

*Picture
Reading
Lessons:
For Nonspeaking and
Minimally Verbal
Students*

By: Lenae Crandall

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Introduction

Picture reading lessons can help students develop important skills. Picture reading is talked about in Soma Mukhopadhyay's books (specifically: *Developing Communication for Autism Using Rapid Prompting Method* (green) and *Growing Sensory Tolerance Using Rapid Prompting Method*. (brown)). This book helps parents and teachers incorporate some of the ideas found in these books on picture reading. Working on picture reading can help student improve their visual scanning skills and memory as well work on looking at 2D to help navigate the 3D world, for example.

Additionally, picture reading can provide some fun creative writing opportunities. This book assumes the student has some abilities with open communication by spelling out thoughts on a letterboard or other modality.

I hope you will find this book useful and enjoyable. You can find the pictures in color on my website in the section about this book.

Sincerely,

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PICTURE LESSON 10

Main Objectives: Student will acquire knowledge and gain a little understanding about cakes, discuss a picture, and do some creative writing about the picture.

Materials: Picture at the end of the lesson (*you can find in color on www.heedrpn.com under the information about this book*)

TEACH: Take a look at the picture. (*Hold up the picture found at the end of this lesson.*)

EXPAND: What would you say this is a picture of?

Comment on the student's response and share what you think this picture is about.

EXPAND: Now, which cake do you like best and why? (*Hold up the picture for the student to look at the cakes. The student can point to the preferred cake and then spell out why.*)

Comment on the student's response and say which one you prefer.

TEACH: Cakes are used all over the world to celebrate different occasions.

SPELL: Let's spell CAKES and CELEBRATE.

EXPAND: Tell me some occasion we use or you see others use cakes to celebrate? (*Student can spell birthdays, parties, graduation, wedding, etc—whatever your family or culture uses them for.*)

Comment on the student's response.

TEACH: The idea of candles for birthdays came from the ancient Greeks.

ASK: So, the idea of candles came from the ancient? (GREEKS)

TEACH: Yeah, they lit them as a prayer to one of their gods.

SPELL: Let's spell PRAYER.

EXPAND: What do you think of candles in a cake?

Comment on a student's response.

TEACH: Having cakes at birthday time came from Kindergarten in Germany.

ASK: So, where did it come from? (KINDERGARTEN/GERMANY)

EXPAND: What do you think people should have for birthdays? Cakes or something else? Tell me why.

Comment on the student's response.

TEACH: Let's take a look at the picture again. (*Hold up the pictures again for the student to look at and interact with for each question.*)

EXPAND: What occasion might these cakes be made for?

Comment on the student's response.

EXPAND: And what reasons would make you guess that?

Comment on the student's response.

EXPAND: Tell me a sentence about the doll cake.

Comment on the student's response.

EXPAND: Tell me a sentence about the other cake.

Comment on the student's response.

EXPAND: Based off what you can see in the background, what room in a house are the cakes in?

Comment on the student's response.

CREATIVE PICTURE READING: You are going to write a story called "The Cake." I am going to write that on the top of this paper (*write it on the top of a blank piece of paper*) so you can write your story under it. Pick one of the cakes in the picture. Now write about the "life" of one of these cakes. How did it begin? Why did it come into existence? What happened to it? Tell me those types of things.



Lesson from *Picture Reading Lessons for Nonspeaking and Minimally Verbal Students*