

# Activity Sheets and School-Home Activities



The program includes 128 reproducible Activity Sheets and 160 reproducible School-Home Activities to support comprehension and generalization of both the books and the signs.

Every unit features 8 reproducible activities.

**Connect the Signs and Pictures**

DIRECTIONS: Color the signs on the left side of the page. Touch each sign and say its name. Then draw a line from the sign to the picture where the sign belongs.

**Retell the Story**

1st 2nd 3rd

DIRECTIONS: Cut out the pictures at the bottom of the page. Place them in the order they appear in the book. Glue or tape them in the correct squares to tell the story.

**Place the Signs in the Community**

DIRECTIONS: Color the signs at the bottom of the page. Cut out the signs, and place them in the correct spaces in the community. Glue or tape the signs in the correct spaces.

**Match the Signs**

DIRECTIONS: Color the signs. Then draw a line from each sign on the left to the matching sign on the right.

**Circle the Correct Sign**

DIRECTIONS: Read each question. Look at the three signs, and circle the correct one.

- Which sign means to ride inside the bike lane?
  - a. [STOP sign]
  - b. [Diamond sign with bicycle and car]
  - c. [30 speed limit sign]
- Which sign means to stop, wait, look all ways, and go when it is safe?
  - a. [Diamond sign with bicycle and car]
  - b. [STOP sign]
  - c. [30 speed limit sign]
- Which sign means to slow down and look for children who might run into the street?
  - a. [STOP sign]
  - b. [Diamond sign with bicycle and car]
  - c. [30 speed limit sign]

**Find the Sign in Your Community**

DIRECTIONS: Color the signs. Circle each sign when you see it in the community.

**Answer the Questions**

DIRECTIONS: Read each question. Look at the three answers, and circle the best one.

- Who is the main character of this book?
  - a. Jim
  - b. Maria
  - c. Bandit
- What is this book about?
  - a. bowling
  - b. hiking
  - c. swimming
- How does Jim get to the pool?
  - a. school bus
  - b. car
  - c. bicycle

**Answer the Questions**

DIRECTIONS: Read each question. Look at the three answers, and circle the correct one.

- Who is the main character of this story?
  - a. Maria
  - b. Jim
  - c. Roberto
- What is this story about?
  - a. bowling
  - b. swimming
  - c. hiking
- How does Jim get to the pool?
  - a. car
  - b. bicycle
  - c. school bus
- What does Jim see on the way to the pool?
  - a. dogs
  - b. fire engine
  - c. signs
- Why does Jim like to go swimming in the summer?
  - a. It is hot.
  - b. It is cold.
  - c. It is rainy.

Comprehension questions for both Level A and Level B books feature SymbolStix®.



**School-Home Connection 1A**

Our new book is *A First Summer Day!* It is about a boy named Jim who wants to go swimming on a hot day. He likes to bike to the neighborhood pool. Ask your child to share what he or she likes best about this story.

**School-Home Connection 1B**

Today we learned about a Stop sign. It means to stop and look for cars. A Stop sign tells people to:

- Stop
- Wait for their turn.
- Watch all ways, and go when it is safe.

Help your child look for Stop signs in your neighborhood.

**School-Home Connection 1C**

Today we learned about a Bike Lane sign. It means that the small line on the side of the street is for bike riders. A Bike Lane sign tells bike riders to:

- Watch inside the bike lane.

Help your child look for a Bike Lane sign in your neighborhood.

One School-Home Activity is provided for every lesson to promote family involvement.

# 16 Posters

To help students generalize the signs in the program, a full-color poster for each unit features a scene incorporating the three signs from the book in a new environment.

Signs on Streets and Roads



Signs in Restaurants



Signs in Work Places



Signs in the Community



Posters can be used to generalize the current unit's signs and review previous units' signs.

# Flexible Assessment

The last lesson of each unit focuses on assessing student mastery of comprehension objectives and the unit's signs. The program supports both print-based and web-based progress monitoring. By using the **web-based assessment tool**, teachers can assess more than one student at a time.

Students are assessed on sign identification, sign meaning, and book comprehension.

Sign assessments feature three signs from the current unit and three signs from previous units.

All web-based assessment activities are scan, single-switch, and touch-screen accessible.

Comprehension assessments are offered for both Level A and Level B books.

Book comprehension questions use a multiple choice format and feature SymbolStix® from News-2-You®.

## Find the Bike Lane sign.

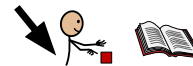


Web-Based Sign Assessment

Who is the main character in this story?



=



Maria



Bandit



Jim



Web-Based Book Comprehension Assessment

*Environmental Print Interactive Assessment* automatically records student data and tracks student progress.

Online Student Report

Classroom reports allow teachers to monitor students' progress at a glance.

Teachers can access data at their convenience 24 hours a day from any computer.

Last Name	First Name	Book Level	Last Assessment Performed	Actions
Hawkins	Mia	B	Unit 3, Sign Assessment (10/12)	Assessments + Reports Edit
Holt	Travis	A	Unit 2, Book Assessment (3/3)	Assessments + Reports Edit
Jahnoon	Kanye	A	Unit 3, Sign Assessment (12/12)	Assessments + Reports Edit
Louie	Van	B	Unit 4, Sign Assessment (3/12)	Assessments + Reports Edit
Ramirez	Manuel	A	Unit 3, Book Assessment (3/3)	Assessments + Reports Edit
Saenz	Theresa	A	Unit 2, Book Assessment (2/3)	Assessments + Reports Edit
Williams	Jasmine	B	Unit 3, Book Assessment (4/5)	Assessments + Reports Edit
Wincade	Jen	A	Unit 4, Book Assessment (1/5)	Assessments + Reports Edit

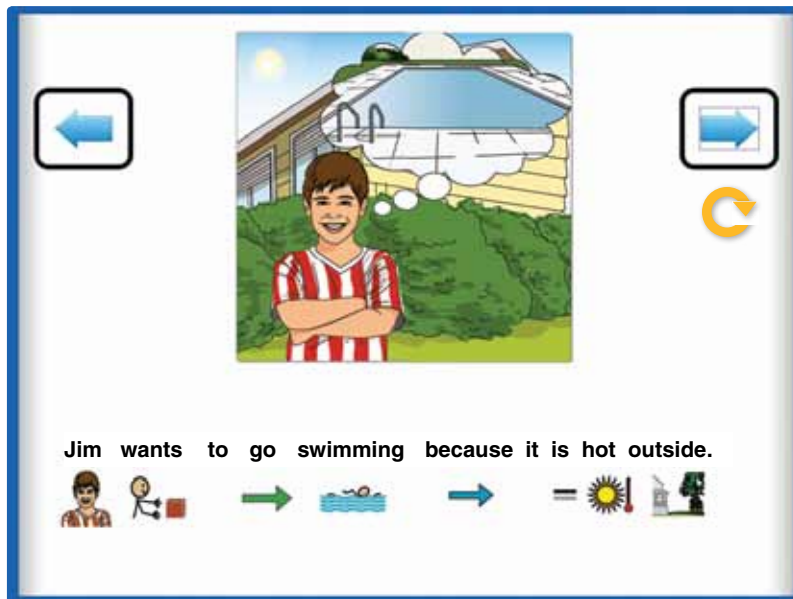
Online Class Report

In-depth student progress reports allow teachers to assess students' progress and plan for remediation.

Student reports can guide development of IEP goals.

# Interactive eBooks

With the web-based Interactive Assessment program, teachers can also access all 16 Level A and Level B program books in an electronic format with full audio narration.

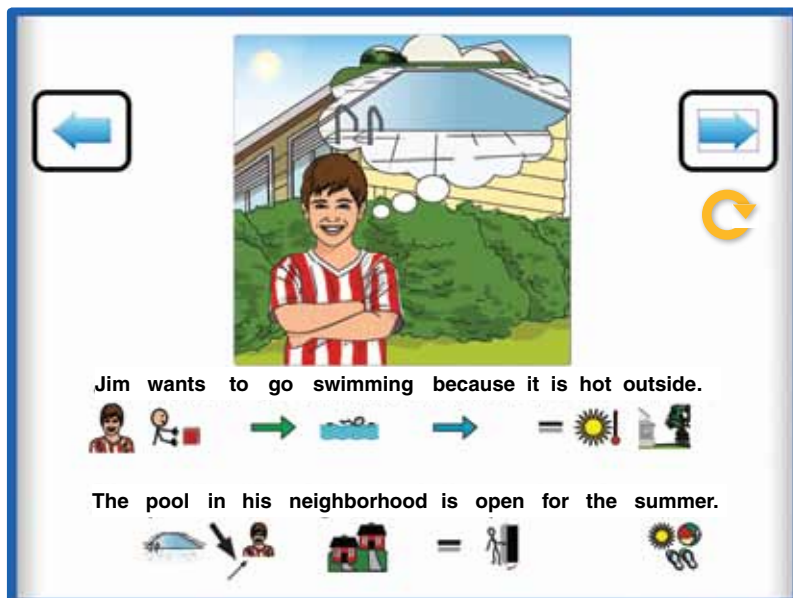


Level A eBook

Teachers can use an interactive white board to read and display books in enlarged format.

Students can reread books independently on a computer or touch-screen device.

eBooks are fully navigable, and the repeat button allows students to hear a page read multiple times.



Level B eBook

All books are scan, single-switch, and touch-screen accessible.

Male and female narrator options are available for the audio of each title.

# Research and Standards

*Environmental Print Series–Level One* was designed using current research on learning strategies for students with intellectual disabilities. Research-based practices incorporated into the program include:

- Symbol-Supported Text
- Frequent Repetition and Review
- Multiple Modality Learning
- Errorless Discrimination
- Positive Reinforcement
- Real-World Topics
- Hands-On Comprehension Strategies
- Manipulatives
- School-Home Connections

The program is also standards-based, incorporating language arts standards throughout the lesson cycle at a developmentally appropriate level. Objectives addressed in the program include:

- Students will identify the title of a book.
- Students will make predictions about a book based on its title.
- Students will identify the main character in a book.
- Students will identify character traits of the main character in a book.
- Students will identify the setting of a book.
- Students will identify cause and effect.
- Students will identify the main idea of a book.
- Students will identify the beginning, middle, and end of a story.
- Students will retell a story.
- Students will identify a given sign in the classroom and in the community.
- Students will explain the meaning of a given sign.