**Continue**

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Name: _____ Class: _____

Date: _____ Score: _____

Degrees of Adjectives Quiz

Write the correct form of the Adjectives seen in the brackets to complete the following sentences. The comparison word clues are in italics.

Example: This is the better of the two paintings. (good)

- Are you _____ than your brother? (strong)
- Out of six of the boys, Peter has the _____ pair of shoelaces. (long)
- Mama bear had the _____ of the three beds. (soft)
- Both Wendy and Cindy are _____ than Caitlin. (short)
- She is the _____ among all of the girls. (tall)
- Andrew is _____ than his brother. (smart)
- He is the _____ of the two soldiers. (brave)
- This is the _____ of all the cities. (ancient)
- Today's sweater is _____ than yesterday's. (bad)
- I can swim _____ than you. (good)
- Which is the _____ word to spell of the two? (difficult)
- Of all of the ladies at the ball, Cinderella was the most _____ (beautiful)

Using the Verbal Behavior Approach to Teach Children with Autism

Mary Lynch Barber, RBT

www.vbapproach.com

May 2009

Autism One Conference

PDF

My Autism Journey

- July 2, 1999 – Lucas was diagnosed with moderate to severe autism one day before his third birthday.
- September 1999 – Started 40 hours/ wk ABA program with Lovaas consultant coming monthly.
- June 2000 – Founding President of Autism Society of Berks.
- December 2003 – Became a Board Certified Behavior Analyst and Lead Behavior Analyst for the PA Verbal Behavior Project.
- May 2005 – Published the results of a single subject multiple baseline study that I designed in The Analysis of Verbal Behavior.



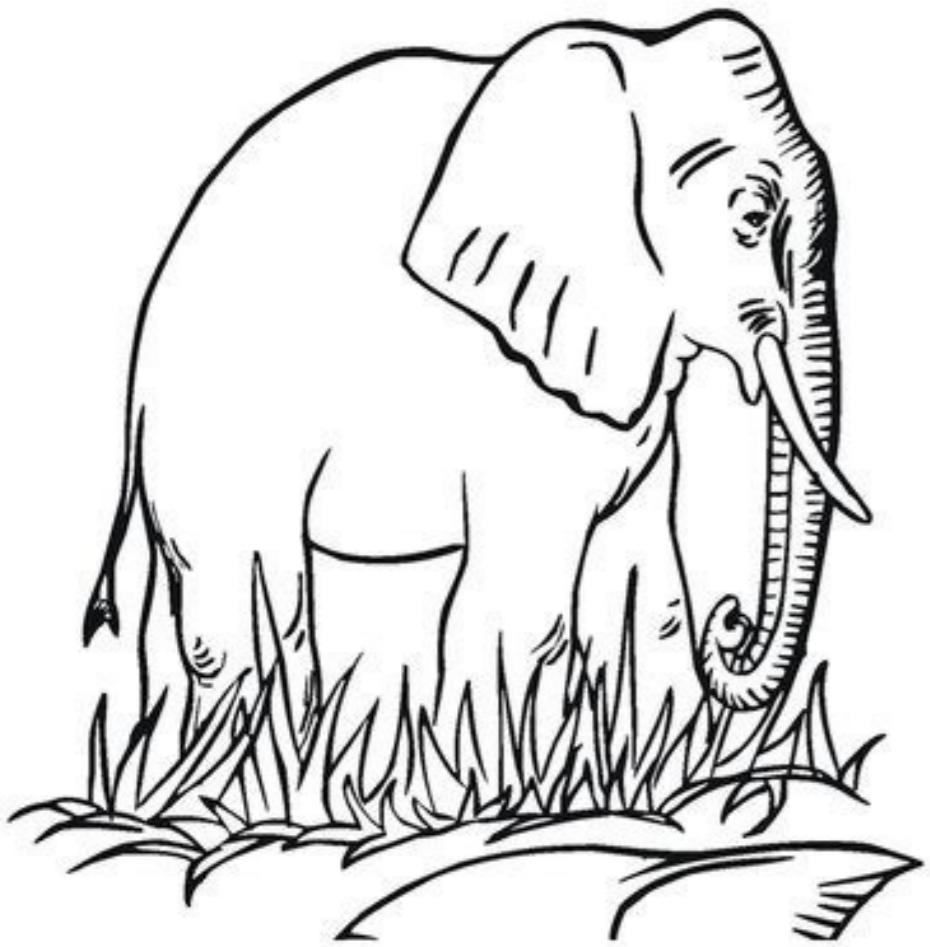
Directions: Trace and write these words in cursive.

New letters: *m, n*

Trace

Write

hand *hand* _____jump *jump* _____talk *talk* _____need *need* _____shut *shut* _____nice *nice* _____many *many* _____park *park* _____©2010 All Rights Reserved
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African Elephant

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Forming the letter beginning on the left side, without lifting the pencil from the paper, is much more conducive to building eventual speed of writing. Legibility involves the readability of letters, as well as spacing within and between words. Speed is important as children advance beyond the first few grades so that they can use writing efficiently in a variety of tasks. If children have learned both manuscript and cursive, as is often the case with older youngsters, then assessment should consider the execution, legibility, and speed of both forms of writing. Back to Top Relatively modest investments of instructional time devoted to handwriting — perhaps the equivalent of ten or fifteen minutes daily — may pay off in preventing later writing problems, including difficulties with higher-level composition skills. The early years of schooling are especially critical for handwriting instruction: once children have formed counterproductive habits in handwriting, such as poor pencil hold or inefficient letter formation, those habits can be difficult to change. Even for young children, however, handwriting instruction should occur in the context of a broader program of written expression in which children learn many other writing skills and develop motivation to write. Of course, children also should have access to word-processing programs and assistive technology, with appropriate accommodations as needed for individual students. Here are a few specific suggestions for teaching handwriting: Teach children consistent formation of letters using a continuous stroke if possible. Extensions: Students can use other modalities to practice forming their letters. Especially when the teacher is working with large groups of youngsters, monitoring each child while he or she is writing may be difficult. For instance, while children are practicing writing a given letter, they can also be saying the sound the letter makes. In teaching cursive, explicitly teach connections between letters as well as formation of single letters. Position the chart paper where all students can easily see it. The printable poster is very helpful for showing students the difference in height between the two letters. After a long period of neglect in education, attention to teaching handwriting in the primary grades may finally be returning. With either form, however, children must eventually develop enough speed to use writing efficiently in tasks such as note-taking or test-taking. Circulate around the room, supporting as necessary, as they complete the worksheets. Although some letters, such as f and t, require lifting the pencil from the paper to make a second stroke, teach letter formation using a continuous stroke (without lifting the pencil from the paper) when possible. Whole Group Lesson: Begin by introducing students to the cursive lowercase "a." Refer to the printable poster to show students what the "a" looks like. Counterproductive habits in these latter areas are not always obvious from looking only at writing samples and can greatly impede progress in handwriting. In addition, it can be helpful to teach children to form confusable letters differently; for example, b starts at the top whereas d starts with the loop. Use written arrow cues to help children remember how to form letters. Each student needs either a mini-whiteboard and marker or alternatively, a clipboard or other hard surface, paper, and pencil. If available, each student needs a juggling scarf. Other ideas include: Salt trays, Chalkboards, Slime, Sand Paint. Use the same lesson structure to introduce more cursive letters. It is also useful to distinguish different standards for legibility depending on the purpose for writing; for example, in taking notes, "messy" handwriting is entirely acceptable as long as children can easily read their own writing. Back to Top At one time, manuscript (print) writing was typically taught in first grade, whereas cursive was introduced later, usually in third grade. For example, teach children to write the letter b by starting at the top with a vertical stroke, then making the loop to the right without lifting the pencil, rather than having children form the vertical line and the loop in separate strokes. Focus initially on learning the motor pattern rather than perfect legibility or size. Children appear less likely to confuse visually similar letters if they have learned one letter of a confusable pair well prior to introduction of the other letter of the pair. Connections involving four letters — cursive b, o, v, and w — followed by a subsequent letter (e.g., as in the words bed, on, have, will) are often especially confusing for children, because unlike most cursive connections, these do not involve going back down to the bottom line before writing the subsequent letter. Aim for speed as well as legibility. Remind them to use the verbal pathway. Independent Practice: Provide each student with the lowercase "a" worksheet. Written arrow cues for tracing dotted letters and copying letters are important so that children do not inadvertently practice incorrect letter formation repeatedly. For children at beginning stages of reading and spelling, integrate handwriting instruction with instruction in letter sounds. Furthermore, very modest amounts of instructional time in the earliest grades — kindergarten and grade one — may help to prevent later writing difficulties for many children. Contrary to the view that handwriting is a trivial skill, handwriting actually is important for a number of reasons. One involves the concept of mental resources to which I have alluded in several other columns, in relation to reading and mathematics as well as writing. Have them chime in with the verbal pathway as they practice forming the letter several times. Ask students to practice writing the letter "a" on their whiteboards or paper. For instance, the manuscript letters c, a, and d all begin with the same loop and can be taught in one group; i should be taught before y because it is simpler to form and is needed more frequently to write words. Separate reversible letters such as b and d. Model the formation of the letter "a" several times, using the verbal pathway each time. Model for students how to form the letter "a" in the air using a juggling scarf. If scarves are not available, this step in the lesson can be modified. Just as effortful word decoding may impair reading comprehension, or lack of automatic recall may reduce the mental resources available for learning advanced computational algorithms in math, labored handwriting creates a drain on mental resources needed for higher-level aspects of writing, such as attention to content, elaboration of details, and organization of ideas. Because handwriting is a basic tool used in many subjects — taking notes, taking tests, and doing classroom work and homework for almost every content area as well as in language arts classes — poor handwriting can have a pervasive effect on school performance. Moreover, when handwriting is perceived as arduous and time-consuming, motivation to write may be greatly reduced, leading to a lack of practice that may further compound difficulties with writing. Finally, handwriting in the earliest grades is linked to basic reading and spelling achievement; for example, when children learn how to form the letter b, they can also be learning its sound. The lesson gives consideration to visual, auditory, and kinesthetic learning styles. Materials: Preparation: The teacher will need lined chart paper to write on. Whether children are learning manuscript or cursive, speed should not be emphasized until children can form letters legibly and from memory. For instance, young children may "draw" a letter such as m using separate strokes, starting on the right side of the letter. Students who experience difficulty may need to see the formation modeled again and/or be reminded of the verbal pathway to guide their writing. Ask students to share the times and occasions they thought of that begin with the letter "a," which will help out any classmates who need ideas. Follow-Up: Use this same lesson structure to introduce the uppercase "A." Be certain to point out that the lowercase "a" is a short letter and the uppercase "A" is a tall letter. This attention to height can benefit many young children, including those with learning disabilities, such as dysgraphia, dyslexia, and attention deficit hyperactivity disorder. Although handwriting programs and assistive technology are available to help children with writing problems, technological advances do not eliminate the need for explicit teaching of handwriting. Have them make the letter several times. Using chart paper, model how to form the letter "a." It is helpful to provide students with a verbal pathway as you write. Around, down, going up. Historically, some authorities argued for the superiority of one form over the other for children with LDs, most often for the superiority of cursive over manuscript. However, there is little evidence that cursive is easier to learn than manuscript, and there are clear advantages to having children focus on the form of writing similar to what they must read in print. Most critically, children should be able to use at least one form to produce legible, reasonably effortless writing, and instruction should focus on the form that appears most likely to lead to that outcome, especially for older children with handwriting difficulties. Back to Top Assessment of handwriting should incorporate observations of execution, legibility, and speed of writing. Execution includes correct and consistent pencil hold, posture, and letter formation. Free printable version of: [Printable Cursive Writing Lesson Plan](#) — Courtesy of PrimaryLearning.org

This poster can remain in your classroom as an anchor chart for students to refer to when they are writing. Print the letter "Aa" poster and hang it in the classroom in an area easily accessed by students. Unlike manuscript writing, cursive writing involves making connections between letters within a word. This initial practice should emphasize learning the motor pattern with correct formation of the letter (e.g., as discussed for the letter b above) rather than writing the letter on paper with perfect legibility or size. Teach similarly formed letters together, and use an instructional sequence that takes into account both ease of formation and frequency in words. Print a copy of the lowercase and uppercase "a" worksheets for each student. Once children can form individual letters, explicit teaching of letter connections is important. Children should learn a highly consistent way to form a given letter every time they write it. When children are learning to form a new letter, it is helpful to begin with large movements such as forming the letter in the air; have children use a sweeping movement with the entire arm, not just the hand. If you do not have scarves, students can use their index finger to make the letter "a" in the air. This lesson guides you through how to model writing the lowercase "a" and how to provide students with three different opportunities for independent practice.

Classical Conversations' Exploring the World through Cartography is a visually rich exploration of the world through maps. The introduction explains different types of map projections as well as a brief history of cartography. Organized by continent/region, each unit begins with a list of questions to research and answer. Help children master the spelling of these tricky words with this handy resource. Perfect for displays on Letters and Sounds, this Phase 3 tricky words mat contains tricky phonemes and graphemes, which pupils have to learn. Take a look at our Twinkl Phonics homepage to find a range of fantastic resources, and key information. Want more great resources like this? Create ... Staff Paper PDFs Free Music Staff Paper. Staff paper PDFs, free! I've got all sizes and types here - just have a look and download what you need. Big staves, little staves, all kinds of music staves! On this page: small & GIANT-sized staves - grand staff, treble clef, bass clef, and viola clef printable staff paper for your music studio or lessons. ... The home news and fun facts for kids. Find out what is going on, with stories, pictures and videos. Try a quiz or one of our free games. Help improve your young learner's vocabulary with this high-frequency word mat. Explore this 100 High Frequency Words Mat and more exciting writing resources by creating your very own Twinkl account today! This resource news contains a checklist along with the list of words to assess their development and vocabulary on the topic. Not just for schools, these sight words can be ... Years in Writing Business 97% Orders Delivered on Time 3,500+ Experts on Our Team 9/10 Report Better Grades Hello Can I please get a copy of a plagiarism report? Thanks, Dan. September 30th, 2021. 4/5. Absolutely LOVE having help especially from ... The premier web service for creating professional educational resources. Used by teachers and parents around the world.

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