



## Changing Our Land

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## 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:** Within this unit, we will explore the ways people change the environment. Students will learn how the changes people make can either help or hurt the environment. Students will recognize these human modifications and explore ways they can help the environment too. IN the first leveled book, students will read about Sam who is driving in the car with his dad. Sam looks at all the things people built along the way. In the easy read book, Building a Park, student read about Nyah who is watching worker build a park and some things that will help and hurt the environment.

## 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!)

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### Sample TAAP words/phrases:

Talk About It	Ask Questions	Acknowledge via Response	Propel the Conversation or Predict
change environment shapes soil clean	Why do you think people build roads, bridges, and sidewalks? How do these things help us? How does building a park help the environment? What are some ways people can help the environment when they build something new?	Nice work That's correct good job excellent bingo!	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 the how building things can help or hurt the environment? What are some ways people can help the environment when they build something new? What are some things Sam saw that people built on the way to Grandma's house? Why are bridges and roads important to people but could also hurt animals and nature? How does reusing items, like making a bird feeder from a milk carton, help the environment? Why is it important to think about the environment when we build or make things?

## 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:**

Tell me why people build roads, bridges, and sidewalks.	What are things in your community that helped people?	If you could build something in your town, what would it be and why?
<ul style="list-style-type: none"><li>• to get someplace safer and faster</li><li>• to help get food and supplies to my town</li><li>• so kids can get to school</li><li>• make it easier for driving</li><li>• walk around town</li></ul>	<ul style="list-style-type: none"><li>• a playground</li><li>• a recycling station</li><li>• a bridge to get to the other side of town faster</li><li>• a pet friendly water fountain</li></ul>	<ul style="list-style-type: none"><li>• a library for people to learn and read new books</li><li>• a park to play for everyone</li><li>• a place to feed animals</li><li>• local farmer's market</li></ul>