



People Long Ago



Introduce the Unit and Key Vocabulary

Talk with students about what they will learn from the Unique Learning System Unit. Introduce key vocabulary to them using the descriptive teaching method.

Example: This unit explores the past and present. Students learn about how people got what they needed in the past. Students also explore why people moved in the past and why they move today. Throughout the unit, students are provided opportunities to compare what life was like in the past to what life is like in the present. Leveled book will tell about Henry, from the past, and Mateo who lives in the present. Another book will show why some people move elsewhere to live. Another lesson will talk about how the Critter family moved, how they were feeling about the move, and why it was important to move. The lesson will also talk about how we live today versus how we lived a long time ago.

Read Passages While you TAAP

As you read the passages within each unit with students, remember to

TAAP: Talk about it, Ask a question, Acknowledge via response, and

Propel the conversation or Predict!

(View the TAAP resource on the AAC Language Lab to learn more about the TAAP strategy!)



Sample TAAP words/phrases:

Talk About It	Ask Questions	Acknowledge via Response	Propel the Conversation or Predict
move/ moving present/ now past/ history want need	Why do people move? Have you ever moved? What is something that you need? What is something that you want? Do you think it was hard work to live in the past then now?	I agree Got it! That's it! Good one Nice work!	Tell me more and what else? What's next another idea? I think...



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Talk About What you Learned

Summarize the unit with students and talk about what they learned. Ask open-ended questions to discuss what everyone thought, and to get them thinking about and reflecting on what they read.

Sample questions for discussion:

What did you learn about moving in the past and moving now? What are some things that made people move in the past? What are some things that make people move now? What are some basic needs that you need to live at home? How do you meet your needs? What do you and your family members do to meet these needs? How do you get your food? How did they get their food a long time ago? What did they do differently?

Discussion for Comprehension

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After reading and summarizing the unit with students, use descriptive testing to further discuss the students' understanding of the unit or passage. Pose questions in a way that allows the student to answer the question using any word on their device.

Sample Descriptive Testing Questions and responses:

Why do people sometimes have to move homes?	What are the differences between Henry and Mateo?	Tell me about the Little Critter moving experience.
<ul style="list-style-type: none"> go where food is go to work near family move away to be happy get better/good work 	<ul style="list-style-type: none"> make his clothes buy his clothes go to farm go to store ride in cart ride in car 	<ul style="list-style-type: none"> he was sad no want to move away put his things in big truck happy to make new friend