

# The Special Curriculum

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| Phase 1 | Numeracy | Day 1 |
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## Lesson Overview:

1. Number Operations.
2. Size Comparison.

## Teaching Aids:

1. Preferred AAC device, if required.
2. Number card for “1”.
3. Writing aid (pencil, crayon, chalk or alternative pencil).
4. Writing surface (chalk board or paper).
5. Building blocks.

## Number Operations

|                      |                                                                                                                                                                                                                                                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Counting             | As the student observes, count one object. For example, one apple, one cup or one spoon. After you count the object, show the student the number card for “1”. Repeat this activity with at least three different objects. Do not count beyond one.                                 |
| Recognising the word | Write the word “one” as the student observes. Write slowly enough so that the student can see the different letters that make up the word. Thereafter, let the student write the word themselves. Refer to the video on emergent writing for guidance on how to facilitate writing. |

## Size Comparison

Place in front of the student a group of two blocks and a separate group of five blocks of the same colour. Point out to the student that the group of two blocks is small, whilst the group of five blocks is big.

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| Phase 1 | Numeracy | Day 50 |
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## Lesson Overview:

1. Number operations.
2. Sorting and matching

## Teaching Aids:

1. Preferred AAC device, if required.
2. Number line with counter.
3. Writing aid (pencil, crayon, chalk or alternative pencil).
4. Writing surface (chalk board or paper).
5. A collection of soft items and hard items.

## Number Operations

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Counting             | Place a number line in front of the student. Start at zero and move a counter five spaces forward, counting each space aloud as you move: "one, two, three, four, five." Stop at the number five. Then say, "Now let's take away five." Move the counter five spaces back, counting backwards as you move: "four, three, two, one, zero." Point out that the counter has stopped on the number zero, showing that five take away five equals zero. |
| Recognising the word | Write the word "zero" as the student observes. Write slowly enough so that the student can see the different letters that make up the word. Thereafter, let the student write the word themselves. Refer to the video on emergent writing for guidance on how to facilitate writing.                                                                                                                                                               |

## Sorting and matching

Place a collection of soft and hard objects in front of the student, such as a sponge, cotton wool, a plastic cup, and a wooden block. Working together with the student, explore how each object feels. Sort the objects into two groups: soft objects and hard objects. Point out the characteristics of each group.

# The Special Curriculum

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| Phase 1 | Literacy | Day 1 |
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## Lesson Overview:

1. Welcome.
2. Alphabet knowledge.
3. Phonological awareness – segmentation.
4. Shared reading.

## Teaching Aids:

1. Preferred AAC device, if required.
2. Alphabet cards for “M” and “m”.
3. Picture cards for “lemon”, “drum” and “meat”
4. Weather cards.
5. Writing aid (pencil, crayon, chalk or alternative pencil).
6. Writing surface (chalk board or paper).
7. Reading book.
8. Recordable buttons.

## Welcome:

1. The student signs in their name. You write their name too. Say “you wrote your name and I wrote your name”, whilst showing both writings. Refer to the shared writing instructional video for more information.
2. Ask the student what the weather is like today. Guide them to select a weather card to answer the question. Write the associated word on paper or on the chalk board. For example, if they choose the picture card with clouds, write the word “cloudy”. Sound out the letters as you write them and make sure the student can see the letters as you write. If the student does not have the ability to point to the image or verbalise their choice, refer to the instructional video on using AAC devices.

## Alphabet knowledge

### Letter identification

Show the student the uppercase “M” and the lowercase “m” using the alphabet cards. Tell them the letter name as you show them the cards. Show them each card at least 3 times, alternating between the two cards. Refer to the video on alphabet knowledge for more information on how to do letter identification.

### Letter sound identification

Show the student the uppercase “M” and the lowercase “m” using the alphabet cards. Make the letter sound “/mmm/” as you show them the cards. Show them each card at least 3 times, alternating between the two cards. Show them objects around the room that start with the

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|                                | letter “m”. Refer to the video on alphabet knowledge for more information on how to do letter sound identification.                                                                                                                                                                                                                  |
| Writing the letter             | Write the lowercase “m” as the student observes. Write slowly enough so that the student can see the different strokes that make up the letter. Thereafter, let the student write the letter themselves. Refer to the video on emergent writing for guidance on how to facilitate writing. Repeat the writing for the uppercase “M”. |
| Recognising the letter in text | Show the student the picture cards for “lemon”, “drum” and “meat”. Show the student the letter “M” or “m” on each card.                                                                                                                                                                                                              |

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| Phonological awareness – segmentation                                                                                                                                                                |
| Record “I”, “see”, “my”, and “face” on four different buttons. Give the student a mirror and say: “I see my face”. Help the student to select each button to construct the sentence “I see my face”. |

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| Shared reading                                                                                                                                               |
| Select any book you would like to read with the student. Show the student the letter “m” and “M” as you read the book. Refer to the video on shared reading. |

# The Special Curriculum

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| Phase 1 | Literacy | Day 52 |
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## Lesson Overview:

1. Welcome.
2. Alphabet knowledge.
3. Phonological awareness – segmentation.
4. Shared reading.

## Teaching Aids:

1. Preferred AAC device, if required.
2. Alphabet cards for “Z” and “z”.
3. Picture cards for “Zulu”, “lip”, “zest” and “zip”.
4. Writing aid (pencil, crayon, chalk or alternative pencil).
5. Writing surface (chalk board or paper).
6. Strip of paper.
7. Scissors.
8. Clothing item with a zip.
9. At least two reading books.

## Welcome:

1. The student signs in their name. You write their name too. Say “you wrote your name and I wrote your name”, whilst showing both writings. Refer to the shared writing instructional video for more information.
2. Present the student with at least two books. Ask the student which book they would like to read today. Guide them to select a book. Write the title of the book on paper or on the chalk board. Sound out the letters as you write them and make sure the student can see the letters as you write. If the student does not have the ability to point to the book or verbalise their choice, refer to the instructional video on using AAC devices. Tell the student that you will read the selected book later during shared reading.

## Alphabet knowledge

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|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Letter identification       | Show the student the uppercase “Z” and the lowercase “z” using the alphabet cards. Tell them the letter name as you show them the cards. Show them each card at least 3 times, alternating between the two cards. Refer to the video on alphabet knowledge for more information on how to do letter identification. |
| Letter sound identification | Show the student the uppercase “Z” and the lowercase “z” using the alphabet cards. Make the letter sound “/zzz/” as you show them the cards. Show them each card at least 3 times, alternating between the two cards. Show them objects around the room that start with the letter “z”.                             |

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|                                | Refer to the video on alphabet knowledge for more information on how to do letter sound identification.                                                                                                                                                                                                                              |
| Writing the letter             | Write the lowercase “z” as the student observes. Write slowly enough so that the student can see the different strokes that make up the letter. Thereafter, let the student write the letter themselves. Refer to the video on emergent writing for guidance on how to facilitate writing. Repeat the writing for the uppercase “Z”. |
| Recognising the letter in text | Show the student the picture cards for “Zulu”, “zest” and “zip”. Show the student the letter “Z” or “z” on each card.                                                                                                                                                                                                                |

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| Phonological awareness – segmentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <p>Teach the student how changing a letter in a word can change its meaning. Before the lesson, write the letters “z”, “l” and “ip” on three separate pieces of paper. As the student watches, place the “z” and “ip” pieces together to form the word “zip”. Say each letter sound as you build the word, then read the word “zip” together. Show the student the zip picture card and read the word together. If possible, demonstrate how to use an actual zip.</p> <p>Next, while the student watches, remove the “z” and replace it with the “l” to form the word “lip”. Read the word “lip” slowly, emphasising each phoneme. Show the student the lip picture card and read the word together. Refer to the video on phonological awareness for more information on segmentation.</p> |  |

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| Shared reading                                                                                                                                                      |  |
| <p>Select any book you would like to read with the student. Show the student the letter “z” and “Z” as you read the book. Refer to the video on shared reading.</p> |  |

1

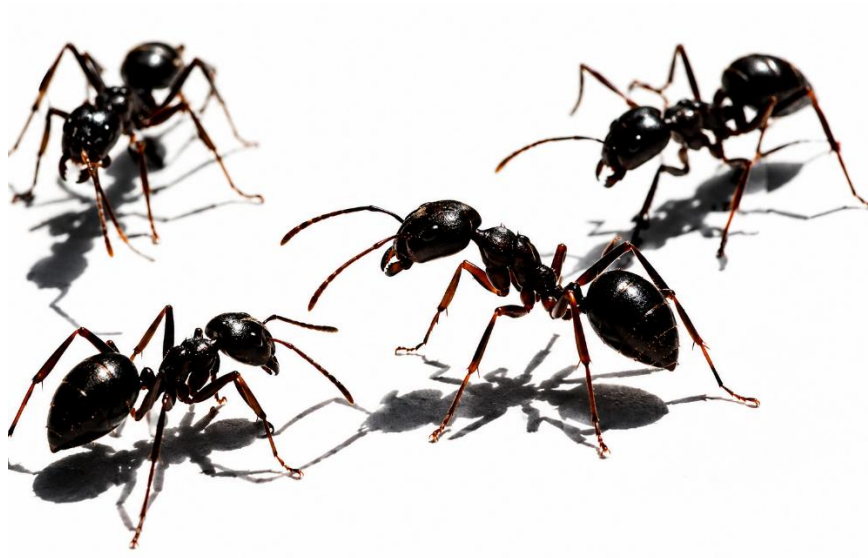
One

2

Two

A

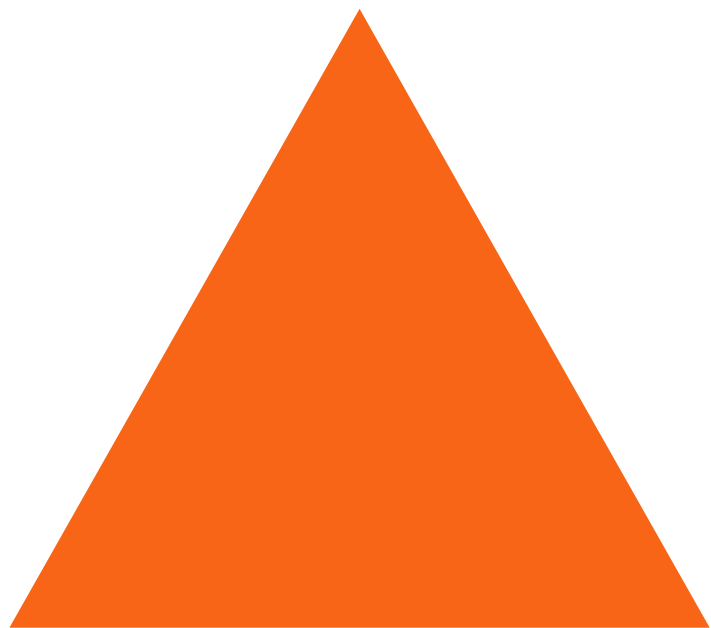
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Ants



Apple



Triangle



Square