

Middle School Story-based Lesson Task Analysis

Book or piece of literature to be used: _____

What the teacher will do	Materials to Present	What the student will do	E.g., student responses
1. Get students attention	Show anticipatory set and allow student to interact with materials	Interact with materials	Eye gaze, touch, label
2. Review vocabulary and new symbols	Flashcards with words/ picture symbol/ and or object of key vocabulary word(s)	Say/repeat/point to word or symbol	Touch, say, VOCA
3. Ask for prediction	Picture walk through the book. Provide prediction options with words/pictures/ objects. Present plausible, semi plausible, and not plausible	Indicates response to prediction	Verbally answer questions or Look at, touch, reach toward response board with options.
4. Read the title	Text point to title of book while labeling it as "title"	Point to title	Eye gaze word for word, point
5. Read the author	Text point to title of book while labeling it as "author"	Point to author	Eye gaze word for word, point
6. Ask, "how do we get started?"	Present the book upside down and backwards	Opens book to first page of the book	Reorients book and opens, activates VOCA to request open
7. Reads text and provide chance to turn page	Text point along with reading and pauses at end of page	Turns pages when appropriate	Turns page, looks at pic symbol, or activates VOCA
8. Pauses for repeated story line	Reads up to repeated story line or half of repeated story line	Anticipates repeated story line or finishes repeated story line	Says story line or activates switch
9. Pauses for finding the vocabulary on page	"Can you find the one of our vocabulary words on the page?"	Points to picture/ word/ object that teacher says	Look at, touch, says word
10. Give student an opportunity to point to chosen line on "text point page" in own book	Wait for student to respond	Text point to chosen line in book	Point, eye gaze
11. Provide phonetic awareness opportunity (Blending, segmenting a specific word)	Provide an opportunity for student to participate in phonetic awareness opportunity	Independently demonstrates blending, segmenting, or identifying a target sound	Tap out, VOCA, speak
12. Asks comprehension question/ review prediction	Provide comprehension options with words/pictures/ objects. Present plausible, semi plausible, and not plausible (can be same as prediction question)	Answers question	Eye gaze, touch, speak, reach toward, VOCA, AAC

Project MASTERY/NAAC IES Grant# H324U040001 UNC at Charlotte

Created by Pamela Mims.

For permission to replicate or use please contact Dr. Diane Browder at dbrowder@uncc.edu

<http://education.uncc.edu/access/>

Revised 1.13.09

State Standard to embed and where to embed (what step of the task-analysis):

Project MASTERY/NAAC IES Grant# H324U040001 UNC at Charlotte

Created by Pamela Mims.

For permission to replicate or use please contact Dr. Diane Browder at dbrowder@uncc.edu

<http://education.uncc.edu/access/>