NCSC UDL Unit Concept Reinforcement Activity for English Language Arts ES Lesson 1

*If the student has not had experience (or has had very little experience) with the concept of characters, setting, and plot, it might be helpful to provide instruction using this Concept Reinforcement Activity (CRA) before the Introduction to Lesson 1. Just as with any other student, it is unlikely that he/she will learn this concept or skill after being instructed only once so you can provide this activity at other times during the unit. But do not expect or require mastery of this CRA before the student takes part in the unit. The CRA is supplemental instruction and should only be provided **in addition to** the instruction in the unit; it does not take the place of the unit.*

Key Vocabulary: The following key vocabulary terms are used in the reinforcement activities and the unit. It is important to provide these terms in the student's communication system and describe the meaning using the definitions in the unit as provided or paraphrased as needed. The purpose is to build understanding of the terms rather than teaching the student to recite the definitions. For example, when placing pictures of the character on the character card state, "This is the character. The character is one of the people in the story."

Unit Definition	Possible Paraphrased Definition
Characters: the individuals in a story that help to move the story along	**Characters**: people who are in the story
Plot: what is happening in a story, the action in a story, key events	**Plot**: What happens in the story
Setting: where the story takes place; may include location and time	**Setting**: where they are in the story

Exploratory Activity

   Purpose: The exploratory activity is designed to build the concept of the characters, setting, and plot of a text.

1. Provide pictures representing character(s), setting, and summary of events (beginning, middle, end) to the student. These can be of the student and something he/she does often (e.g., swinging in the park) or from a familiar book.
2. As you discuss the activity or story, place the pictures onto cards representing each. Consider color coding each, different shape for each, different texture for each, combination, etc. (see figure 1 for example)
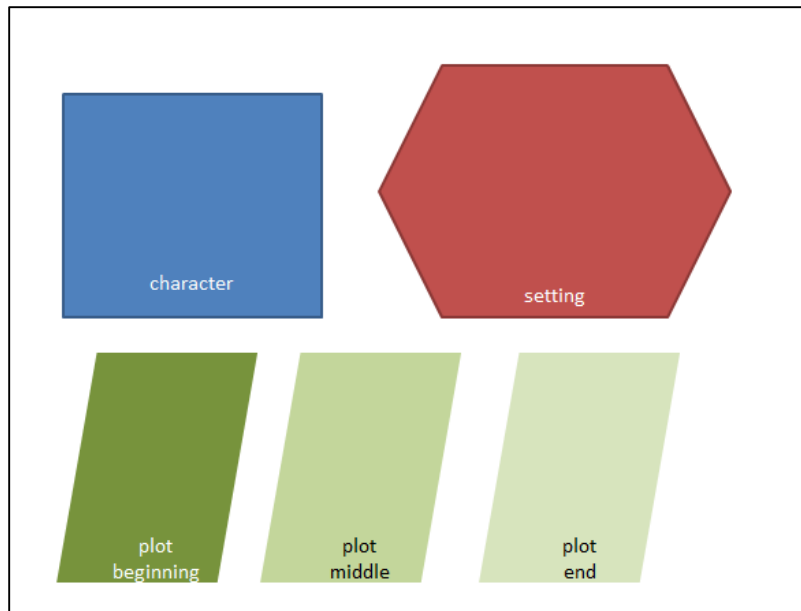
3. Tell about the activity or summary of the story again and assist the student in placing the pictures on the cards.
4. Repeat steps one through three with a different activity and/or story numerous times.
5. Provide multiple pictures representing characters, settings, and plots (can all work together or a mixture that would create silly stories). Allow the student to pick one character, one setting, and one beginning, middle, and end plot to help write a story. Assist the student in placing the pictures on the correct cards. Review who the character is, where the setting is, and what the plot is. Then tell it in story format, adding some interesting details. For example:
   a. The student chooses picture of a girl, an amusement park, ate a snack, talked to friends, went home and with assistance places each on the correct card.
   b. The teacher tells the student that the girl is the character, the amusement park is the setting, the plot was that the girl ate a snack, talked to friends, and went home.
   c. The teacher "reads" the story as, "The girl, Ginger, [*points to picture on character card*] went to an amusement park [*points to picture on setting* card] with her friends. She was hungry so the first thing she did was to eat a snack [*points*

to picture on plot beginning]. She talked with her friends [*points to picture on plot middle*]as they walked around the amusement park, and after being at the amusement park all day, she went home [*points to picture on plot end*].

Scripted Activity with Data Collection

Purpose: This activity is designed to provide extra practice to learn or refine the skill of sequencing events in a story into beginning/middle/end which will be used throughout this unit. The activity provides opportunities for extra instruction on sight word recognition, letter sounds, vocabulary, and other reading skills.

There is one version but this activity could be used with any story by following the same instructional script but changing the story and the materials (provide whatever individualized supports your student needs to interact with the materials). Use this activity with as many stories as your student needs to further develop the skill. Mastery of this skill is not expected nor required to continue working within this unit. Instead, this activity should be used solely as practice whenever it can be worked in during instruction on the unit or at other times during the school day. It does not take the place of instruction with peers on the UDL unit, but supplements that instruction.

Based upon the student and the skill, choose any one of the instructional strategies from the NCSC Instructional Resource Guide to use during instruction throughout the practice activity. Use the data to give you more information on what part of the skill the student may need more focused instruction on throughout the unit.

Materials and Directions for Teacher
Provide a story with a clear beginning/middle/end; cards or other manipulatives (boxes, computer based graphics, etc.) that the student can move to sequence; provide as many cues as your student may need to help him/her sequence (numbers 1, 2, 3, ordinal numerals, color coding, etc.). *As your student becomes more skilled at sequencing the beginning/middle/end of stories, repeat this same activity but reduce or*

fade the cues that have been provided. For example, if the manipulatives have had ordinal numbers or words on them, remove those.

Instructional Cue	*Student Expected Response*	*Date:*
Substitute "event" for "thing" in the script if you think that will make more sense to your student. **We are going to read** (insert name of story)*. First we will read the beginning together.* Read the beginning part of the story and stop. **The beginning tells us the thing that happened first. In this story, the thing that happened first is** (insert the event from the beginning of the story)*. Tell me what happened in the beginning of the story.*	Student indicates the event in the beginning of the story.	
Demonstrate where to place the reminder (this could be a sentence, a group of words, a word, a picture, etc.) as you read the script. **To help us remember what happened at the beginning of the story, we can use this.** *Show the student the beginning manipulative.* **We can place a reminder of the thing happened in the beginning here. Now you do it.**	Student places the reminder in/on the beginning manipulative.	
Substitute "event" for "thing" in the script if you think that will make more sense to your student. **Next we will read the middle together.** *Read the middle part of the story*	Student indicates the event in the middle of the story.	

and stop. **The middle tells us the thing that happened next. In this story, the thing that happened next is** (insert the event from the middle of the story). **Tell me what happened in the middle of the story.**		
Demonstrate where to place the reminder (this could be a sentence, a group of words, a word, a picture, etc.) as you read the script. **To help us remember what happened in the middle of the story, we can use this.** *Show the student the middle manipulative.* **We can place a reminder of the thing happened in the middle here. Now you do it.**	Student places the reminder in/on the middle manipulative.	
Substitute "event" for "thing" in the script if you think that will make more sense to your student. **Last we will read the end together.** *Read the end part of the story and stop.* **The end tells us the thing that happened last. In this story, the thing that happened last is** (insert the event from the end of the story). **Tell me what happened at the end of the story.**	Student indicates the event at the end of the story.	
Demonstrate where to place the reminder (this could be a sentence, a group of words, a word, a picture, etc.) as you read the script. **To help us remember what happened at the end of the story, we can use this.** *Show the student the end manipulative.* **We can place a reminder of the thing happened at the end here. Now you do it.**	Student places the reminder in/on the end manipulative.	

Demonstrate how to sequence the manipulatives as you read the script; you may cue the student at each stage of the retelling by saying something such as, "Tell me what happened at the beginning", "Tell me what happened in the middle", and "Tell me what happened at the end."		**B**
	Student uses the manipulatives to sequence beginning/middle/end.	**M**
Let's retell the story using the beginning/middle/end. In the beginning,** (insert the event that happened first). **In the middle,** (insert the event that happened next). **At the end,** (insert the event that happened last). **Now you do it.		**E**

Transition Activity: Back to the UDL Lesson

After providing the instruction provided in the CRA, help the student transition back to the UDL Lesson (I*ntroduction* of *Lesson 1)* by conducting a short review of the terms "character," "setting," and "plot." Remind the student of the stories they wrote using the pictures. Use the character, setting, and plot cards with the book used in *Introduction* of *Lesson 1*. Consider providing an adapted version of the graphic organizer used in the *Body* of *Lesson 1*. Use strategies from the Instructional Resource Guide as needed to move the student towards skill acquisition.