Keeping Literature Lively with Loop Activities

Questions

Who has...
Charlie Bucket?

Answers

I have...
Charlie Bucket.

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Gwinnett County Public Schools

Loop Game/Comp basic Idea from the website: http://www.curriculumproject.com/loopwriter/

Keeping Literature Lively
with Loop Activities

Learning Objective: Participants will be able to provide access to literary comprehension questions via Loop Game/Loop Comp activities for all students, verbal and non-verbal.

Learning Objective: Participants will be able to incorporate IEP objectives into ELA standards via the use of literary based Loop Game/Loop Comp activities.

Learning Objective: Participants will be able to create their own Loop Game/Loop Comp activities utilizing templates provided during the webinar session.

Loop Game & Loop Comp
Georgia Standards of Excellence (GSE)

Loop Game/Loop Comp activities will align to the following **Speaking/Listening standards** when using **Loop Game/Loop Comp** activities with students to **ask and answer questions** related to literary texts.

ELAGSE.SL.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade level topics and texts*, building on others' ideas and expressing their own clearly.

-Pose and respond to questions

Loop Comp activities will align to the **Reading Literary Standards** when using **Loop Comp comprehension** activities with students to **show understanding of explicit text.**
(Simply identifying the characters in the Loop Game activities does NOT align to these RL1 standards.)

ELAGSE.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
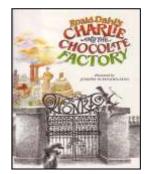
-Refer to text to show comprehension of explicit text

IEP Objectives
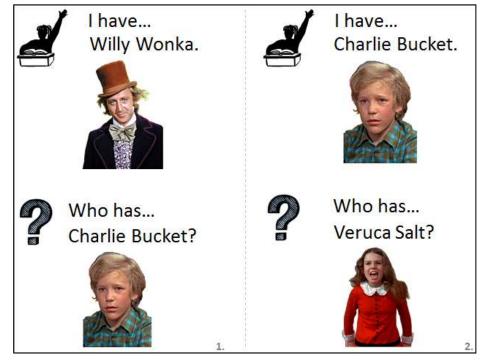
> IEP skills embedded into Loop Game/Comp activities that help address IEP objectives:

- Speech & Articulation
- Making consistent response
- Identifying pictures/symbols
- Answering "Wh" questions
- Initiating communication
- Increasing vocabulary
- Answering Yes/No questions
- Asking relevant questions
- Labeling objects/pictures
- Increasing Mean Length of Utterance (MLU)

- Eye gaze
- Sequencing
- Same & different
- Making a choice
- Matching to sample
- Utilizing AAC
- Making predictions
- Cause & Effect
- Computer use

This list is not inclusive of all IEP objectives that can be utilized with Loop activities.

Charlie and the Chocolate Factory
Loop Game

I have...
Willy Wonka.

Who has...
Charlie Bucket?

I have...
Charlie Bucket.

Who has...
Veruca Salt?

1.

2.

Questions

Who has...
Charlie Bucket?

2.

I have...
Charlie Bucket.

Answers

Charlie and the Chocolate Factory
Loop Comp Activities

I have...
Willy Wonka.

Who has...
the boy who finds a dollar
bill on the sidewalk?

1.

I have...
Charlie Bucket.

Who has...
the girl who loves
to have her own way?

2.

I have...
Willy Wonka.

Who has...
the boy who finds a dollar
bill on the sidewalk?

1.

I have...
Charlie Bucket.

Who has...
the girl who loves
to have her own way?

2.

Loop Comp :
Charlie & the Chocolate Factory

Characters &
Character Descriptions

(SL1c) Asking & Answering Loop Comprehension Questions Using Speech & AAC (Step by Step)

Answers the question,
"Who has the Oompa-Loompas?"
Using the Step by Step to say,
"I have the Oompa-Loompas!"

Places Oompa-Loompa picture onto loop after answering question.

Directions for *Loop Game* Activities

a.   Print each slide (on cardstock, if possible.)

b.   Cut page in half on the dotted line.

c.   Fold each piece in half (picture sides on the outside)

d.   Glue blank insides together to make flat two-sided cards

e.   Laminate cards (for repeated use)

f.   Give each student (or let them choose) a card

g.   Students then take turns asking the question on their card to a classmate; the student with the correct answer on the card then responds to the question (AAC devices may be used for students to ask and answer the questions)

h.   Student who answered the question, then asks the next question printed on the opposite side of their card.

i.   This reciprocal interaction continues until the last question refers back to the very first card to complete the "loop".

Loop Materials Tactilized

Loop Comp materials with questions & answers tactilized
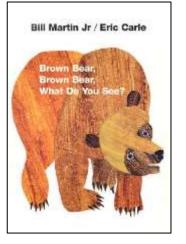
Questions tactilized to match tactilized Supplemental pictures

Questions & Answers tactilized on Step by Step AAC devices

Brown Bear, What Do You See?
Loop Game & Loop Comp Activities

Created by Jessie Moreau & Molly Dobbins

Gwinnett County Public Schools

The Big Red Tub
Loop Game & Loop Comp Activities

Questions

Who has...
Stan and Stella?

Answers

I have...
Stan and Stella.

Loop Comp :
The Big Red Tub

*Characters &
Character Descriptions*

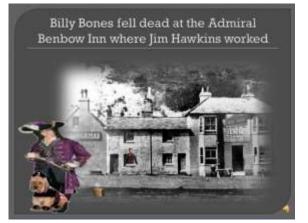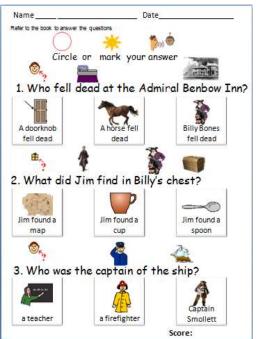# (RL1) Refer to Text to Cite What Text Says Explicitly to Answer Loop Activity Comprehension Questions
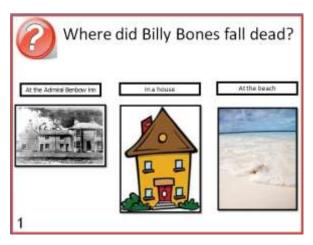
Refer to Text to Cite What Text Says Explicitly to Answer Comprehension Questions and to Complete Sentences (RL1)
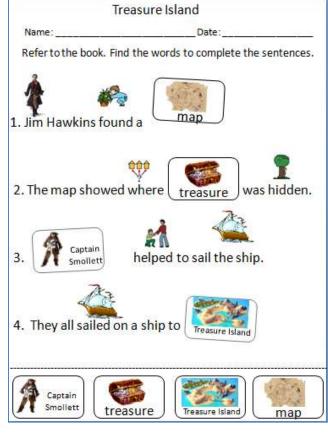
Billy Bones fell dead at the Admiral Benbow Inn where Jim Hawkins worked

Where was the treasure hidden?

at the mall | Treasure Island

Where did Billy Bones fall dead?

At the Admiral Benbow Inn | In a house | At the beach

Treasure Island

Name: _____ Date: _____

Refer to the book. Find the words to complete the sentences.

1. Jim Hawkins found a **map**

2. The map showed where **treasure** was hidden.

3. **Captain Smollett** helped to sail the ship.

4. They all sailed on a ship to **Treasure Island**

Captain Smollett | treasure | Treasure Island | map

Name _____ Date _____

Refer to the book to answer the questions

Circle or mark your answer

1. Who fell dead at the Admiral Benbow Inn?

A doorknob fell dead | A horse fell dead | Billy Bones fell dead

2. What did Jim find in Billy's chest?

Jim found a map | Jim found a cup | Jim found a spoon

3. Who was the captain of the ship?

a teacher | a firefighter | Captain Smollett

Score:

"Treasure Island" materials created by Penni Singleton, Cherokee County Schools and Juanita Pritchard, Cobb County Schools

(RL1) <u>Refer to Text</u> to Cite What Text Says Explicitly to Answer Loop Comp Comprehension Questions

Squire Trelawney ordered a ship and crew. Captain Smollett offered to sail the ship.

They met Ben Gunn, who showed them where the treasure was hidden.

Loop Comp: Treasure Island

Characters & Character Descriptions

(SL1c) Asking & Answering Loop Comprehension Questions Using AAC (Step by Step)

Who has the man who found
the treasure?
**Student uses head switch connected to
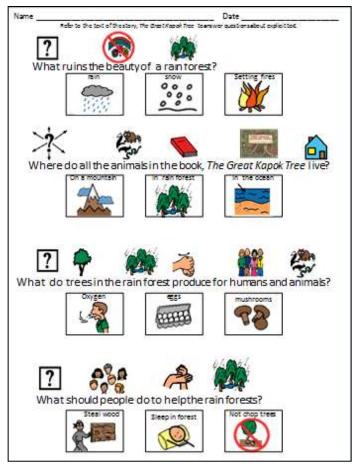Step by Step to reply: "I have Ben Gunn!"**

Who has the man who ordered
a ship and crew?
**Student uses his hand to activate
Step by Step to answer, "I have
Squire Trelawney."**

"Great Kapok Tree" adapted
story comprehension

"Great Kapok Tree" Loop
Comprehension activity

"Great Kapok Tree" comprehension materials created by Jessie Moreau & Molly Dobbins, Gwinnett County Schools

Refer to Text to Cite What Text Says Explicitly to Answer Comprehension Questions and by showing comprehension of scenes from the adapted story (RL1)
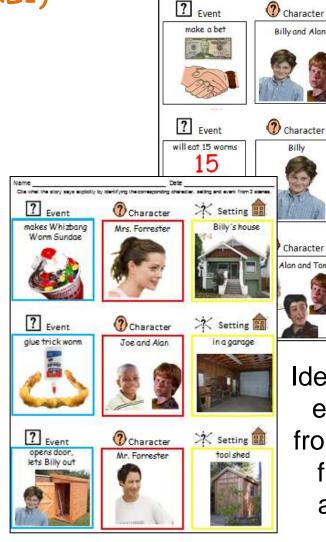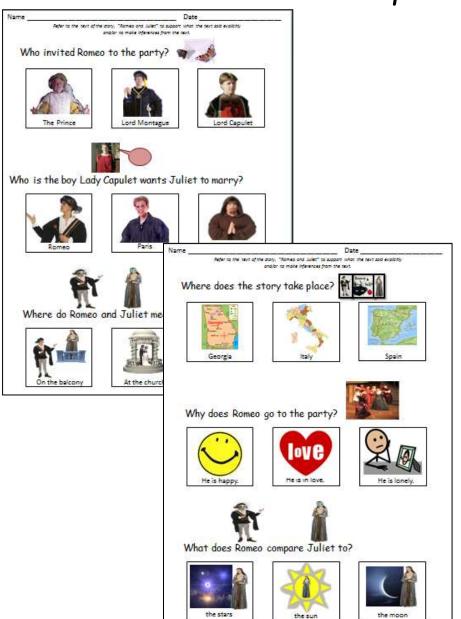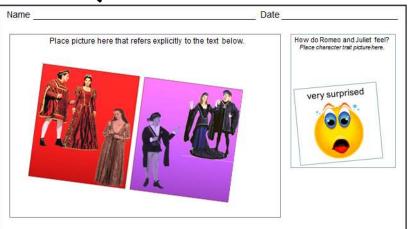

"How to Eat Fried Worms" Loop Comprehension questions work with GAA SPG
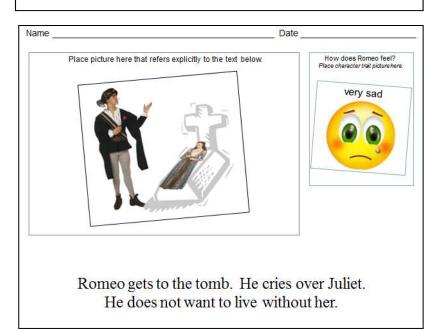
Identify story elements from scenes from the adapted story

(RL1) Refer to Text to Cite What Text Says Explicitly
to Answer Comprehension Questions

Name _____ Date _____

Refer to the text of the story, "Romeo and Juliet" to support what the text said explicitly and/or to make inferences from the text.

Who invited Romeo to the party?

| The Prince | Lord Montague | Lord Capulet |

Who is the boy Lady Capulet wants Juliet to marry?

| Romeo | Paris | |

Where do Romeo and Juliet me...

| On the balcony | At the church |

Name _____ Date _____

Refer to the text of the story, "Romeo and Juliet" to support what the text said explicitly and/or to make inferences from the text.

Where does the story take place?

| Georgia | Italy | Spain |

Why does Romeo go to the party?

| He is happy. | He is in love. | He is lonely. |

What does Romeo compare Juliet to?

| the stars | the sun | the moon |

Name _____ Date _____

Place picture here that refers explicitly to the text below.

How do Romeo and Juliet feel?
Place character trait picture here.

very surprised

Romeo is shocked to find out that Juliet is a Capulet.
Juliet is stunned to find out that Romeo is a Montague.

Name _____ Date _____

Place picture here that refers explicitly to the text below.

How does Romeo feel?
Place character trait picture here.

very sad

Romeo gets to the tomb. He cries over Juliet.
He does not want to live without her.

(RL1) <u>Refer to Text</u> to Cite What Text Says Explicitly
to Answer Comprehension Questions

Name _____ Date _____

Answer the question by referring to the Chapter Summary line from the adapted version of "The Odyssey Revisited".

Who did King Odysseus want to get home to see?

King O.
on the boat you go!
Get thee to Penelope!

Queen Penelope

- -

Who prayed to Athena for his father to come home?

King O.
your family misses you so.
Get thee to Penelope!

Prince Telemachus (T)

GOOD	BAD	KING O	SUITORS
★	X		
QUEEN PENELOPE	CYCLOPS	CIRCE	SCYLLA

(RL1) <u>Refer to Text</u> to Cite What Text Says Explicitly to Answer Loop Comp Comprehension Questions

Lady **Capulet** talks to her teenage daughter, Juliet. She tells her that a boy named, Paris, wants to marry her. He will be at the party.

Romeo kills Tybalt

Loop Writer :
Romeo and Juliet

Characters &
Character Descriptions

(SL1c) Asking & Answering Loop Comprehension Questions by Reading Question/Answer

talk

movies

Both students replied at same time – **"Juliet"** (one student using his voice with the other student raising up the picture of Juliet.)

Student verbally reads the question, **"Who shared a kiss with Romeo?"**

(RL1) Refer to Text to Cite What Text Says Explicitly to Answer Loop Activity Comprehension Questions

I started cleaning up Winn Dixie right away. I used the garden hose and some baby shampoo to give him a bath. After he was clean and dry, I used my hairbrush to get the knots and tangles out of his fur.

Gloria took my arm. We walked to a big old tree with bottles tied to every branch. Gloria said the bottles kept away the ghosts of all the things she'd done wrong. I didn't believe it. Gloria was the nicest person I knew.

Loop Writer:
Because of Winn Dixie

Character Descriptions

I have... Miss Franny Block.

I have... the wild bear.

I have... the mouse.

I have... Opal Buloni.

I have... Opal's mother.

I have... the Manager.

I have... Winn Dixie.

I have... Opal's Daddy.

(SL1c) Asking & Answering Loop Game Questions Using Speech & AAC (Step by Step)

Who has Miss Franny Block?
"I have Miss Franny Block!"

Who do you have?
"I have Winn Dixie!"

Loop Game Cards (slides 7–15)

Slide 7:
- I have... Winn Dixie. / Who has... the Manager?
- I have... the Manager. / Who has... Opal Buloni?

Slide 8:
- I have... Opal Buloni. / Who has... the Preacher?
- I have... the Preacher. / Who has... Miss Franny Block?

Slide 9:
- I have... Miss Franny Block. / Who has... Stevie Dewberry?
- I have... Stevie Dewberry. / Who has... Winn Dixie?

Slide 10:
- I have... Miss Franny Block. / Who has... Stevie Dewberry?
- I have... Stevie Dewberry. / Who has... Litmus?

Slide 12:
- I have... Litmus. / Who has... Amanda?
- I have... Amanda. / Who has... Dunlap Dewberry?

Slide 13:
- I have... Dunlap Dewberry. / Who has... Opal's Mama?
- I have... Opal's Mama. / Who has... Otis?

Slide 14:
- I have... Otis. / Who has... Sweetie Pie?
- I have... Sweetie Pie. / Who has... Gloria Dump?

Slide 15:
- I have... Gloria Dump. / Who has... the wild bear?
- I have... the wild bear. / Who has... Winn Dixie?

Short & Longer Versions of Loop Game

- For a short version (6 cards/characters) of the Loop Game, use cards 1- 4, 5a & 6a.

  Loop Game cards 5a & 6a

- For a longer version (14 cards/characters) of the Loop Game, use cards 1- 4, 5b & 6b and cards 7-14.

  Loop Game cards 5b & 6b

Short & Longer Versions of Loop Comp

- For a short version (8 cards) of the Loop Comp activity, use cards 1-6, 7a & 8a.

  Loop Comp cards 7a & 8a

- For a longer version (14 cards) of the Loop Comp activity, use cards 1- 6, 7b & 8b and cards 9-14.

  Loop Comp cards 7b & 8b

Loop Comp with All Questions/Answers for "Because of Winn Dixie"
Works great on a carpet/floor!

Loop Writer:
Because of Winn Dixie

Character Descriptions

(SL1c) Asking & Answering Loop Comprehension Questions Using Speech & AAC (Step by Step)

Who has Opal Buloni's dad?
"I have the Preacher!"

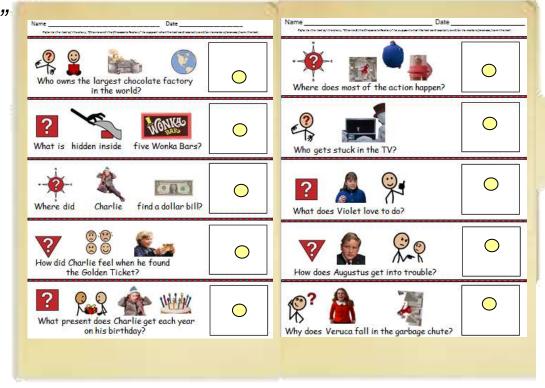Who has the character with the dog bone?
"I do!"

(RL1) Refer to Text to Cite What Text Says Explicitly
to Answer Comprehension Questions

"Charlie & the Chocolate Factory" comprehension

Who owns the largest chocolate factory in the world?

What is hidden inside five Wonka Bars?

Where did Charlie find a dollar bill?

How did Charlie feel when he found the Golden Ticket?

What present does Charlie get each year on his birthday?

Where does most of the action happen?

Who gets stuck in the TV?

What does Violet love to do?

How does Augustus get into trouble?

Why does Veruca fall in the garbage chute?

"Charlie and the Chocolate Factory" materials created by Jessie Moreau, Gwinnett County Schools

(RL1) Refer to Text to Cite What Text Says Explicitly to Answer Comprehension Questions Using an AAC Device to Respond

"Charlie and the Chocolate Factory" materials created by Jessie Moreau, Gwinnett County Schools
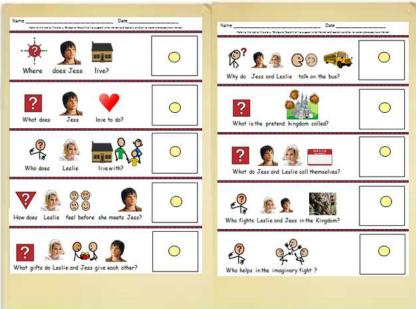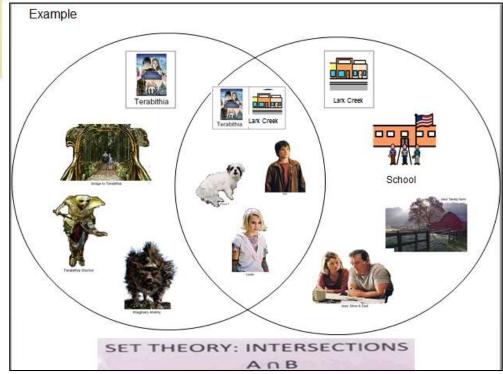
(RL1) Refer to Text to Cite What Text Says Explicitly
using "Bridge to Terabithia"

Answer Comprehension Questions

Compare & Contrast

Bridge to Terabithia
Loop Game & Loop Comp Activities

Questions

Who has...
Jess?

Answers

I have...
Jess.

Loop Comp:
Bridge to Terabithia

Characters & Character Descriptions
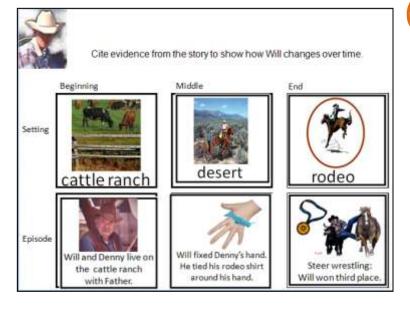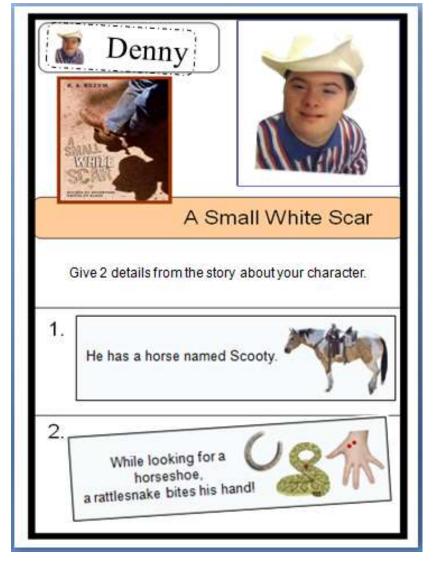
Citing Text Explicitly through Character, Setting & Episode Activities
(RL1)

Cite evidence from the story to show how Will changes over time.

	Beginning	Middle	End
Setting	cattle ranch	desert	rodeo
Episode	Will and Denny live on the cattle ranch with Father.	Will fixed Denny's hand. He tied his rodeo shirt around his hand.	Steer wrestling: Will won third place.

Characters   Settings   Plot   ?

ranch

Denny

A Small White Scar

Give 2 details from the story about your character.

1. He has a horse named Scooty.

2. While looking for a horseshoe, a rattlesnake bites his hand!

"A Small White Scar" materials created by LaWanda Dalton, Hart County; Kayse Harshaw, GDOE; Jessie Moreau, Gwinnett County Schools;

A Small White Scar
Loop Game & Loop Comp Activities
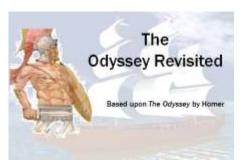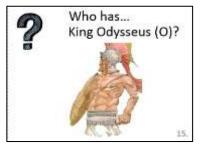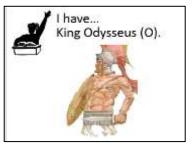
The Odyssey Revisited
Loop Game & Loop Comp Activities

Loop Game & Loop Comp
Kindergarten – Grade 2 Georgia Standards of Excellence (GSE)

Loop Game/Loop Comp activities will align at a prerequisite level to the following **Speaking/Listening standards** when using the **Loop Game/Loop Comp** activities for students with significant cognitive impairment to **ask and answer the questions:**

ELAGSE.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

ELAGSE.1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELAGSE2SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Loop Game & Loop Comp
Grades 3- 5 Georgia Standards of Excellence (GSE)

Loop Game/Loop Comp activities will align at a prerequisite level to the following **Speaking/Listening standards** when using the **Loop Game/Loop Comp** activities for students with significant cognitive impairment to **ask and answer the questions:**

ELAGSE.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers*.*
Please note: this standard is a Reading Literary Standard that includes asking/answering questions. Grade 3 does not have a comparable Speaking/Listening standard.

ELAGSE.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade level topics and texts*, building on others' ideas and expressing their own clearly.

ELAGSE.4.SL.1c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

ELAGSE.5.SL.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Loop Game & Loop Comp
Middle School Georgia Standards of Excellence (GSE)

Loop Game/Loop Comp activities will align at a prerequisite level to the following **Speaking/Listening standards** when using the **Loop Game/Loop Comp** activities for students with significant cognitive impairment to **ask and answer the questions:**

ELAGSE.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade level topics and texts*, building on others' ideas and expressing their own clearly.

ELAGSE.6.SL.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

ELAGSE.7.SL.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

ELAGSE.8.SL.1c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

Loop Game & Loop Comp
High School Georgia Standards of Excellence (GSE)

Loop Game/Loop Comp activities will align at a prerequisite level to the following **Speaking/Listening standards** when using the **Loop Game/Loop Comp** activities for students with significant cognitive impairment to **ask and answer the questions:**

ELAGSE.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade level topics and texts*, building on others' ideas and expressing their own clearly.

ELAGSE.9-10.SL.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

ELAGSE.11-12.SL.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Loop Comp(rehension) of Literary Text
Grades K-5 Georgia Standards of Excellence (GSE)

Loop Comp activities will align to the **Reading Literary Standards** when using **Loop Comp comprehension** activities for students to **show understanding of explicit text.**
(Simply identifying the characters in the Loop Game activities does NOT align to these RL1 standards.)

ELAGSE.K.RL.1 With prompting and support, ask and answer questions about key details in a text.

ELAGSE.1RL1: Ask and answer questions about key details in a text.

ELAGSE.2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE.4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE.5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Loop Comp(rehension) of Literary Text
Middle/High School Georgia Standards of Excellence (GSE)

Loop Comp activities will align to the **Reading Literary Standards** when using **Loop Comp comprehension** activities for students to **show understanding of explicit text.**
(Simply identifying the characters in the Loop Game activities does NOT align to these RL1 standards.)

ELAGSE.6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE.7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE.8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE.9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE.11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

For Special Educator's & Related Personnel Only

The Loop materials and Supplemental story pictures from this presentation have been placed into Dropbox for use by participants of this session.

The link to these Dropbox files is:

https://www.dropbox.com/sh/w15yvc2m72pt1yh/AACl4GoMPDjcGROUtvXB9d5pa?dl=0

Download the files which will be in .zip format. Simply open the .zip file (see screen shot below) to access all the individual Loop materials and Supplemental Story pictures that go along with each story.

Loop Game Comp Materials JM MD

Name
Grades 3-5 Literary Loop Comp.zip
HS Literary Loop Comp.zip
K-2 Literary Loop Comp.zip
MS Literary Loop Comp.zip

If you have any questions, please e-mail Jessie at Jessie_Moreau@gwinnett.k12.ga.us