

| goal | apps that may help.. | comment |
|------------------------------|--|--|
| comprehend abstract language | <ol style="list-style-type: none"> 1. Kidioms 2. make videos to demo 3. flashcard app | <ol style="list-style-type: none"> 1. idiom/ meaning/ example 2. do your own to personalize it 3. have students make their own |
| follow multi step directions | <ol style="list-style-type: none"> 1. videos to show sequence 2. first then app 3. make a slide show | <ol style="list-style-type: none"> 1. have student video tape to show sequence 2. nice sequence with lots of options 3. use their own pictures |
| Reading Comprehension | <ol style="list-style-type: none"> 1. Painless reading 2. Storia 3. Vocabulary central 4. ReadNrespond 5. Tools for students 6. I leap reading comprehension | <ol style="list-style-type: none"> 1. reading passage then questions 2. read or be read to – highlight follow along/ dictionary/ activities 3. fill in the blank/ flashcards 4. many options – email responses 5. many skills of reading comprehension 6. K- 2 reading comprehension |
| Math – life skills | <ol style="list-style-type: none"> 1. Coin math 2. Telling time 3. Bank count 4. Math word problems | <ol style="list-style-type: none"> 1. many levels, shopping 2. many options 3. nice visuals 4. elementary visuals |
| Writing | <ol style="list-style-type: none"> 1. Notes on a roll 2. Story creator 3. Rainbow sentences 4. Sparklefish 5. Story kit | <ol style="list-style-type: none"> 1. Toilet paper! 2. text, audio, colors, can email 3. lots of options 4. mad libs with audio 5. make a story, audio |
| Math computation | <ol style="list-style-type: none"> 1. Times tables 2. Multiples 3. Math drills | <ol style="list-style-type: none"> 1. practice – competitive 2. visuals quizzes 3. good data +/-/x/ division |
| life skills/ social stories | <ol style="list-style-type: none"> 1. Life sample 2. Videos 3. Slide show 4. I create social stories 5. Zone in for autism 6. I language | <ol style="list-style-type: none"> 1. real life videos 2. make your own! 3. make your own! 4. customize your own social stories 5. real pictures in sequence 6. nice practice with pictures |



Ipod planning worksheet

Student profile (including any accessibility issues- voice over, etc.)

Student needs/goals to work on

Apps to consider

Who will work with student?

When and where?

How will progress/intervention be measured?

1. Try these apps .. if you like them go to "developer apps, app store, and "related"
2. Chronicle data tracker free version- full version \$20 – lots of options – audio, video, text, and pictures

| Goal/ objectives | Suggested apps | How to gather data |
|--|-----------------------------------|--|
| goal: _____ will increase reading skills in the area(s) of phonemics, word recognition, decoding, comprehension | | |
| Objective: identify vowel sounds, etc. | meet the vowels, etc. | |
| Objective: Discriminate between fact and fiction. | MiniMod fact opinion | Bingo game- observation, screen shots |
| Objective: Predict what happens next in a story. | readnrespond | practice |
| Objective: Tell a story from pictures (to match illustrations). | MiniMod read for details | Bingo game- observation, screen shots |
| Objective: Reads (or memorizes) books with simple repetitive language patterns. | Dr. Seuss | practice |
| Objective: Retell stories that have been read aloud (e.g., character identification, setting, problem, solutions, and sequence of events). | Aesop's Quest | screen shots, observation, quiz levels |
| | fireflyk3000 | listen to books |
| Objective: Identify sequence of events, main ideas, and details or facts in literary and informational text. | speech with Milo sequencing | screen shots, observation |
| Objective: Respond to readings in many ways (e.g., story mappings, topic webbings, etc.) | storykit/book creator/max journal | email/print |
| Objective: Develop strategies for locating words and their definitions in the dictionary and locating information in reference materials. | hold and magnify to define | resource |
| Objective: Respond to readings in many ways (e.g., learning logs, topic webbings, etc). | storykit/book creator/max journal | email/print |
| Objective: Identify reference materials and nonfiction sources (e.g., library, dictionary to locate information). | easy bib | shortcut to reference books, etc. |
| Objective: Apply knowledge of blending to decode _____ words. | genius word builder | practice |

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| | | |
|--|--------------------|----------------------------|
| Objective: Read familiar material with natural rhythm, phrasing, expression, and appropriate pacing. | video | rubric |
| Objective: increase vocabulary | Opposites | game format – screen shots |
| | Word to Word | game format – screen shots |
| Objective: identify antonyms | Opposite Ocean | game format – screen shots |
| Objective: identify synonyms | same meaning magic | game format – screen shots |

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| Semantics (Word Meaning) Annual Goal _____ will increase semantic skills | | |
| Objective #1 Identify and use basic vocabulary | first word, first animal, etc. | observe/ checklist |
| Objective: Sort and classify objects by the attribute that is/are the same or not the same. | what's different, sort it out | observe/ checklist |
| Objective: Identify/explain which item does not belong to a semantic category. | what does not belong | observe/ checklist |
| Objective: Understand/use figurative/nonliteral forms such as, (metaphors, similes, idioms, and proverbs). | kidioms | practice/ observe/ checklist |
| Objective: Answer literal comprehension questions about a narrative that describes the character(s), setting, main idea/theme/primary goal or problem, and major events in the story, including a beginning, middle and end. | painless reading comprehension grades 1-5 | |
| Objective: Retell a story giving the following information: an introduction, time and place of story. Main character, names of other characters, primary story problem, major events, story order. How problem was solved, story ending. | readNrespond Tools4students | email/ print/ view |
| Objective: Present an oral presentation representing expository information which provides factual information, explanations. | Video, educreations, show me | email/ print/ view |
| Objective: flexibility in language word relationships | chain of thought, riddles and brain teasers | game to practice |
| Objective: identify objects – receptively | kindergarten.com website, i.e. vehicles | track separately |

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| Communication Annual Goal #2 _____ will request attention/assistance at _____ level out of _____ opportunities as measured by _____. | | |
| Objective: Communicate information clearly and effectively by speaking and/or writing to fit an identified situation. | speakit, iconversation, isentence, etc. | data on app |
| Objective: Follow directions. Request clarification as necessary. | task card/ canplan/ firstthen, AutismiHelp | aide/ increase in complexity |
| Objective: Use gesture/sign/picture to indicate need for assistance. | Use2talk, etc. | aide |
| Objective: connect picture to word | see touch say | practice |
| Objective: answer "WH" questions | whquestions, lquestion | data on app |
| Objective: identify prepositions | lpreposition | data on app |
| Objective: practice conversation skills | iconversation | data on app |
| Objective: describe a picture in a complete sentence | isentence | data on app |
| Objective: interpret what people are saying | Between the lines | practice |
| Objective: sequence steps in directions | Istopmotion | email |

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| Communication Annual Goal _____will give information by using words/pictures/sign ... | ABA – whole set of apps | |
| Objective: Indicate first name Indicate age, birthday, phone number, etc. | Use2talk, icomunicate, mychoiceboard | aide |
| Objective: Express appreciation appropriately, apologize appropriately, etc. | socialHD | practice |
| Objective: Wait for response, Engage in verbal turn-taking on specific topic. | conversation coach/ social talks | practice |
| Objective: Ask/answer/comment and stay on topic. | conversation builder, etc. | data on app |
| Objective: Use appropriate tone and facial expression. | video social hd | practice |
| Objective: Relate a sequence of events. | camera/ video | view/ share |
| Objective: Answer wh questions | questions2learn, whquestions | |
| Objective: following directions | fun with directions | data |

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| Number sense and calculation Annual Goal _____ will increase the ability to select and apply mathematical operations in a variety of contexts to _____ as measured by _____ | | |
| Objective: Order and compare fractions with like or unlike denominators. | pizza fraction, fraction basic, 4dice fraction | scoreboard |
| Objective: Add and subtract dollars and cents. | piggy count, bank count, coin math data on app | |
| Objective: Know and use addition and subtraction facts to 18. | math quizzer, times table quizzer | data on app |
| Objective: Multiply by 6 s through 10's. | times table | data on app |
| Objective: Divide whole numbers | division drill | practice |
| Objective: When given a 6th grade level multistep practical problem with whole numbers, fractions or decimals, the student will solve the problem using addition, subtraction, multiplication or division | 4dice hands on equation | aides |
| Objective: Using the 7th grade level mathematics formula sheet, the student will solve practical problems involving surface area and volume of rectangular prisms and cylinders with 85% accuracy on tests by the end of the school year. | formulaes imathematica ittoch | practice |
| Objective: Given region/area models (e.g, pie pieces) and measurement models (e.g., fraction strips), the student | fraction pizza | practice |

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| | | |
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| will identify and model one-half and one-fourth of a whole in 8 out of 10 trials by annual review of the IEP. | | |
| Objective: The student will create and solve story and picture problems involving one-step solutions, using basic addition and subtraction facts with 100% accuracy on 8 out of 10 trials by the annual review of the IEP. | educreations show me | email/ print |
| Objective: Given 10 problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, the student will solve with 80% accuracy using various computational methods by annual review of the IEP. | long division math topics | data on app |
| Objective: Number sense and calculation | number sequence – autism series | screen shots |
| Objective: tell time to the _____ | telling time | practice – lots of options |
| Objective: will solve word problems | word problems | quizzes/ results |

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|--|---|---|
| <p>Writing</p> <p>Annual Goal _____ will increase writing skills to _____ (grade/proficiency level) in the area(s) of _____ (Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency and Conventions) as measured by _____</p> | | |
| <p>Objective Use prewriting activities appropriate to the task (e.g., mapping listing, clustering, outlining, and charting).</p> | Popplet | The app can be used to mind maps, create graphic organizers, classroom visuals, organize material according to text structures (list, sequence, compare–contrast, cause–effect), and to practice sentence combining and complex sentence creation |
| | simple mind | Brainstorming, idea collection and thought structuring device. |
| <p>Objective Write simple sentences in a variety of forms (e.g., statements, questions and commands).</p> | letter writer, dragon, sentence maker, sentence reading magic | practice |
| <p>Objective Edit and proofread writing.</p> | Notes | practice |
| <p>Objective Use technology to create a published written task.</p> | story kit/book creator | email/print |
| <p>Objective Produce a finished written product using appropriate support tools, (spell checker, word processor, peer editor, etc.).</p> | pages | word processor |
| <p>Objective Dictate ideas/story that reflect personal experiences.</p> | dragon/ speech journal | email/ print |

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| | | |
|--|--|------------------------------|
| Objective Use phonemic strategies when spelling words. | word wizard | quizzes/ data on app |
| Objective brainstorm ideas to write about and complete a graphic organizer prior to writing, independently in 3 out of 4 trials. | mindmap | print/ email |
| Objective: write poetry | rhyme free | aide |
| Objective: improve written output | IWordQ | word prediction/ writing app |
| Objective: compose basic sentences | rainbow sentences, sentence builder | stats on app |

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|--|--------------------------|--|
| Strategies For Learning Annual Goal _____ will use appropriate strategies for learning in _____ (academic area(s)) with _____ (percent, frequency) as measured by _____ | | |
| Objective: Take notes from a variety of sources. | notes on a roll | email/ print |
| Objective: Use a dictionary to find word spelling, syllabication, pronunciation, and/or meaning. | magnify | aide |
| Objective: Organize information in a visual graphic (i.e., mapping, graphs, charts, etc.). | mindmap | email print |
| Objective: Summarize in writing the main ideas of a selection. | school notes | email print |
| Objective: Use study skills for test preparation (e.g., mnemonics, visual organizers, rehearsing, categorizing, etc.). | Bitsboard Study Blue | observe, print study guides observe, print study guides |
| ObjectiveL Check work for completeness, accuracy, and mechanical errors. | Notes with speak text on | email/ print |

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| ____ will increase their ability to function appropriately within the school environment as measured by the benchmarks listed below. | visual schedule fluidity present a choice | aide |
| Objective: ____ will transition appropriately from tasks and activities and school environments _% of the time given visual and verbal prompts. | first/ then can plan | email |
| Objective: ____ will follow classroom rules and directives given visual and verbal prompts _% of the time. | sequence for autism | practice |
| Objective: ____ will independently take a break given visual prompts _% of the time. | present a choice | aide |
| Objective: appropriate behavior in school | model me, stories2learn, social stories | practice |

Ipad procedures

SRMS

1. Use iPads on a flat hard surface. Not on your lap, etc.
2. Use your own earbuds
3. Use iPad assigned to you
4. Report any problems to a teacher ASAP
5. NO drinks, etc. around the iPads
6. When you are done
 - a. Close out all running apps
 - b. Clean the surface with cloth
 - c. Plug the iPad in to be charged

Have fun and happy learning!!!!!!!!!!!!!!

