



## Let's Go to Summer Camp

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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:** In this summer unit, students learn about the fun activities you can participate in at camp and in the outdoors. Additionally, the unit addresses the transition skills of problem solving, self-advocacy and recreation and leisure. In the leveled reading book, students will learn what campers pack as they get ready for different summer camps. In the easy read book, students read about Lexi and Omar and their day at summer camp and trying new activities, and make choices when they need help. Changes and challenges may be difficult for some students. Lastly, students find out about making choices in activities during camp.

## 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
ask activity camp choose friend game help	What do you need to pack for summer camp? Why are those items important? Have you ever gone to camp or tried a new activity? Why do you think making choices is important when you are away from home?	You got it spot on nice way to go target	Tell me more let's see what's next? I think... what else?



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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 preparing for camp? What items did the campers pack for summer camp? Why were they important? When trying new activities, how does that feel? What do you do if you need help? Why is it important to speak up when you need help at camp or anywhere else? What are some fun activities you read about in the books. Which one would you choose? How does making your own choices help you become independent? Why do you think summer camp is a good place to practice self-advocacy skills?

## 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:

What things did campers pack for summer camp?	Tell me about how Lexi and Omar made choices at summer camp.	How did the campers use self-advocacy skills at camp?
<ul style="list-style-type: none"> <li>took sleeping bags and sunscreen</li> <li>favorite thing to feel safe</li> <li>medicine is important to take</li> <li>swimsuit</li> <li>water bottle</li> </ul>	<ul style="list-style-type: none"> <li>colors for shirts</li> <li>Omar asked for help to get into canoe</li> <li>asking for help to bead a necklace</li> <li>ask for a life jacket</li> </ul>	<ul style="list-style-type: none"> <li>ask for help</li> <li>ask questions</li> <li>help someone feel safe</li> <li>use my voice</li> <li>tell no</li> </ul>