child is receiving after school or weekend education services or tutoring, the LASSIs and MASSIs can be a potential resource in those settings.

MASSIs

MASSIs include resources that may be useful at home. Towards the end of each MASSI there is a chart with activities for building toward full grade-level competence. At the end of each MASSI, there is a section called Printable Material. In those sections you find resources, such as teaching materials, worksheets, progress monitoring and skills tests, and/or vocabulary cards. Below are examples from a vocabulary card and a worksheet included in the Middle School Measurement and Geometry MASSI:



Betty has a garden where she plants tomatoes, lettuce, cauliflower, and broccoli. Her garden is 8 feet by 4 feet. What is the area of her garden?



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Length Width Area

LASSIs

LASSIs contain links to adapted grade-level reading material. The adapted texts are not just valuable for teaching the LASSIs. They can support students in general education lessons and in instruction at home, and also serve as models for adapting additional grade-level texts. The adapted text for the book, Because of Winn-Dixie, from the Elementary Vocabulary and Acquisition LASSI is an example. Below are the first two chapters. Of course, adapted text can also be made with more content from the original text or by using picture symbols, depending on the needs of the students.

Chapter 1

My name is India Opal Buloni. My dad calls me Opal. My dad is a preacher. We just moved to Naomi, Florida. Last summer, the preacher sent me to Winn-Dixie grocery

store. I walked into the produce section and the manager was yelling “Who let a dirty dog in here?” The manager was going to send the dog to the pound, but I kept him. I named him Winn-Dixie and he smiled.

Chapter 2

I brought Winn-Dixie home to meet the preacher. The preacher was not very happy about the dog. He had always told to me help others. Winn-Dixie needed my help. The preacher said I could keep Winn-Dixie if I cleaned him up. I gave Winn-Dixie a bath, and he smiled.

This LASSI also includes a guide for working on main ideas, theme, and context clues by chapters:

Chapters	Key vocabulary	Main Idea & supporting detail	Theme & supporting detail	Passages for using context clues
5, 6, 7	neighborhood howl church librarian- Miss Fanny bear mouse	Winn Dixie makes a lot of friends. <ul style="list-style-type: none"> • Winn Dixie howled so loud he had to go in the church, and he made friends. • Opal spent time at the library with Winn Dixie. • Miss Fanny and Winn Dixie became friends. 	Making Friends <ul style="list-style-type: none"> • "The people in the church were happy." • "She let Winn Dixie into the library and we became friends." 	Who can find what "howled" means? Hint: Here's the hint, "he howled so loud the other dogs in the neighborhood would howl back."

Throughout all the LASSIs there are helpful ideas for building essential understanding and comprehension skills, building independent reading skills, and building toward grade-level competence. An example of an activity for building toward grade level competence is in the following chart representing a few chapters from Because of Winn-Dixie:

Chapters	"Wh" questions	Additional vocabulary to teach for this chapter
1-2	Why did Opal name the dog Winn-Dixie? What did Opal want to buy at the store? Where did Opal find the dog? How did Opal's dad remind her of a turtle?	produce, the pound, stray, exception, missionary
3-4	How old was Opal when her mom left? Why did Opal think that she was like Winn-Dixie? What was the tenth thing the preacher told Opal about her mom?	orphans, constellations, memorize, alcoholism

At or near the end of most LASSIs is a section called either Printable Material or Supplemental Material. In those sections you can find resources, such as teaching materials, worksheets, progress monitoring and skills tests, graphic organizers and/or vocabulary tools that can be used to support instruction at home.