

Elementary Librarian Lesson Plans



Special Education Activities

Mini Lesson Pack (Part 1)

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Elementary Librarian

Special Education Strategies

Suggested Accommodations & Modifications

Disclaimer: Please consult your school's special education teacher, director of special education, or administrator prior to implementing accommodations or making modifications. Follow guidelines set forth in the child's Individualized Education Program (IEP) or 504 Accommodation Plan.

Reading Skills

Sight Words - Matching Games

Overview: A lot of special education student's struggle with silent reading due to poor decoding skills, deficits in phonemic awareness, and/or lack of comprehension. To help build sight word recognition which occurs automatically, word recognition strategies need to be utilized. The use of flash cards will increase the student's ability to become an independent reader. Matching pictures to the visual representation may be beneficial. For example, the word "cat" paired with a picture of a cat. The key is to use high-frequency words that the teacher can use in conversation with the student in both deliberate and non-deliberate dialogue.

Playing matching games helps with concentration and gives the student opportunity to recognize and organize visual details while in a safe and enjoyable setting. This provides the student with necessary practice to better develop into an independent reader. Also, this is a good identifiable opportunity to support the student by having the special education student working with another fellow student who is not disabled. This other student can be designated the student helper for the day.

Implementation: The teacher or peer helper presents a set of three visual representation flash cards and then presents one word flash card. The special education student matches the word to the picture by stating the word verbally and then placing the presented flash card on the correct picture. The implementer will begin the activity by providing the special education student with a verbal prompt of the word. Once the special education student has correctly matched the word to picture on five separate teaching occasions in a row the implementer should fade displaying the word card without a verbal prompt. When the special education student has again successfully matched the word to the correct picture on five separate teaching occasions the word should be considered mastered.

Cat

Dog

Clock

Map

Apple

Flower

House

Shoes

Wheel

Boat







