

# Middle School Story-Based Lesson

Book or literature to be used: *Island of the Blue Dolphins* by Scott O'Ell

What the teacher will do	Materials to present	What the student will do	Examples of student responses
Get students' attention.	Anticipatory set: Allow student to interact with materials (e.g., sand to represent Island)	Interact with materials.	Eye gage, touch, label
Review vocabulary and new symbols.	Flashcards with words/picture symbol/object of key vocabulary words (e.g., Karana, girl, island, brother, Rana, father)	Say/repeat/point to word or symbol.	Touch, say, use voice output communication aid (VOCA)
ASK for prediction (e.g., "What do you think this chapter is going to be about?").	Picture walk through the book. Provide prediction options with words/pictures/objects. Present plausible, semi-plausible, and not plausible options.	Indicate response to prediction.	Verbally answer questions or look at, touch, or reach toward response board with options
Read the title (e.g., "The title of this chapter is called <i>What will happen to Karana's Island?</i> Can you find the title?").	Text point to title of book while labeling it as a "title."	Point to title.	Eye gage word for word, point

State Standard to embed and where to embed (what step of the task-analysis): *Produce an artifact (e.g., short report) that can be a synthesis of what others said on a topic or issue, a formal presentation that may or may not include PowerPoint, a poster display, or webquest.* -Step 13.

(continued)

**Figure 4.5.** Sample middle school story-based lesson task analysis. (From Wakeman, S., Mraz, M., Rickelman, B., Browder, D., Mims, P., & Knight, V. [2008]. A conceptual model for mathematics for students with significant cognitive disabilities [Brochure]. Retrieved from <http://education.uncc.edu/access/PDFlinks/Conceptual%20Model%20Brochures/ELA%20conceptual%20model%20brochure%202009.doc>; reprinted by permission.)

ANGIE C-W