

Newt

NewT

NIGEL NEWT'S PORTFOLIO

By
Elaine Kitchel, M.Ed.

with consultation from
LaRhea Sanford, Ed.D. and
Rebecca Burnett, Ed.D.



1 of 2
Grades 1-2, 3-4, 5-6



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Newt



**New Tools and Activities for use with
Functional Vision and Learning Media Assessment
for Students who are Pre-Academic or Academic and
Visually Impaired in Grades K-12**

FIRST AND SECOND GRADES



NewT



Dr. Rebecca Burnett

This product is dedicated to the memory of Dr. Rebecca Burnett, whose dedication to students with low vision and blindness helped make this product a reality.



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for the Blind, Inc.

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Newt

Many photos in NewT were supplied by amateur photographers at the American Printing House for the Blind (APH). Thanks go to the following APH staff for their important contributions of photographs.

Sandy Baker	Loana Mason	Tuck Tinsley
Nancy Bayens	Rodney Noble	Ann Travis
Ashley Edlin	Artina Paris	Monica Vaught
Barbara Henderson	Gwynn Stewart	

Professional and Amateur Image Contributors

Scott Blome	Yoshi Miyake	United States
Alex Haro Brintrup	United States	Department of
Paul Glover	Department of	Defense
Stephanie Lancaster	Agriculture	United States
Terra Galleria		Geological Survey


NewT

Note to the Practitioner:

The developers of this product believe the best way to determine if/how a student with a visual impairment accesses print is to ask the student to read print materials found in the classroom, school, and general environment. Before an assessment, the TVI should gather samples of the student's class work and a variety of unused worksheets/handouts from the classroom. One worksheet should be enlarged. At assessment time, the student should bring his/her assigned textbooks, a classroom dictionary, notebook paper, and a pencil.


Sometimes, a TVI may have a visual impairment complicated enough that he/she cannot read the student's classroom materials. These are needed to conduct the **"FV/LMA: Current Print Functioning"** activities. APH's policy is to make materials accessible to students and to the adults who work with them. **Nigel Newt's Portfolios**, therefore, have been provided in NewT to fill the need of the teacher for some accessibility and guidance. The teacher has been supplied with questions to ask after each exercise. From the questions it is easy to infer the nature of the document used to test functional vision.

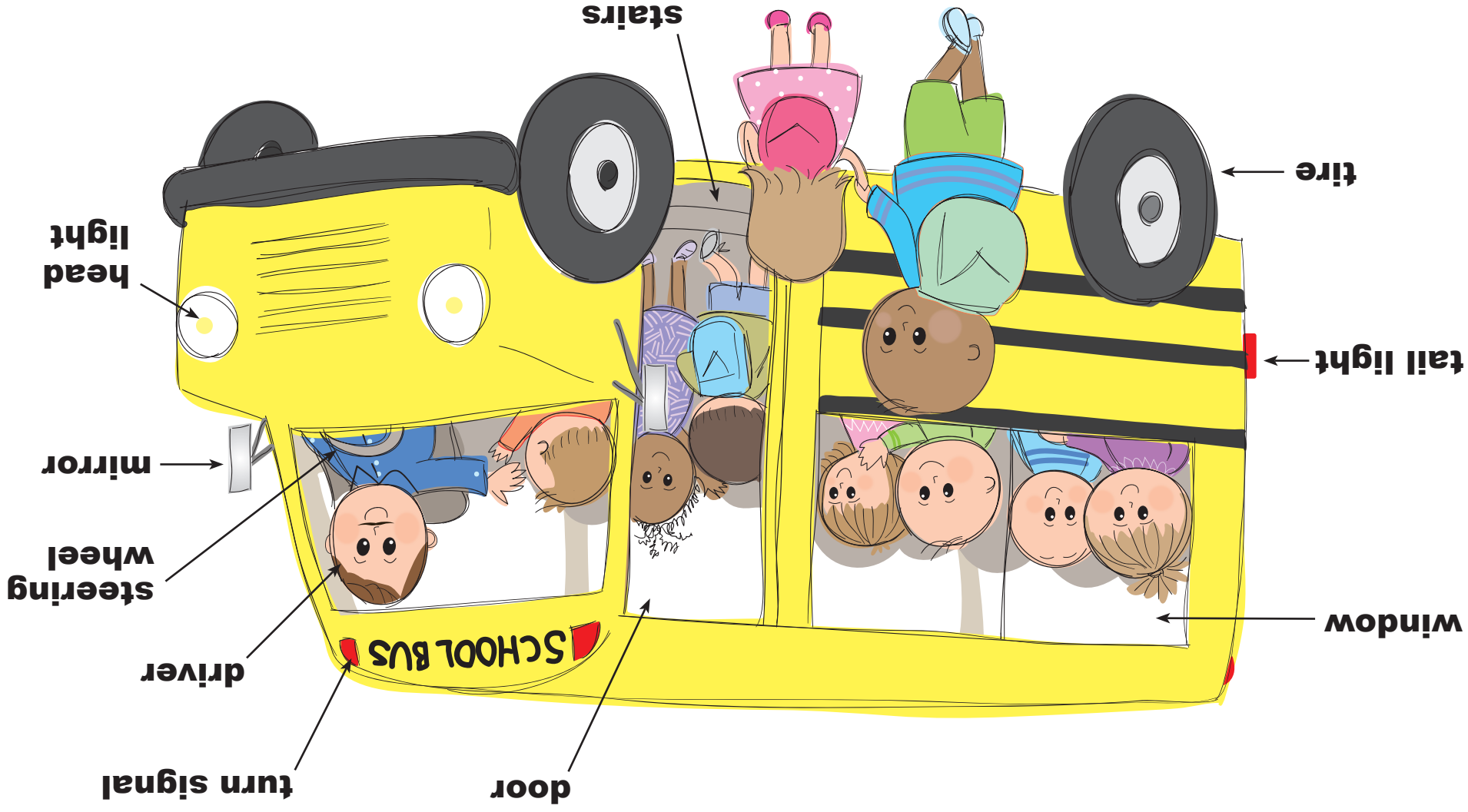
The portfolio materials are written with elementary, middle, and high school levels in mind. The materials at each level include sample class handouts, dictionary entries, maps, graphs, diagrams, etc. These materials may also be used by TVIs when they cannot gather or access the student's classroom materials.



NewT

Before you use NewT with FV/LMA:

1. Make sure all FV/LMA & NewT materials are organized and ready to use.
 2. Gather your materials and student materials. It may be helpful to give the student or his teacher a checklist a few days before your meeting so he will bring appropriate materials. Replace dry pens, clean whiteboard, etc.
 3. Make sure the student uses his video magnifiers (CCTVs) and optical devices as usual. He will use them with NewT materials as he does with his classroom materials.
 4. Ask the classroom teacher to provide needed materials including an enlarged copy of a worksheet, dictionary, etc.
 5. Check your student to make sure he is alert enough to be evaluated.
 6. For text-based exercises, record the font size of the material, the working distance, and whether or not the student uses a magnification device. If the student uses a hand-held magnification device, measure the distance between the magnifier and the eye (working distance), and between the magnifier and the reading material (focal distance).
-
- 



First and Second Grades, Bus Diagram: 16 pt. Arial Black

FV/LMA Protocol: Learning Media Assessment – Current Print Functioning

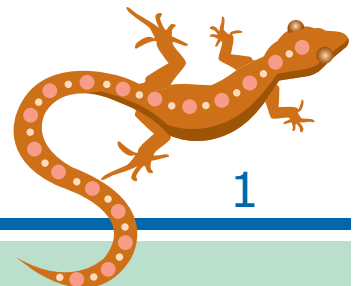
Teacher Instructions:

Ask the student to study the diagram. Talk about what it is. When the learner is familiar with the bus, read the guided questions. You will ask her to look at the diagram and point to the parts you name. The parts are labeled, but the test is not to see if she can read the labels but to find out if she can see the parts you name. You may need a second observer to watch her responses.

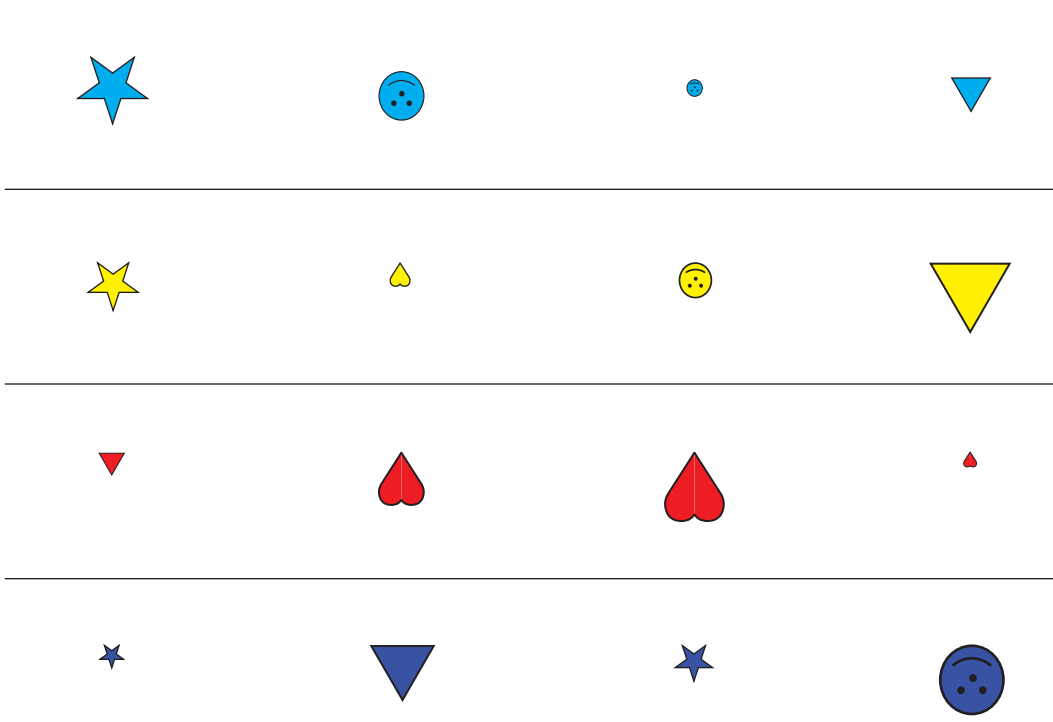
Here are the parts you will name:

Door	Window	Head Light
Stairs	Steering Wheel	Tail Light
Mirror	Driver	Tire

If the child has difficulty seeing the parts, follow vision team suggestions for magnification but repeat the exercise only once.



First and Second Grades, Find the Smallest One: 8, 12, 20 and 30 pt. Verdana symbols
FV/LMA Protocol: Learning Media Assessment – Current Print Functioning



First and Second Grades, Find the Smallest One: 8, 12, 20 and 30 pt. Verdana symbols

FV/LMA Protocol: Learning Media Assessment – Current Print Functioning

Teacher Instructions:

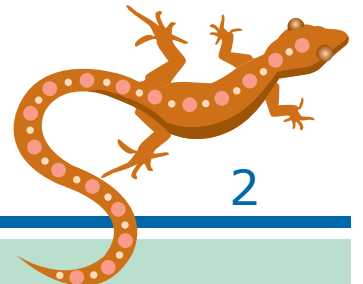
Direct the student to look at the lines of symbols, one line at a time. You will ask the student to find the smallest symbol in each line. Do not assist the student. This will tell you what minimum size symbols or text the student can see. This is not usually the recommended text size, but it does give you a general idea of how small the visibility limit is. You may need another observer to help you determine the student's responses. The child is not required to identify the symbols, just find the smallest. For your benefit the symbols are:

1st line – dark blue shapes, 4th item, 12 pt. is smallest

2nd line – red shapes, 1st item, 8 pt. is smallest

3rd line – yellow shapes, 3rd item, 12 pt. is smallest

4th line – light blue shapes, 2nd item, 8 pt. is smallest



Oak Tree Elementary

1st Grade Newsletter

Volume 2

Spring 2012

Class Trip

The first grade class at Oak Tree went on a field trip to a farm. On this trip they saw many pigs, goats, ducks, cows, and horses. They got to pet the goats. They also planted peas and beans. Then the kids went on a hay ride. The kids in



the class got hay in their hair. Each kid had a very good time.



The class chose an animal for each season.



They chose:

- Spring – Baby Duck
- Summer – Horse
- Fall – Pig
- Winter – Goat

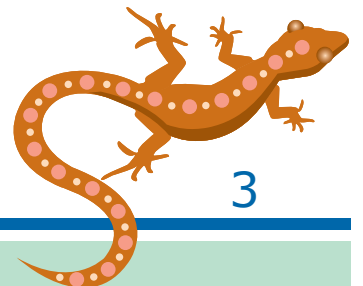


The class play, **Lucy's Farm**, will be on **Monday, December 7th at 6:00 PM** in the music room. Please come. **Free** popcorn for all!

Teacher Instructions:

Ask the student to read the newspaper out loud, then answer the following questions. Allow the learner to refer to the document if needed.

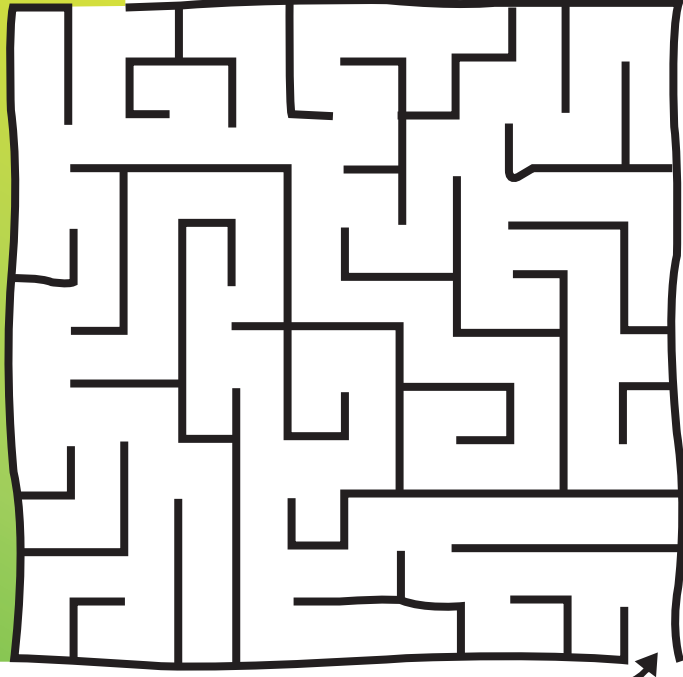
1. What is the name of the school? (Oak Tree Elementary)
2. What animals did they see on the field trip? (goats, ducks, pigs, cows, horses)
3. What seeds did the kids plant? (beans and peas)
4. Point to and name each animal. (goat, pig, duck, horse)
5. When will the class play take place? (Dec. 7, 6:00 pm)
6. What is the name of the play? (Lucy's Farm)



Help Old Blue
find his way
into and out
of the maze.



Start



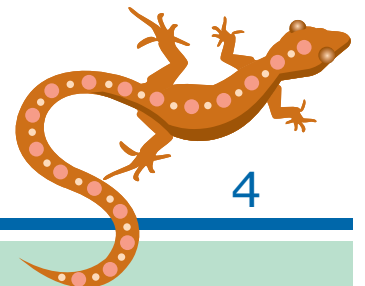
Finish



Teacher Instructions:

Tell the student to get a brightly colored crayon (not yellow) to trace a path through the maze to the exit. Allow the student enough time to try several approaches. If the student becomes frustrated or asks for help, provide assistance. If the student does not accomplish the task on her own, you may elect to let her try again after you show her how to travel around in a maze. Then ask these questions.

1. Who wants to go through the maze? (a dog, Old Blue)
2. What does Old Blue have to do to get through the maze? (keep finding openings)
3. What should Old Blue do if he gets stuck in the maze? (go back)
4. What is there for Old Blue once he leaves the maze? (yard, bone, doghouse, boy and girl)



house

Say it: haus

The word house is: a noun, a thing.

It means: a home where people live.

Use it: I live in a house.

Like: home, cabin, shack, shelter

Say it: haUz

The word house is also: a verb, an action.

It means: To give a home to people or animals.

Use it: I will house your family.

Like: to shelter, to take in

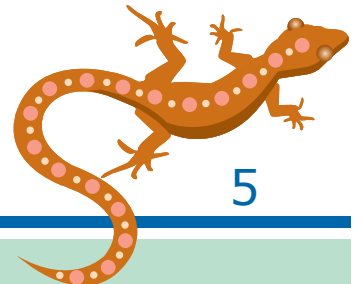


Teacher Instructions:

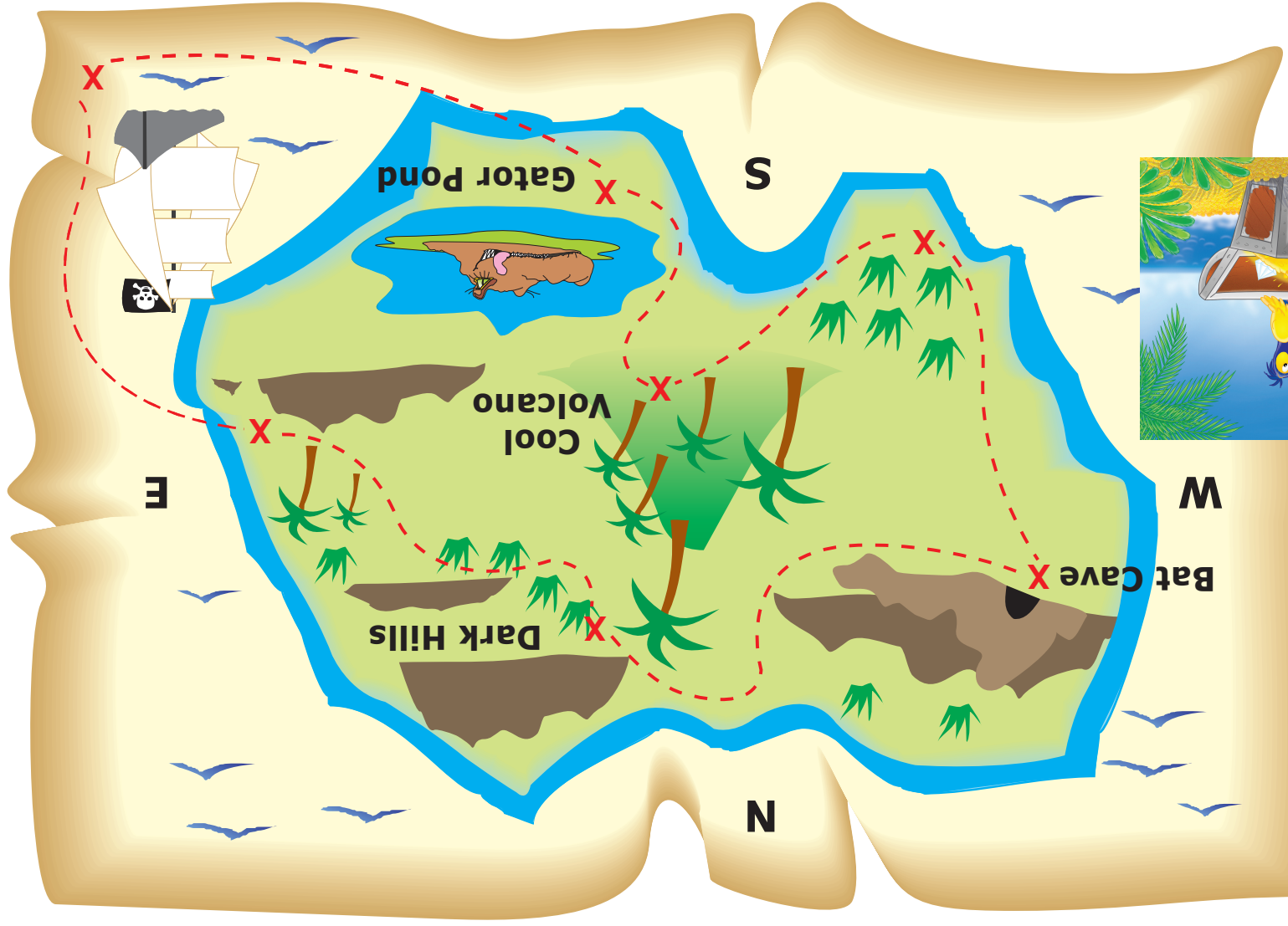
Ask the student to read aloud the definition of “house.” If he cannot read it with his regular optical devices, work to determine if the problem is the text size or his reading level. If he has read other 14 pt text with his devices in the past, we then deduce that the cramming of the letters together in the Arial text style is the problem. Please make a note of it.

Ask the student these questions:

1. What is a house? (place to live, home, cabin, shelter, shack)
2. If I house someone’s dog, what does that mean? (provide shelter for the dog)
3. If I live on a boat on a lake, it is my _____. (house)
4. Describe the house in the photo. (Note if the student sees details.)



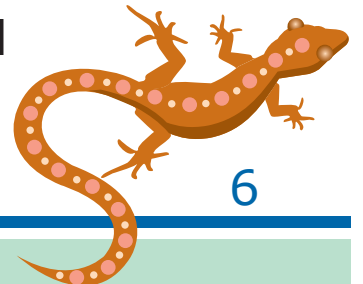
Where is the treasure? Look at the bird photo for clues.



Teacher's Instructions:

Help the student study the map. Tell him he is being sent to Bat Island to find treasure left there by pirates long ago. The red **X** locations are where the treasure may be buried. The clues to the correct **X** are hidden in the treasure-and-bird picture. Help acquaint the student with the map by asking the following questions.

1. Where is North on the map? (at top of map) What hills are at the top of the map? (Dark Hills)
2. Point to the Gator Pond. (lower center)
3. Follow the red, dotted line from the Gator Pond to the Cool Volcano. What is growing on the Cool Volcano? (trees, palm trees)
4. Who might live there? (bats) How would a student deduce that bats live there?
5. Where do you think the treasure is? (Only one **X** is near both palm trees and ocean as shown in the treasure-and-bird picture, found on the left side of the map.)



Rufus the Dog

Rufus was a bad dog. He ran in and ran out. He ate socks. He got fur all over the rug. Brad told Rufus not to do bad things. But Rufus did many, many bad things.

One day Rufus hopped on the table and ate the cake that Brad's mom had made for after dinner. Brad's mom got mad. She put Rufus in the toy box but he jumped out. She went after him with a broom. Rufus hid under a desk for a long time. Brad told Rufus to be nice.

Later, Rufus got a cut on his ear and had to go to the vet. Brad's mom told Dr. White what a bad dog Rufus was. She told the vet all the bad things Rufus did. But Dr. White said Rufus was not a bad dog, he was just a dog. He said Rufus did what all dogs do, until they go to dog school. Dog school? Brad's mom did not know about dog school, but she would find out.

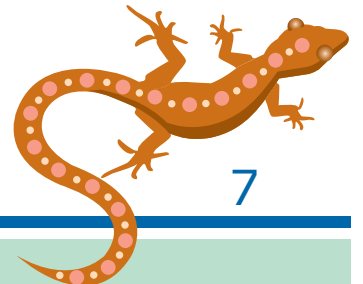
Two days later, Brad's mom and dad decided to send Rufus to dog school. Brad went with him and they learned how to stop and go, to sit and fetch. Rufus was smart. He did what Brad told him to do. They went every Monday to dog school. Brad's mom began to like Rufus and got him some dog bones. She got him a ball and a rubber cow to play with. Rufus got a bed and a water dish. Rufus was still a dog, but he was a good dog now. Good Rufus.



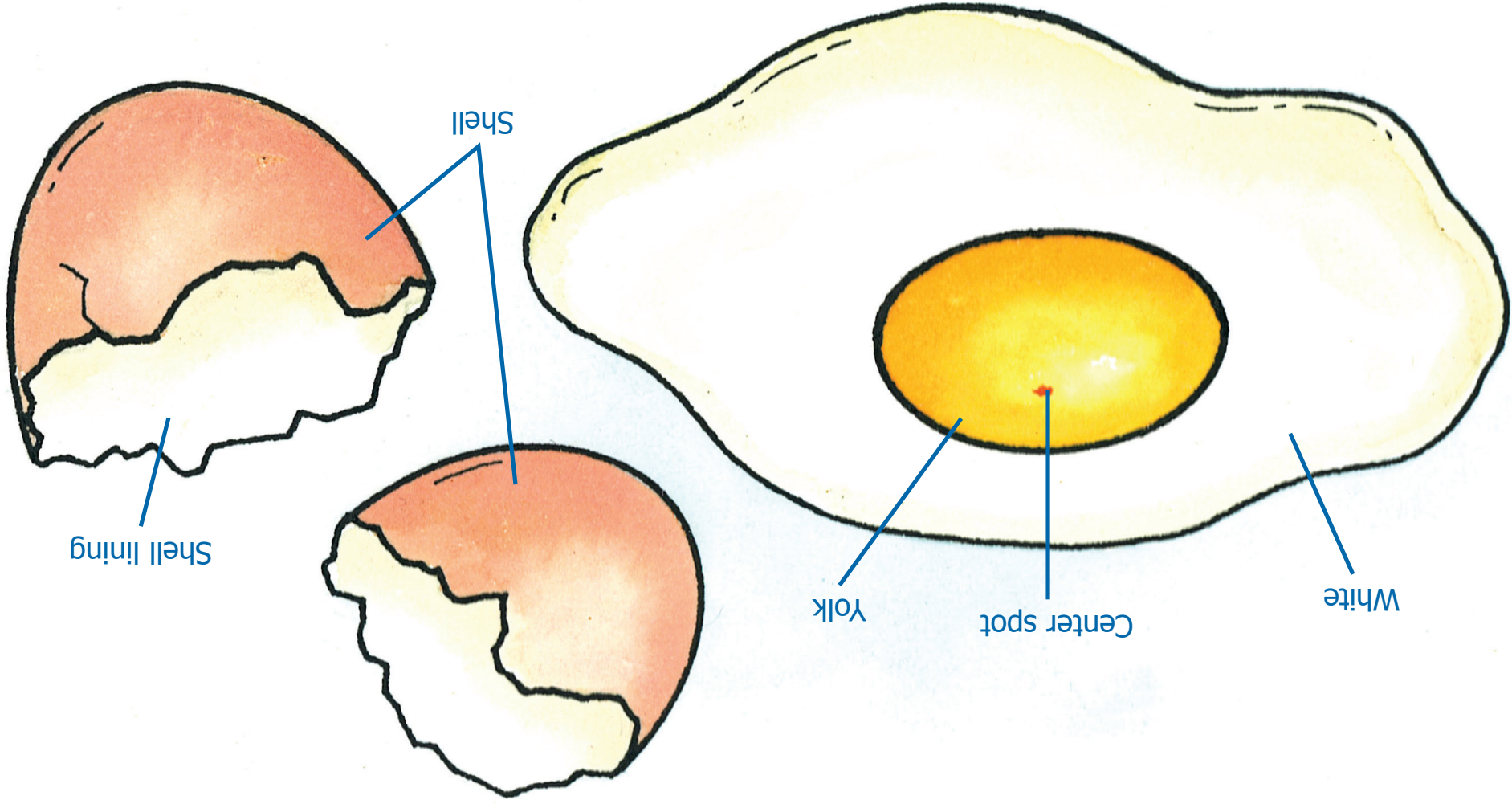
Teacher Instructions:

Note that the text of the story starts at 18 points and ends at 12. Ask the student to read the story out loud. Make sure the student uses her magnification devices if needed. Notice the point size at which she begins to struggle, if any. Help her finish the story, if necessary. Ask the following questions:

1. In the beginning of the story, what kind of dog is Rufus? (bad)
2. What did Rufus do that he was so bad he had to hide? (ate the cake)
3. What did Dr. White say about Rufus? (he needed to go to dog school)
4. What did Rufus learn at dog school? (stop, go, fetch, sit)
5. How did Brad's mom change? (She liked Rufus after he went to dog school and bought him things.)
6. Point to the part of the story that was hard to see.



Egg



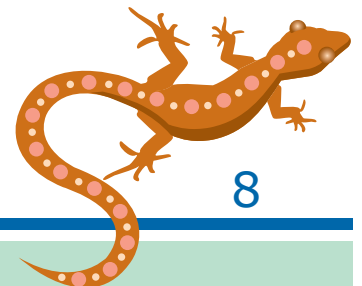
First and Second Grades, Egg Diagram: 14 pt Tahoma, Medium Contrast

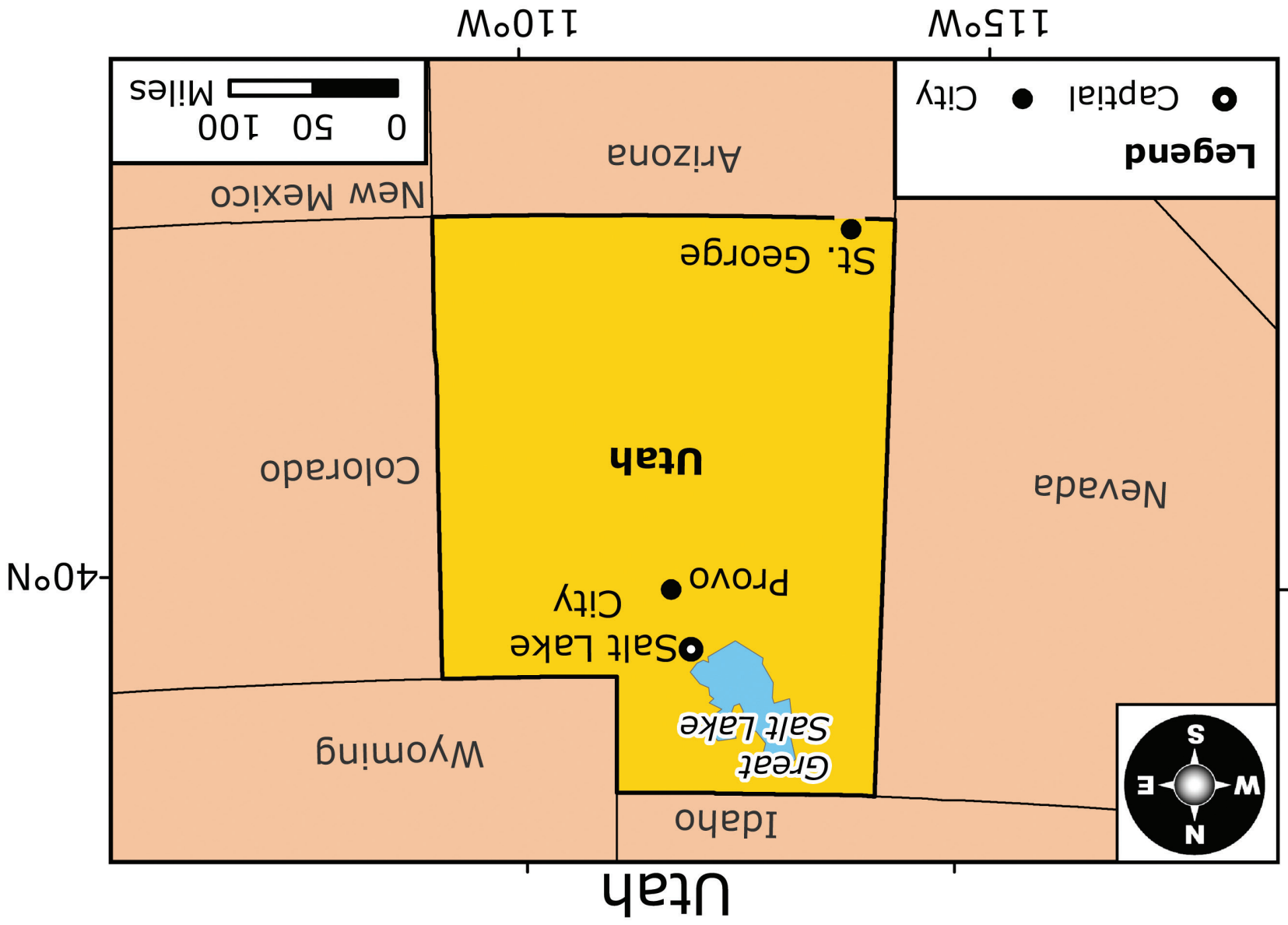
FV/LMA Protocol: Learning Media Assessment – Current Print Functioning

Ask the learner to look at the diagram and point to each part of the egg. If she can read ask her to read the labels. Assistance may be needed for some of the labels. If the print is too small, make a notation in the Current Print Functioning part of the Learning Media Assessment.

Using a piece of clean, light-colored paper, ask the student to draw the egg and label the parts. Allow the student to refer to the diagram if needed. If the child calls the parts by other names, it is okay to use those as labels. Notice the size of the print the student writes, especially her name. Allow the student to finish up by coloring the egg.

Note: It may be helpful to bring in an actual egg to use to compare to the diagram.



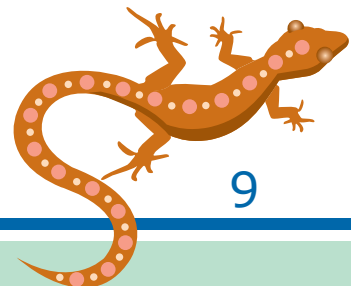


Teacher Instructions:

Tell the student that this is a map of Utah. Talk about how Utah is just one of 50 states that make up the United States. Point out that water, such as the Great Salt Lake, is blue. Name the cities on the map. "Salt Lake City, Provo, St. George." With the student, point to each city on the map. Point out that only Utah is yellow and the surrounding states are a peachy color, if the child has good color discrimination. Notice if the student can name the letters in some of the city names and the name of the Great Salt Lake. If not, then question whether 12 pts. is too small.

Ask the student the following questions.

1. Point to Utah.
2. Point to the Great Salt Lake. Say the letters in its name.
3. Point to the dots that stand for cities in Utah.
4. Look at the map and spell "Utah." (U-t-a-h)
5. Point to any parts of the map that are hard to see.



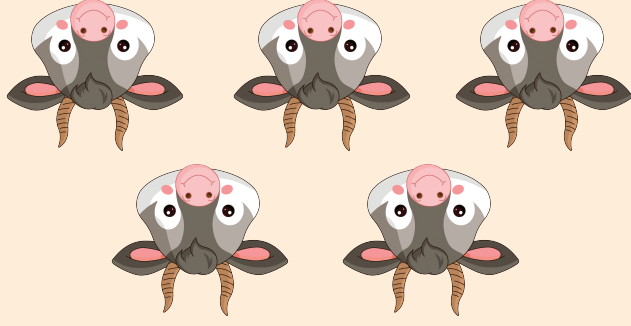
First and Second Grades, Math Sample: 8, 10 and 11 pt. Times New Roman
FV/LMA Protocol: Learning Media Assessment – Current Print Functioning

Mrs. Loo was a tiny lady. She lived in a tiny home, just in the middle of the lake.
She lived on the water because she liked otters, but she did not like snakes.
How did she live on the water you ask?
How did she live on the lake?

She lived in a home like a boat with a roof.
She lived on a boat that could float.
On this boat she had 2 tiny goats.
The 2 tiny goats had 2 furry coats.

If the two tiny goats had
3 tiny kids,
and they each grew up to have
3 tiny kids

How many tiny he kids were there?
Were there too many goats for the boat?



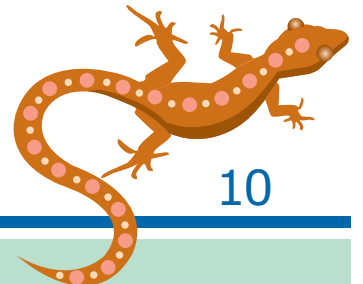
Teacher Instructions:

Each of these stanzas appears in a different size font of 8, 10, or 11 pt. Times New Roman, with the first stanza being the smallest. Below the poem is a diagram of 2 generations of goats. Ask the student to use stickers or coins to show the third generation of 9 goats below the row of 3 goats.

Mrs. Loo was a tiny lady. She lived in a tiny home, just in the middle of the lake.
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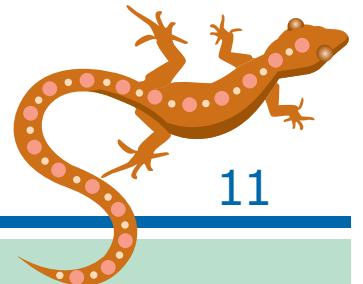
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If the two tiny goats had
3 tiny kids,
and they each grew up to have
3 tiny kids,
how many tiny kids were there?
Were there too many goats for the boat?

1. Ask the student to draw three offspring for each of the 2nd generation's 3 goats with a washable crayon.
2. Count the total of the nine, 3rd generation goats.
3. Count together how many goats there were in total on the boat.



First and Second Grades, Math Sample: 10 and 12 pt. Arial
 FV/LMA Protocol: Learning Media Assessment – Current Print Functioning

Todd had these math problems. He had to do them before he could play outside.

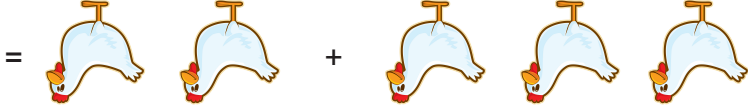
$3 + 4 =$
 $8 + 1 =$
 $2 - 2 =$
 $9 - 6 =$
 $7 + 2 =$
 $5 - 4 =$
 $1 + 9 =$

$10 - 3 =$
 $11 - 9 =$
 $10 - 6 =$
 $11 - 2 =$
 $10 - 8 =$
 $11 - 7 =$

$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$
--	--	--	--	--	--	--	--	--	--	--	--	--

$\begin{array}{r} 12 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 33 \\ +52 \\ \hline \end{array}$	$\begin{array}{r} 125 \\ -21 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ +21 \\ \hline \end{array}$	$\begin{array}{r} 51 \\ +40 \\ \hline \end{array}$	$\begin{array}{r} 96 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ -12 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$
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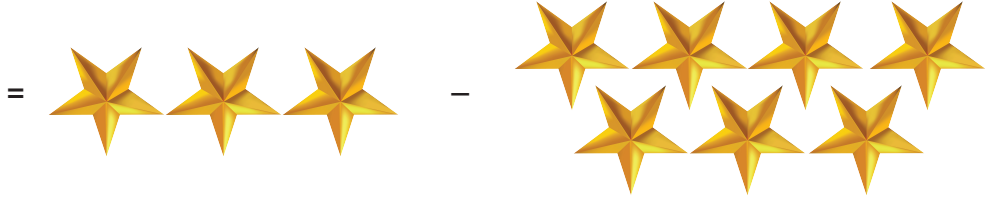
Sue had 3 chickens. She got 2 more chickens. How many chickens did she have?



Tim had 2 red smiley face balls. He also had 5 blue smiley face balls. How many smiley face balls did he have?



Sara had 7 stars on her homework but 3 fell off. How many stars were left?



Teacher Instructions:

The first three lines of simple addition and subtraction problems are in 10 pt. Arial. The last four rows are in 12 pt. Arial. Please familiarize yourself with the student's page.

Todd had these math problems. He had to do them before he could play outside.

Line 1 answers: 7, 9, 0, 3, 9, 1, 10

Line 2 answers: 7, 2, 4, 9, 2, 4

Line 3 answers: 9, 9, 2, 6, 10, 5, 5, 1, 8, 2, 1, 9, 6

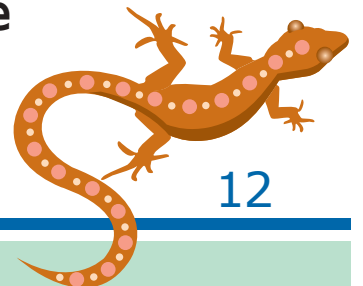
Line 4 answers: 19, 40, 85, 104, 39, 91, 109, 11, 47, 3

Line 5 answer: 5 chickens

Line 6 answer: 7 balls

Line 7 answer: 4 stars

Note: Remember, all you need is to find if the student can see the questions well enough to read them. Make notations about her ability. Sometimes TVIs want students to do the calculations, so they gain insight into where the student is academically. That is why the answers are supplied. However, it is not the goal of these particular exercises.







**New Tools and Activities for use with
Functional Vision and Learning Media Assessment
for Students who are Pre-Academic or Academic and
Visually Impaired in Grades K-12**

THIRD AND FOURTH GRADES







Dr. Rebecca Burnett

This product is dedicated to the memory of Dr. Rebecca Burnett, whose dedication to students with low vision and blindness helped make this product a reality.



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Professional and Amateur Image Contributors

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Alex Haro Brintrup	United States	Department of
Paul Glover	Department of	Defense
Stephanie Lancaster	Agriculture	United States
Terra Galleria		Geological Survey




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Honey is good.

Honey is sweet,

made by bees

for me to eat.

Bees get sweet

stuff from my flowers

to make honey.

They work long hours,

from early to late

and make me some honey.

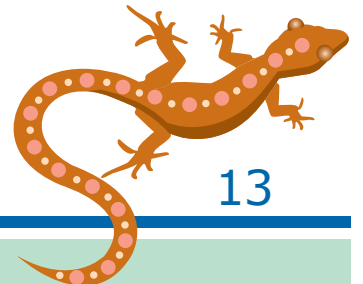
Isn't that great?



Teacher Instructions:

Ask the student to study the photos and read the poem aloud. The student may need your help with some words, so offer this help freely. Remember we are not testing reading ability, but the ability to see the photos and distinguish the print. If the child cannot read the text at all, ask him to identify the letters of selected words. This will tell you what you need to know. Ask the following questions:

1. Point to the bee in the photo box. Can you find her head? (the right end of the bee)
2. What is the bee in the picture doing? (gathering nectar, pollinating flower, “gathering honey,” all are acceptable)
3. What is in the jar? (honey)
4. Point to the word “honey” on the label. (If the student cannot find the word “honey” shorten or lengthen the working distance.)



Earth

Say it: **urth**

Part of speech: **noun**

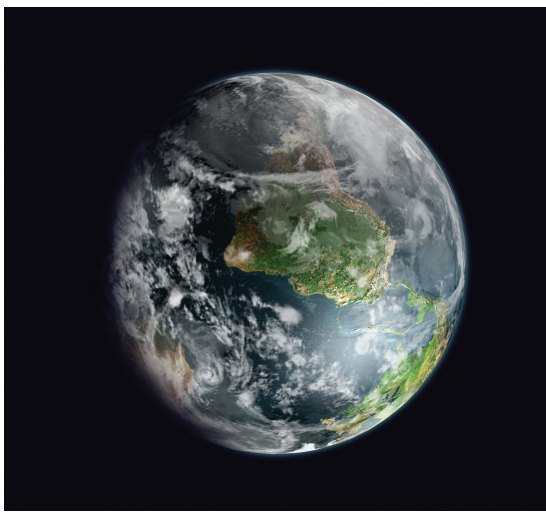
It means: **planet, globe**

Use it: **The earth goes around the sun.**

It also means: **ground, land, soil**

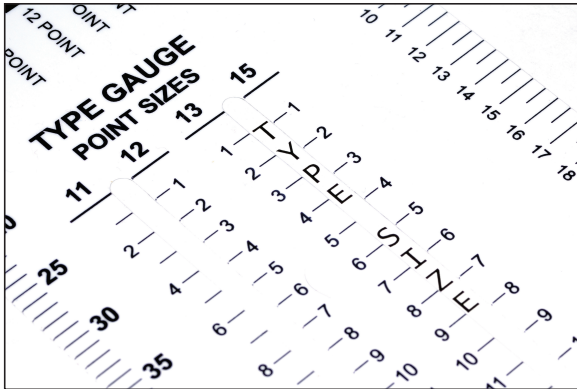
Use it: **We can dig when the earth is soft.**

It comes from: **Old English georthe**



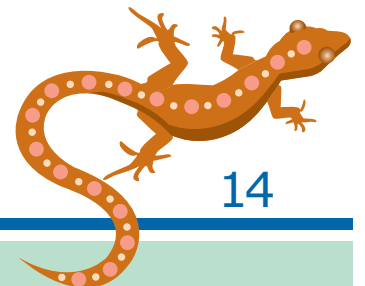
Teacher Instructions:

Help the student get acquainted with the definitions of “earth” on the opposite student page. If the student has difficulty with the words, discern if this is because of the size of the print, or his reading level.



If the difficulty is the size of the print, write some of the words a little larger on a piece of paper until you’ve reached a size that the student can see them. Note the size of your print with the use of the type gauge or point size ruler in the NewT kit.

1. Make a note of the size of print that suits the student’s needs in the learning media assessment, current functioning section.
2. Ask “Where are the brown spots on the globe? Please point.” (All landmass will be brown to color blind.)
3. Ask “Is there any word you cannot see in the definition? Can you point to the spot?”



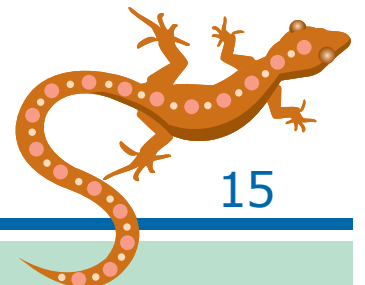
Oakbrook Elementary School
 School Lunch Menu for March 2009

MONDAY	1	Hamburger with lettuce and tomato French fries Apple sauce Milk or juice	8	Ham sandwich Tater tots Fresh peach Milk or juice
TUESDAY	2	Beef tacos with lettuce Spanish rice Fruit salad Milk or juice	9	Tuna casserole Spinach Lemon pudding Milk or juice
WEDNESDAY	3	Roast beef Mashed potatoes Mango ice cream Milk or juice	10	Chicken salad Hot roll Green salad Grapes Milk or juice
THURSDAY	4	Baked chicken Bean salad Pumpkin pie Milk or juice	11	BLT Pasta salad Apple slices Milk or juice
FRIDAY	5	Cheese pizza Tossed salad Vanilla pudding Milk or juice	12	Sloppy joes Green beans Carrot cake Milk or juice

Teacher Instructions:

Ask the student the following:

1. Read the menu out loud. (Columns are difficult for some students with visual impairment. Give assistance if needed. Make a note if the student easily reads other text of the same size [next page], but not in columns.)
2. What is the date for the kids to eat Tuna Casserole? (Tuesday, 9th)
3. What is served with all of the meals? (milk or juice)
4. What is the name of the school at the top of the menu? (Oakbrook Elementary)
5. On the 4th, what kind of salad is served? (bean)



PONY RIDE

For kids,

Ages 7-11 years

Now you can play a game that is just like a ride on a real pony! Pony Ride puts you in the saddle on the back of a pony!

Use your control pad to tell the pony which way and how fast to go. Watch the trees, animals, and bandits as you pass them. Catch candy bandits on your pony! Get some points!

Help Grandma Brown. Then get more points! Chase the wild dogs out of town. Get even more points!

Become the hero of your town when you play Pony Ride!



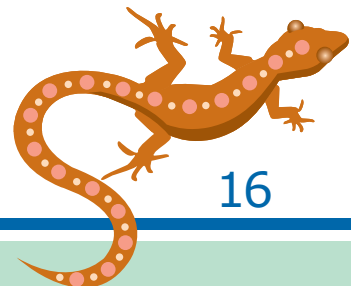
Pony Ride is the winner of *Parents Magazine* Award for excellence in product design for children's games.








Teacher Instructions:








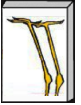


Ask the student to read the advertisement out loud and answer the following questions:



1. What is the advertisement about? (a video game called Pony Ride)
2. What aged kids would enjoy Pony Ride? (7-10 years)
3. Name 2 things a player can do to get points. (catch candy bandits, help Grandma Brown, chase wild dogs)
4. How does a player control the pony? (with a control pad)
5. How can you become the hero of your town? (chase wild dogs out of town, help Grandma Brown, catch candy bandits)



 = Emmy the Emu
  = Ethar
  = wing yellow plane
  = airplane
  = legs

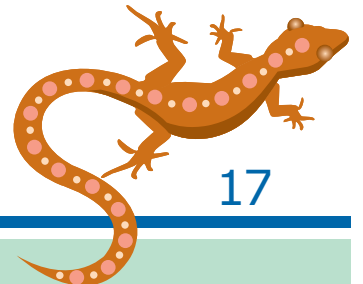
Do Emus Fly?

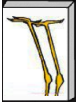

One day , who lived in the U.S., wanted to visit her mother who lived in a country called "Down Under."  did not know how she could go visit. Mom's house was so far away across the sea.  asked her brother, , how she could go visit.  said she should fly. "But,"  said , "how can I fly? We are emus. We use our  to run rapidly, not our  to fly. We can't fly, silly emu," she said to .

"What do you mean we can't fly?" said . "I am a bird. Of course I can fly just like an , although not nearly as fast."

Teacher Instructions:

Allow the student to read the story. Offer magnification and assistance where needed.



“Wacky” replied, “The reason we emus have to use our  and run rapidly is because our bodies are big and our wings are small. The only way we will fly is to ride in an .”

“That’s it!” yelled, “I will take a  to Down Under. It was silly of me not to think of that earlier!

Would you like to come too?” So on Monday, they boarded a plane on Royal Emu Airlines and flew 26

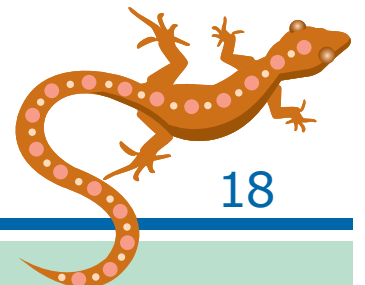
hours to see their mother in Down Under.

Teacher Instructions:

Ask the student to read the titles of the pictures out loud. Then ask him to read the story out loud as he replaces the pictures with the word that corresponds to the picture. Once that is finished, ask the student to answer the following questions. If the student cannot differentiate one graphic from another, please make a note of it.

Ask the student these questions:

1. What kind of animals are Emmy and Ethan? (emus)
2. Where does Emmy and Ethan's mother live? (Down Under – Explain to the student that "Down Under" is another name for Australia.)
3. Why did Ethan think he could fly? (because he is a bird, and birds have wings)
4. How did Emmy explain that he could not fly? (He has tiny wings and a big body.)
5. What did Emmy finally do so she could go see her mother? (She bought tickets to ride on an airplane.)



Maple Springs Elementary THE MAPLE LEAF



Louisville, Kentucky

January 2014

Fourth Grade Camping Trip

The fourth grade class of Maple Springs Elementary held an overnight camping trip at Cave and Basin Historic Site on December 5th, 2014. December might seem too cold to take a camping trip, but because the students were allowed to stay in the cave, the temperature remained a constant 55 degrees. The park Mounties gave a very interesting tour of the cave, and showed where the bats live. The tour included a look at the 30 ft. stalactites and stalagmites. It was surprising to learn that the cave has been used as a hospital. The most exciting part of the tour was the midnight ghost story hour. During the ghost story, lanterns were the only source of light. Everybody had a great time and wanted to go back to visit the cave again with their families. This camping trip is an annual event for the fifth graders at Maple Springs.



ATTENTION PARENTS: The new STEM tests will take place on Thursday, February 18, 2014. All first, third and fifth grade students will be tested in geography, math and science. Both the students and the teachers have been working hard to prepare for the tests. We hope our school will continue to rank as one of the top schools in the region. We are proud that our school has held the Blue Ribbon honor for five years in a row. If you have any questions about the test, an open house will be held in the Maple Leaf Library on Tuesday, February 5th at 6:00 PM. We look forward to seeing you there!



NEW MASCOT: Our Mutt mascot has retired. Vote for the **FOX**, the **PENGUIN**, or the **MAPLE LEAF** as a new mascot.

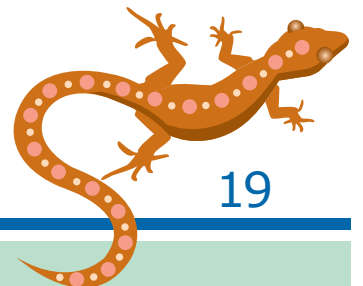


Stalagmites stick up from
the floor of Mammoth Cave

Teacher's Instructions:

Ask the student to read the newspaper articles aloud or silently and then answer the following questions:

1. What is the name of the school? (Maple Springs Elementary)
2. What month is the issue of this newspaper? (January)
3. Where did the fifth grade class travel? (Cave and Basin Site)
4. What did the students think was the most exciting part of the trip?
(ghost story hour)
5. When are the state tests taking place? (Feb. 18, 2014)
6. What kind of award did the school win five years in a row? (blue ribbon)
7. What will students soon choose by vote? (school mascot)



Missouri River Watershed

A watershed is a system of rivers, lakes and streams that empty into a large river. We all know that the Mississippi River is the longest and biggest river in the United States. There are many rivers that empty into the Mississippi. One of the great rivers that empties into the Mississippi River is the Missouri River. As you may have figured out, there are several rivers that empty into the Missouri River. Together, these rivers are called the Missouri River Watershed. The area in which they are located is called the Missouri River Basin.

The Missouri River Basin was an important place when our country was young. It was explored during the famous adventures of Lewis and Clark. It was an important place for trading of fur, grain, lumber, horses, and many other items.

Take a look at the map on the next page. Look at the blue rivers and follow them to the Missouri River, then down to join the Mississippi River.

Teacher Instructions:

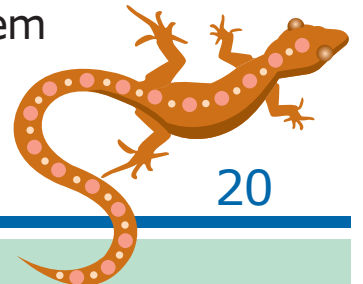
Below is a geography clip about the Missouri River Watershed. Ask the student to read this clip before using the map on the next page.

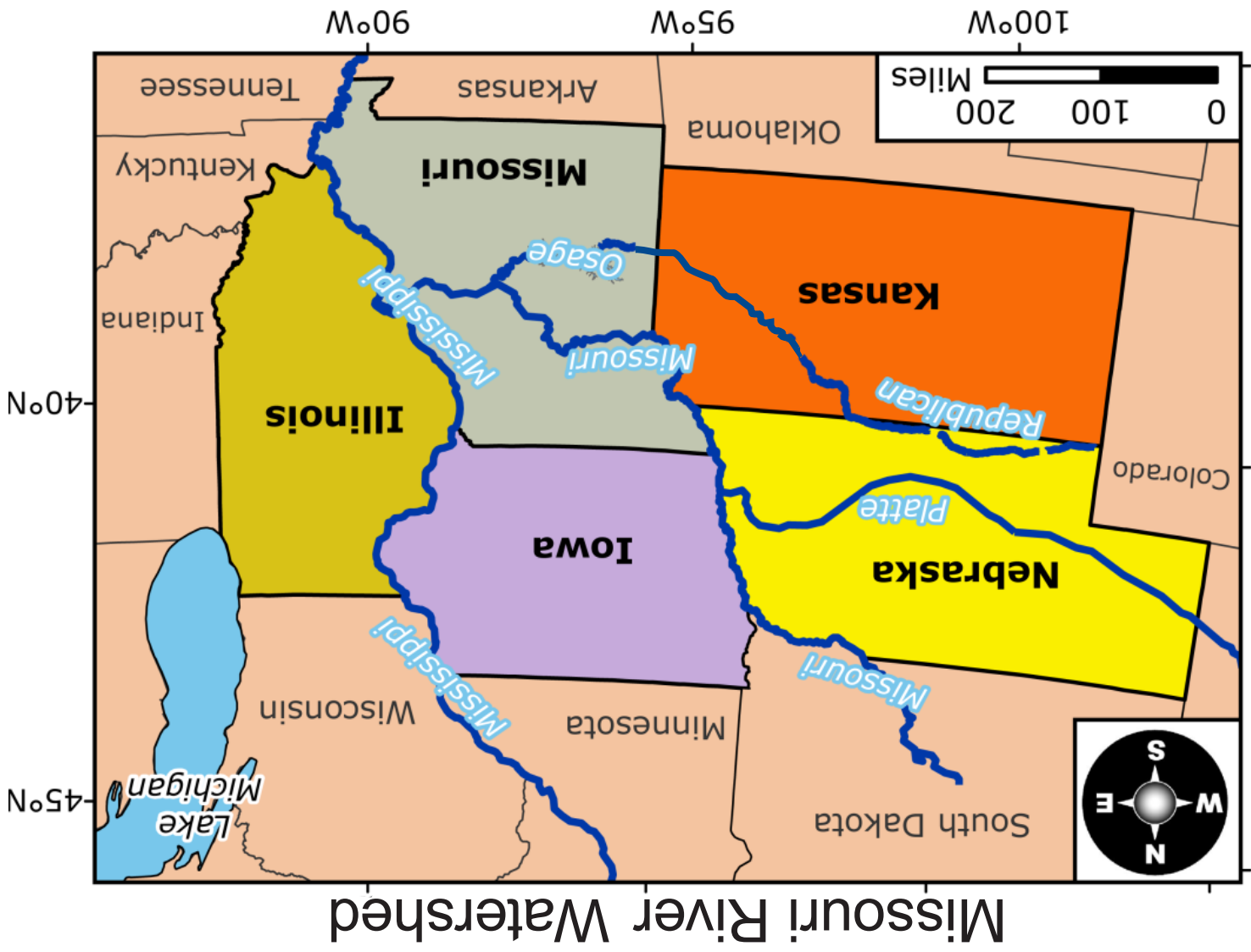
Missouri River Watershed

A watershed is a system of rivers, lakes and streams that empty into a large river. We all know that the Mississippi River is the longest and biggest river in the United States. There are many rivers that drain into the Mississippi. One of the great rivers that empties into the Mississippi River is the Missouri River. As you may have figured out, there are several rivers that empty into the Missouri River. Together, these rivers are called the Missouri River Watershed. The area in which they are located is called the Missouri River Basin.

The Missouri River Basin was a key place when our country was young. It was explored by the famous team of Lewis and Clark in their travels across North America. It was an important place for trading of fur, grain, lumber, horses, and many other items. It is still important because some of the rivers are big enough for boat and barge traffic. This traffic allows goods, such as coal, oil, and lumber to be shipped from place to place along the watershed system.

Take a look at the map on the next page. Look at the blue rivers and follow them to the Missouri River, then down to join the Mississippi River.

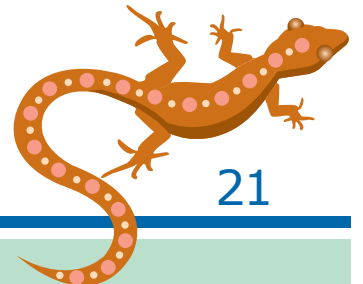




Teacher's Instructions:

Give the student a few minutes to read and study the map. Help her with any names that might be difficult to read or say, then ask the following questions.

1. With your finger, trace the borders of the state of Missouri. (Check to see that she does it correctly.)
2. With your finger, trace the route of the Missouri River.
3. The Platte River stretches across which entire state? (Nebraska)
4. The Republican River changes names as it crosses into what state? (Missouri)
5. In which state does the Missouri River begin? (South Dakota)
6. Did you have any difficulty reading the rivers' names?



Avenue of Volcanoes

A volcano is a crack or hole in the earth's crust. The crack makes a path for lava, ash, or gasses to rise from deep below the earth's crust to the outside.

Ecuador, a South American country, has many volcanoes. These volcanoes are very close together in the center of the country. As a group they are called the "Avenue of Volcanoes." Many of them are active, which means they still blow up. Some explode with hot lava and others blow off steam almost daily. For a few volcanoes, it may be hundreds of years between the times they erupt.

On the next page, you will see a map of Ecuador. Here is a photo of a volcano from the Avenue of Volcanoes. It is called Tungurahua. As you will see, Tungurahua is blowing hot lava from its crater.

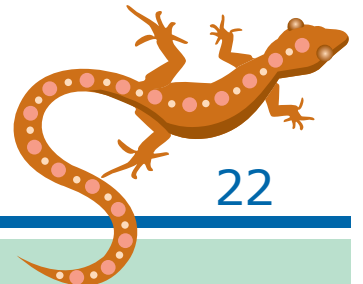
Pronounce it /ton-gur'-ah-wa/.

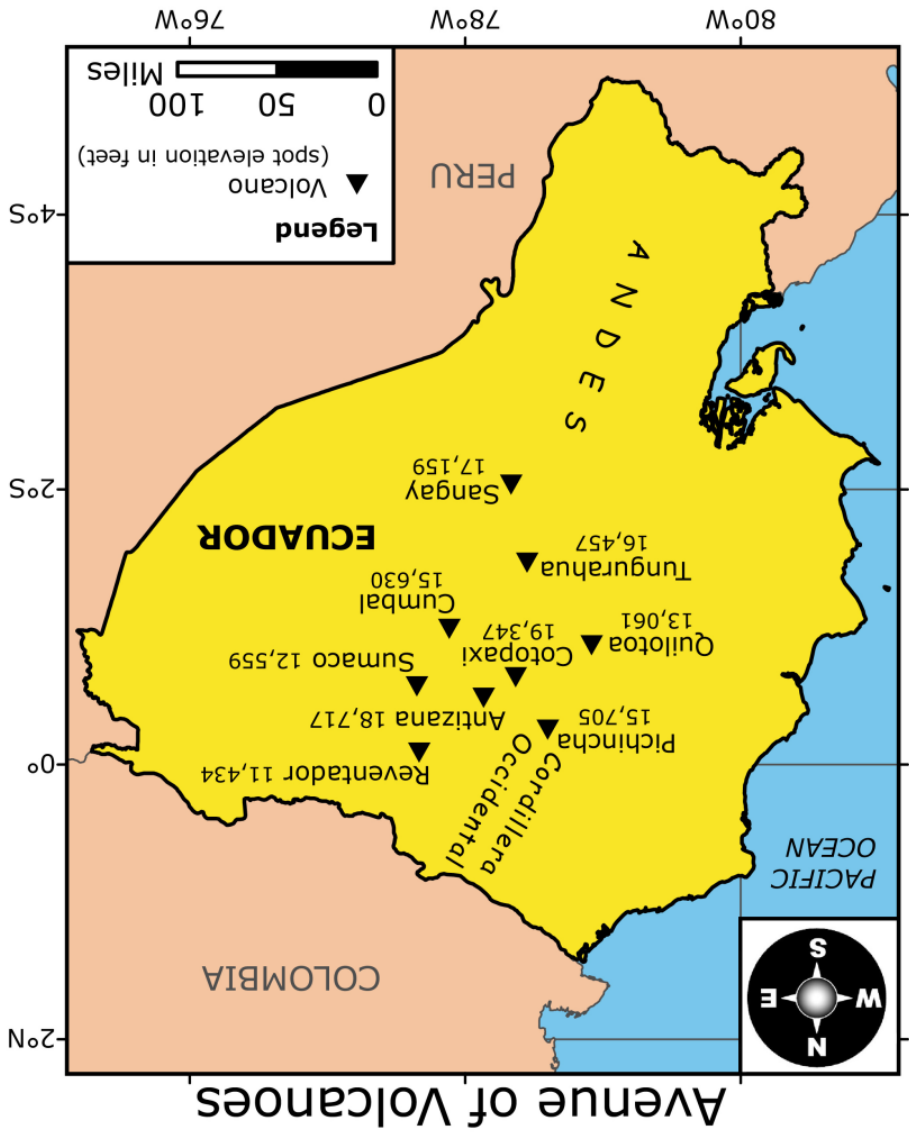


The Tungurahua volcano during its eruption in 1999. Tungurahua is one of the larger and more active volcanoes in the Avenue of Volcanoes.

Teacher's Instructions:

Please make sure that the student understands the words “volcano, volcanoes, erupt, lava, Avenue and Ecuador.” Ask the student to read the page “Avenue of Volcanoes” aloud. Help him with any troublesome words. The goal is to see if the student can read Arial 14, and 12 point text, not to determine his reading fluency. Read the caption under the photo aloud if the student cannot read the small print.

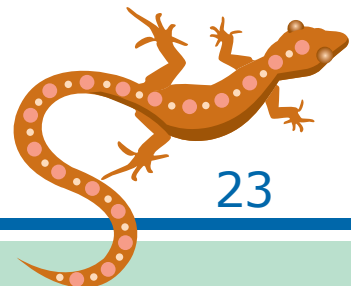




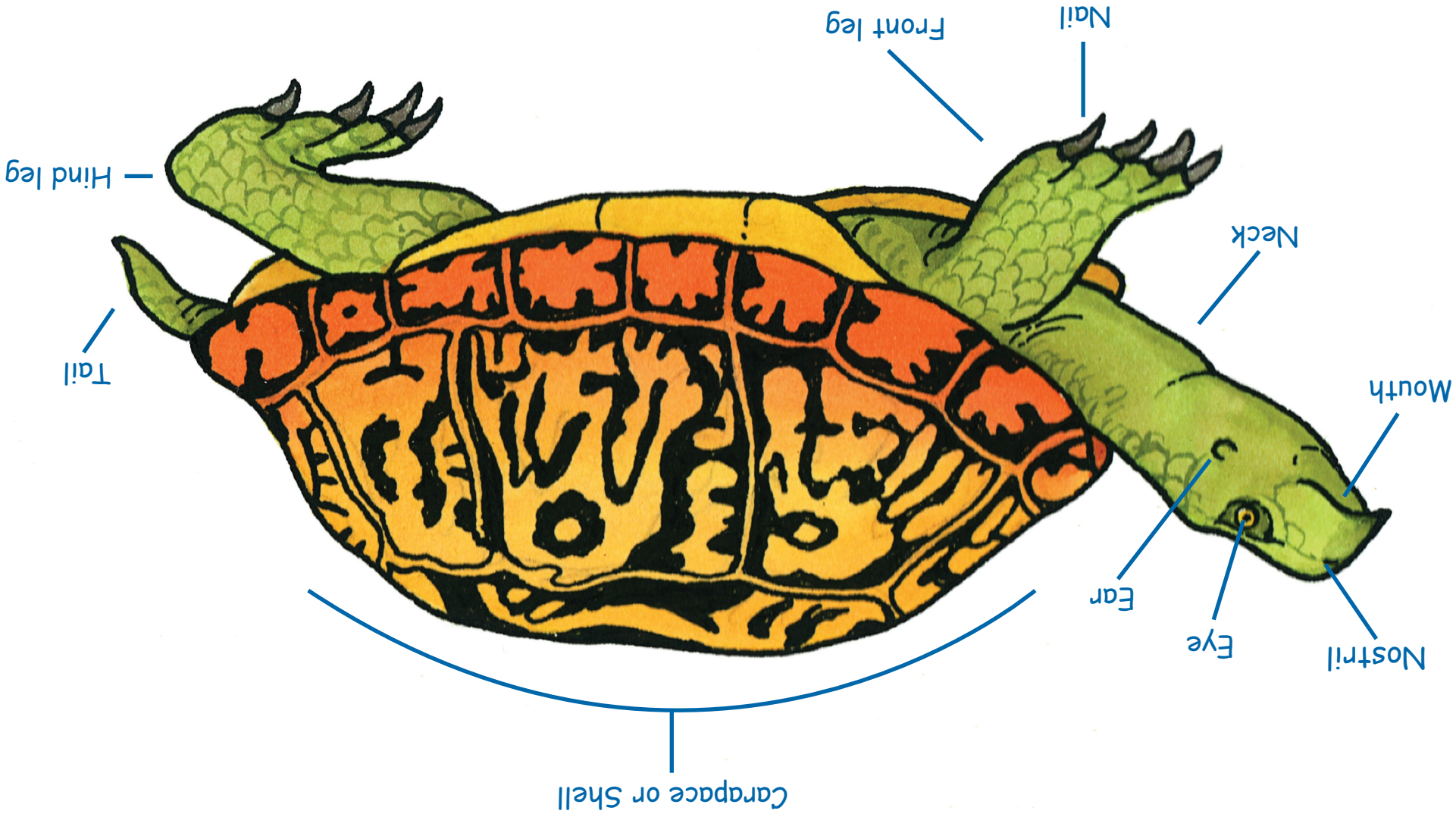
Teacher Instructions:

Show the student the symbol for a volcano. Allow the student to study the map before and during the following questions. Offer help when needed.

1. How many volcanoes are on the map called “Avenue of Volcanoes?” (nine)
2. What mountain ranges are near the Avenue of Volcanoes? (Andes Mts., Cordillera Occidental)
3. To what country do the volcanoes belong? (Ecuador)
4. Point to the volcano named Antizana.
5. How far is the volcano Cotopaxi away from volcano Sumaco? (roughly 50 miles)



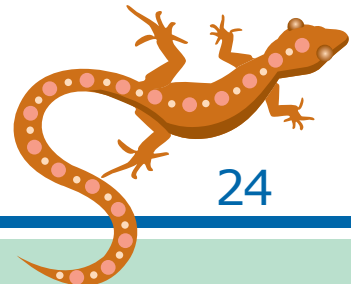
Turtle




Teacher Instructions:


Ask the student to study the diagram and the labels. If the student cannot see the labels or details of the image, make sure she is using her prescribed magnifier or a video magnifier such as the VisioBook. Ask the student the following questions.


1. The biggest part of the turtle, the shell, is also called what? (carapace)
2. What is farther back on the turtle's head, the eye or the ear? (ear)
3. What little sharp things are found at the end of the turtle's feet? (nails)
4. What colors are shown in the turtle's carapace? (yellow, orange, black)
5. What does the turtle use to smell? (nostril)
6. Point to the turtle's neck. (Provide hints or help if needed.)





Bakeries, Louisville, Kentucky


 **Baa Baa Bakery**, 3100 Bardstown Road, Louisville, KY 40205 (502) 555-1210


 **Cake 4 Sure**, 7404 Stone Bluff Court, Louisville, KY 40291 (502) 555-2922


 **Divinity Fine Catering**, 2054 Frankfort Ave, Louisville, KY 40206 (502) 555-7069


 **Edible Creations**, 976 Barret Ave, Louisville, KY 40204 (502) 555-4444

 **Ermin's French Bakery & Cafe**, 455 S 4th Street, Louisville, KY 40202 (502) 555-5120

 **Gigi's Cupcakes**, 1977 South Hurstbourne Parkway, Louisville, KY 40220 (502) 555-4998

 **Great American Cookies**, 5000 Shelbyville Road, Suite 1680, Louisville, KY 40204 (502) 555-6450

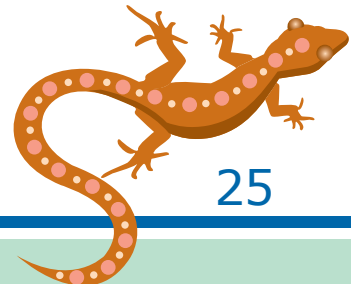
 **Plehn's Bakery**, 3940 Shelbyville Road, Louisville, KY 40207 (502) 555-4438

 **Pywacket's Pies**, 4782 Cecil Drive, Louisville, KY 40207 (502) 555-1778

Teacher Instructions:

Ask the student to read the page over. Offer magnification and assistance. This text is the size of most text in phone books.

1. Name the bakery in the third line. (Divinity Fine Catering)
2. What bakery is at 3940 Shelbyville Road? (Plehn's Bakery)
3. According to the graphic, what kind of pastry can one get from the Baa Baa Bakery? (pie)
4. What is the zip code for Gigi's Cupcakes? (40220)
5. What bakery is located at 4782 Cecil Drive? (Pywacket's Pies)



Third and Fourth Grades, Math Sample: 8, 10 and 11 pt. Verdana
FV/LMA Protocol: Learning Media Assessment – Current Print Functioning

Which number is missing from this sequence?

3, —, 29, 42, 55

a) 10

b) 13

c) 16

d) 11

Which number is missing from this sequence?

46, 35, 24, —, 2

a) 21

b) 13

c) 16

d) 11

Which number is missing from this sequence?

99, 77, 55, —, 11

a) 34

b) 44

c) 33

d) 22

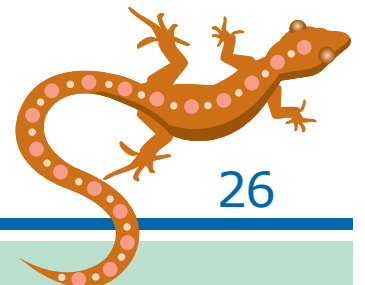
Teacher Instructions:

The student's page presents three math problems each in a different point size. He is asked to look at a sequence of numbers and identify which number is missing, then choose from the four choices below. Please familiarize yourself with the page. If the student cannot read the page with a magnifier, make a notation and move on.

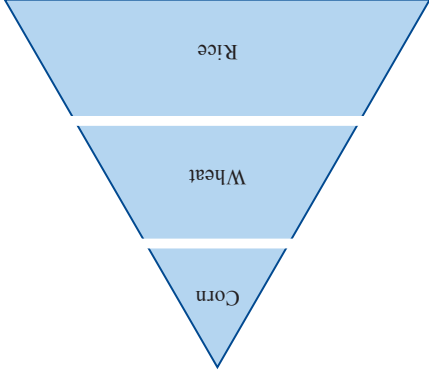
Answer 1st sequence: c) 16

Answer 2nd sequence: b) 13

Answer 3rd sequence: c) 33

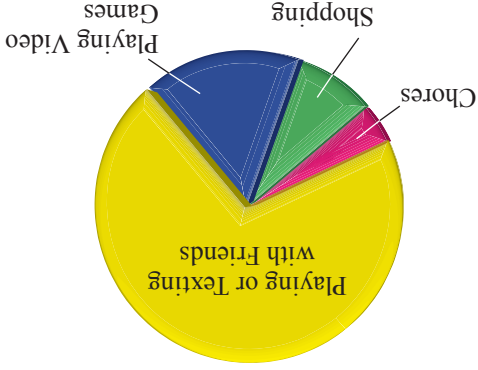


Third and Fourth Grades, Math Sample: 8, 10 and 11 pt. Verdana
FV/LMA Protocol: Learning Media Assessment – Current Print Functioning



This pyramid shows the top three foods grown in the world. Which one feeds the most people? How can you tell? Name some products that have this grain in them?

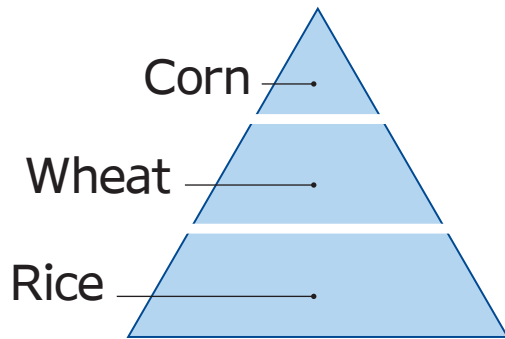
This chart shows the activities most 4th graders do on the weekends.
What activity do they spend the most time on?
What activity do they most likely do with Mom or Dad?
What activity do they do the least?



Make a pie chart of your typical school day. Try to show how much of your day is spent in four activities you do the most. Make sure to label your pie pieces with the names of the activities you do. Ask your teacher if you need assistance.

Teacher Instructions:

If your student cannot see any of the first two activities with her magnifier, then make a notation and move on.



This pyramid shows the top three foods grown in the world. Which one feeds the most people? How can you tell? Name some products that have this grain in them?

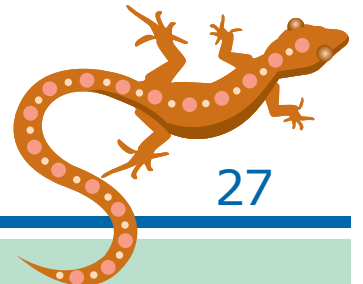
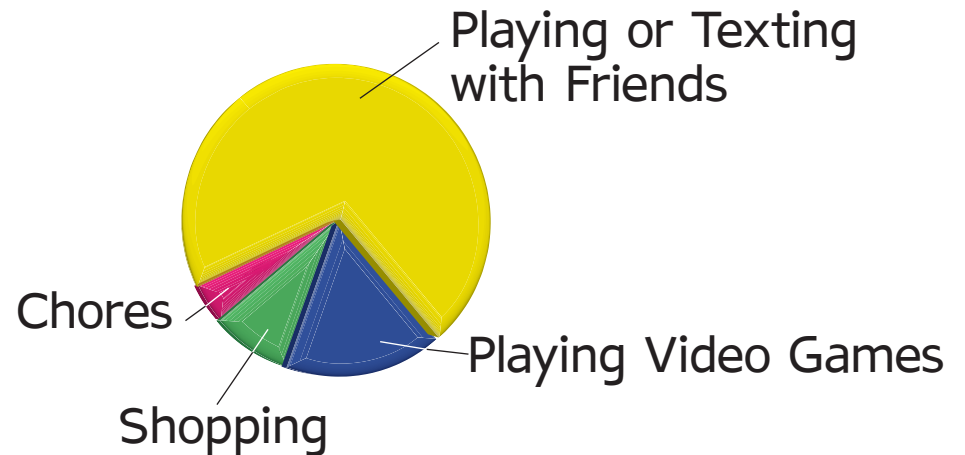
This chart shows the activities most 4th graders do on the weekends.

What activity do they spend the most time on?

What activity do they most likely do with Mom or Dad?

What activity do they do the least?

For question 3, help the student make the pie chart according to the four activities the student does most during her school day.







New Tools and Activities for use with
Functional Vision and Learning Media Assessment
for Students who are Pre-Academic or Academic and
Visually Impaired in Grades K-12

F I F T H A N D S I X T H G R A D E S







Dr. Rebecca Burnett

This product is dedicated to the memory of Dr. Rebecca Burnett, whose dedication to students with low vision and blindness helped make this product a reality.



American Printing House
for the Blind, Inc.

© 2016



Many photos in NewT were supplied by amateur photographers at the American Printing House for the Blind (APH). Thanks go to the following APH staff for their important contributions of photographs.

Sandy Baker	Loana Mason	Tuck Tinsley
Nancy Bayens	Rodney Noble	Ann Travis
Ashley Edlin	Artina Paris	Monica Vaught
Barbara Henderson	Gwynn Stewart	

Professional and Amateur Image Contributors

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Alex Haro Brintrup	United States	Department of
Paul Glover	Department of	Defense
Stephanie Lancaster	Agriculture	United States
Terra Galleria		Geological Survey




Note to the Practitioner:

The developers of this product believe the best way to determine if/how a student with a visual impairment accesses print is to ask the student to read print materials found in the classroom, school, and general environment. Before an assessment, the TVI should gather samples of the student's class work and a variety of unused worksheets/handouts from the classroom. One worksheet should be enlarged. At assessment time, the student should bring his/her assigned textbooks, a classroom dictionary, notebook paper, and a pencil.

Sometimes, a TVI may have a visual impairment complicated enough that he/she cannot read the student's classroom materials. These are needed to conduct the **"FV/LMA: Current Print Functioning"** activities. APH's policy is to make materials accessible to students and to the adults who work with them. **Nigel Newt's Portfolios**, therefore, have been provided in NewT to fill the need of the teacher for some accessibility and guidance. The teacher has been supplied with questions to ask after each exercise. From the questions it is easy to infer the nature of the document used to test functional vision.

The portfolio materials are written with elementary, middle, and high school levels in mind. The materials at each level include sample class handouts, dictionary entries, maps, graphs, diagrams, etc. These materials may also be used by TVIs when they cannot gather or access the student's classroom materials.



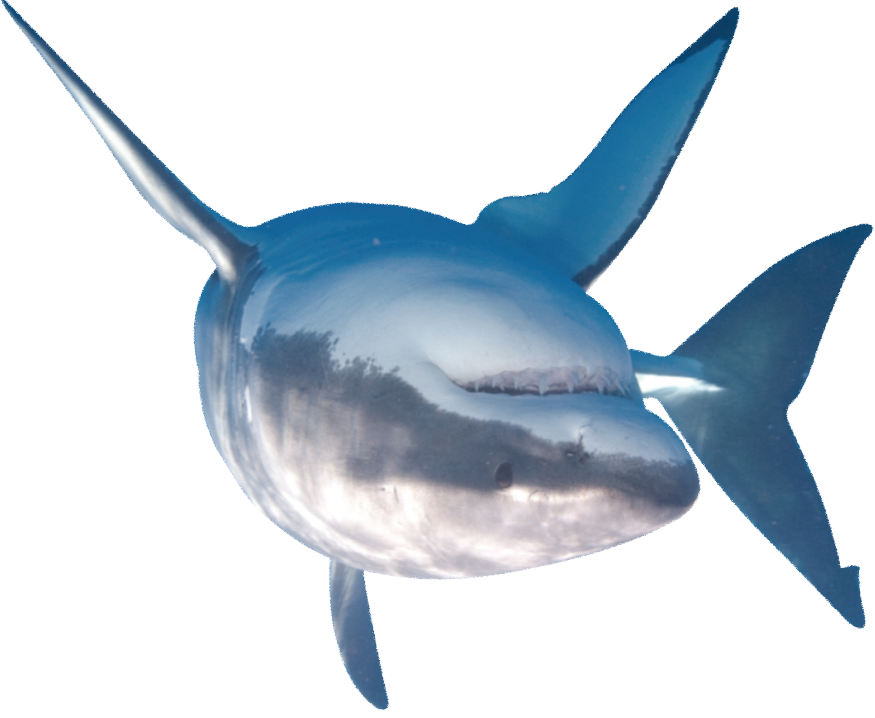
A Little About Sharks

Nearly 400 different kinds of sharks live in the oceans, seas, and rivers of the world. Most sharks do best in salt water, but some thrive in fresh water. Sharks differ greatly in appearance, diet, and behavior. Some sharks are nearly 30-40 feet long; that's the length of a bus. Other sharks are so small they can live in a home fish tank.

Most sharks have a skin color that helps them blend in with the water. But in the deepest and darkest parts of the ocean, many of the sharks have parts that glow in the dark. Features such as glowing stripes make sharks unique from one another.

Sharks are actually fish. There are similarities and differences between sharks and other fish. Cartilage, the flexible, tough tissue that makes your ears stick out, or makes your nose be more than a blob that hangs on your face, forms the skeleton of the shark. Fish skeletons are made of bones. Like other fish, sharks have gills, organs that make fish able to breathe. Fish get oxygen from the water when they filter it through their gills. Water needs to move over the gills so oxygen can be captured. To keep the water moving, most sharks swim even when they're asleep.

Sharks have many rows of teeth. The teeth from the outside row loosen and fall out, and teeth from the next row take their places. Some sharks will lose 30,000 teeth in a lifetime! Sharks are at the top of the ocean food chain, which means no other animal is hunting them for food. This position is very important because sharks actually prevent other animal populations from growing out of control. This process helps ensure there is diversity among ocean-dwelling creatures.

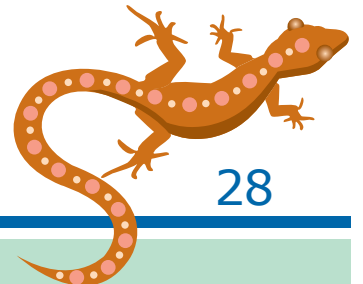


Teacher Instructions:

Ask the student to read the first page of “A Little About Sharks” then answer the questions below. Allow the student to refer to the text for answers.

1. Sharks are what kind of animal? (fish)
2. What is the main difference between sharks and other kinds of fishes?
(Sharks have cartilage for their skeletons, other fish have bones.)
3. How many kinds of sharks are there? (Nearly 400)
4. What organ do sharks use to gather oxygen? (gills)
5. How many teeth can a shark lose in a lifetime? (30,000)

continued next page



Fifth and Sixth Grades, Magazine Sample: 10 pt. Arial, 16 pt. Chaparral
FV/LMA Protocol: Learning Media Assessment – Current Print Functioning

Sharks have been around since dinosaurs were on earth; that's 64 million years ago! The largest shark, the whale shark, is shown in the photo. Even though this shark grows to 40 feet long, it is very curious and gentle. It spends a lot of time near the water's surface basking in the sun. Other fish like to hang out with the whale shark. They use it for shade and protection from predatory fish. Some of the small fish actually eat the parasites that live on the shark's skin.



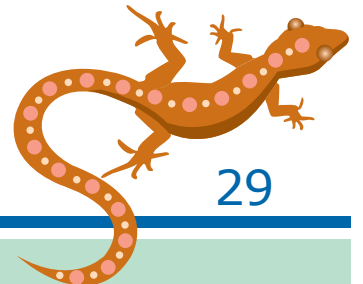
Photo by Zac Wolf

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Teacher Instructions:

Ask the student to read the second page of “A Little About Sharks” then answer the questions below. Allow the student to refer to the text for answers.

1. How long have sharks been on our planet? (since the dinosaurs were here, or 64 million years ago)
2. What personality traits do whale sharks have? (gentle, curious)
3. What do whale sharks like to do? (bask in the sun)
4. Why do little fish like to hang around with the whale shark? (The whale shark provides protection, shade, and food.)
5. Look at the photo of the whale shark. With your finger, draw along the outline of the shark.



PET PATTER

by Dr. Patty Russell, *licensed veterinarian*



Dear Dr. Patty,
My mother says I am too young to have a dog. But am I ten and I really like dogs and I want one who can be my friend. – *Luanne*

Dear Luanne,
At your age, it's natural to like animals. Pets aren't just our friends, they are our responsibilities. Ask yourself what it means to be the caretaker of a dog. It may mean you will be the one to feed and walk the dog or clean up mud when he tracks it in the house. This is every day, not just when you feel like it. This is lots of work. Think about it for several days. If you still want a dog, ask your parents again. Tell them what you plan to do to take care of the dog. – *Dr. Pat*



Dear Dr. Patty,
I am 12 years old and have a little cat named Randy. My brother has a big German shepherd dog, Crash. Crash carries Randy around in his mouth and is rough with him. My Dad hates cats and thinks it's funny. He won't let me rescue Randy. I am afraid Randy is going to get hurt. Please help me. – *Crystal*

Dear Crystal,
I am so sorry your father has that attitude toward cats, especially Randy. Ask your Mom or your brother to help you. Perhaps Crash could go to obedience school where he can learn to behave. Ask your brother to help rescue Randy. Tell an adult you trust when Randy gets chewed on. Remind her that you love Randy and need her help. – *Dr. Pat*



Dear Dr. Patty,
Our family was invited to a cookout and the hostess had a pond with several koi fish in it. I saw two adults pour beer into the pond. One little boy threw his hot dog in there. I got worried about the fish. Will that stuff hurt them? – *Reggie*

Dear Reggie,
Thank you for being a friend of animals. I appreciate your concern for them. You are right, adults should not pour beer into a pond; fish can get drunk. They often suffer scrapes and cuts when they are drunk. The hot dog will do less damage. Fish will take turns getting little bites of the hot dog until it's gone. The danger comes if the fish don't eat the hot dog and it is left in the pond to rot. By now, everything's probably fine. – *Dr. Pat*



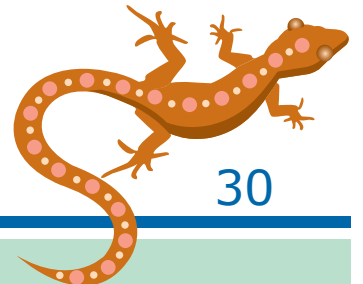
Dear Dr. Patty,
My mom has a toy poodle, Vicki. I have tried and tried to pet Vicki, but she won't let me touch her. I have done nothing to her that I can think of. I really want to be friends with her. What can I do? – *Silvio*

Dear Silvio,
When a dog refuses to let you touch her, it is often because of a smell you have on your hands or clothes. Did you pet another dog or cat? Did you handle mustard or a pickle? Think about what you've touched. Wash your hands and change your clothes before petting her. If you do that, she will probably snuggle right up to you. – *Dr. Pat*

Teacher Instructions:

Ask the student to read the column either aloud or silently and answer the following questions:

1. What was Reggie's concern? (fish exposed to beer and hot dogs)
2. What was Dr. Patty's answer to Silvio? (wash hands and change clothes before petting Vicki the poodle)
3. What trouble is the writer, Crystal having? (Her brother's dog is rough with her cat, Randy. Her father is not supportive of her desire to protect Randy.)
4. What does Dr. Patty tell the girl that wants a dog? (Dogs can be lots of work. Think about how much work is involved, and if you still want a dog, ask again and be prepared to support your position.)



Make a Pet Scrapbook!

1. Write the name of your dog, cat, fish, turtle, or other pet in sparkle glue on the front of the binder.

2. Glue two or three photos of your pet onto each page of the notebook.

3. With contrasting colored markers, write below each picture what your pet is doing in the picture.

4. Cut the fabric and paper into different shapes. Glue these shapes onto the notebook pages to help decorate the pages.

5. Use the sparkle glue on the pages for extra color and bling. Make bows and award ribbons from the scrap ribbon and glue them to pages.



What you will need:

Sparkle Glue and craft glue

Colored markers

Scissors

Scraps of ribbon

Heavy colored paper

Stickers and sequins

Fabric pieces

3-ring binder

Photos of your pet

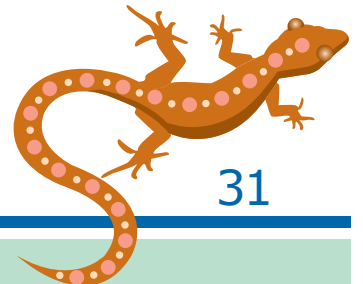


Post your pet photos to our website
for our Cutest Pet Photo contest at
www.petpals.com

Teacher Instructions:

Ask the student to read the instructions for how to make a pet scrapbook, and then answer the following questions. Allow the student to use the page as a reference.

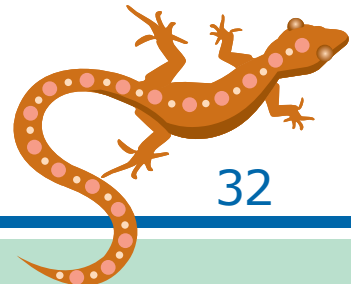
1. What is the name of the pet in the photo? (Kiki)
2. What is the web address for the pet photo contest? (www.petpals.com)
3. What does the pet in the photo look like? (a little blonde dog, with big eyes and big ears; any other description that is accurate)
4. Name three items you will need to make a scrapbook. (Sparkle glue, craft glue, colored markers, scissors, scraps of ribbon, heavy colored paper, stickers and sequins, fabric pieces, 3-ring binder, photos of your pet)



Teacher Instructions:

Ask the student to read the cereal box information, and then answer the following questions:

1. What flavors are Fruity Snaps? (cherry, apple, banana, ginger)
2. How many calories are in 1 cup of Fruity Snaps? (180)
3. In what two shapes do Fruity Snaps come? (squares, and round/spherical puffs)
4. Name 3 ingredients in Fruity Snaps? (wheat flour, rice flour, oat flour, cane sugar, honey, apple pulp, baking soda, dry ginger, salt, cinnamon, natural flavors, cherry pulp, apple pulp, ginger gum, natural banana flavoring, red dye #15, yellow dye #12)
5. Where are Fruity Snaps made? (Tampa, Florida)
6. How much does a 14 ounce box of Fruity Snaps cost? (\$2.95)



THE SHOUT OUT

Springfield Elementary

Louisville, Kentucky

March 30, 2014

Go Math Team

The fifth grade math team will be competing against the Glenview Elementary fifth grade math team. Members of the team say they have been meeting after school two days a week to study and practice for the event. The team has been using flash cards and iPads to help learn multiplication tables. Let's hope their hard work pays off!

What holiday takes place on March 17th?

If you don't remember to wear green, if you might find out the hard way!



Seventh Annual Talent Show

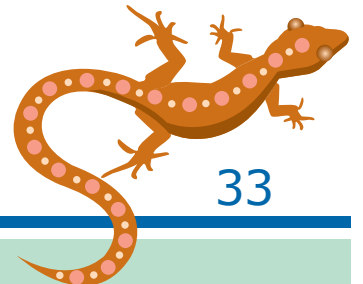
The seventh annual Springfield Elementary talent show took place on Saturday, February 22nd, 2014. All of the students that were in the show did a great job and everybody had a lot of fun. The Whoostin Bieber Band took first place for their act which included singing, air drums and air guitar. Second place went to the Springfield dance team. The dance team is made up of girls from the fifth and sixth grade classes. They danced in unison to Stars and Stripes Forever by John Philip Sousa. Connor Sargent and his dog Dart took third place for their act. Connor held a hula hoop while Dart, a 96 lb. boxer, jumped through the hula hoop and then stood on his back legs while holding a ball with his two front paws. The winners of the talent show will compete in the county-wide talent show on Friday, March 25th at 6:00 PM. The show will be held at the Oakton High School gym. We hope that everyone shows up to cheer on our winners!



Teacher's Instructions:

Ask the student to read the newsletter and answer the following questions:

1. What is the name of the school that puts out the news? (Springfield Elementary)
2. What month is the issue of this newsletter? (March)
3. Who came in first place in the talent show? (the Whoostin Beiber Band)
4. What type of team is competing against Glenview Elementary? (Math team)
5. What should students remember to do on March 17th? (wear green)
6. Find and point out the smallest shamrock in the newsletter. (on the hat)
7. What is the name of the dog in the talent contest? (Dart)



Fifth and Sixth Grades, Dictionary Entries Sample: 11 pt. Verdana, 12 pt. Calibri Italic
FV/LMA Protocol: Learning Media Assessment – Current Print Functioning

me-tab-o-lism

[muh-tah-uh-liz-uh m] < Greek

noun

1. *Biology, Physiology.* All the physical and chemical processes in an organism by which its live tissue is produced, maintained, and destroyed, and by which energy is made available.
For example: Making energy from sugar is a process of metabolism. When sugar is not metabolized, as in the case of diabetes, one is said to have an error of metabolism.

di-a-be-tes

[dahy-uh-bee-tis, -teez] < Neo-Latin, Latin < Greek

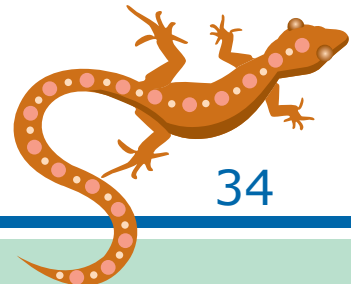
noun

1. *Physiology.* Also called **diabe-tes mel-li-tus** [mel-i-tuh s] a disorder of the metabolism of sugars in the diet, usually it is seen with poor production or use of insulin. It results in large amounts of glucose (sugar) in the blood and urine, intense thirst, weight loss, and in some cases, destruction of small blood vessels. It leads to problems such as kidney disease and blindness. It usually can be controlled with adequate diet and medicine.

Teacher Instructions:

Ask the student to read the two dictionary entries and answer the following questions. The student may refer to the text.

1. What part of speech is the word “metabolism?” (noun)
2. When the body does not metabolize sugar, what is it called? (diabetes)
3. When a person has diabetes, what are some symptoms? (intense thirst, weight loss, sugar in the blood and urine, and destruction of small blood vessels.)
4. What language does the word “metabolism” come from? (Greek)
5. Put your finger on the word “diabetes.”



CHILD'S LIFE MAGAZINE

Living with Diabetes

Here are a few from kids living with diabetes:

"When I was little, it was really hard for me to go to birthday parties. All of my friends ate cake and drank soda pop while I drank milk and ate sugar free gelatin. I tried to sneak candy when my parents weren't looking but I got really sick. I don't do that now because I know how bad it felt. It is not so hard

anymore, because my friends want to eat healthy. Now we all eat apple slices together."

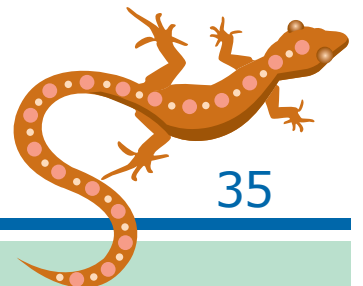
Maribel, Age 11



There are thousands of children in the United States living with diabetes. Some develop type 1 diabetes, usually inherited from the parents. But many children are now getting type 2 diabetes. It is also called adult onset diabetes. The reasons for this increase are that children are becoming obese and not playing physical games. Type 1 diabetes cannot be cured but can be managed by the use of low sugar food plans and insulin. Type 2 diabetes will sometimes go away when a person loses weight and becomes active. But sometimes type 2 must be managed with sugar restriction and the use of insulin. People with either type of diabetes must avoid sugar and other starchy foods. This is difficult for children.

Teacher Instructions:

Ask the student to read the selections on the page out loud. Carefully watch the student's eyes when he/she gets to the column break to see if the student tries to keep going across the column break or goes to the following line of text. If the student has trouble finding the beginning of the next line of text, practice the skill a little later. Now ask your student to continue reading on the next page.





Sean, Age 14

"I used to cry at Halloween. I went trick-or-treating with my friends because I wanted to wear a costume. When I got home, my parents took away my bag of candy. After they saw how upset I was, my parents planned Halloween parties at our house every year. It was a lot better because my mom could bake sugar-free cupcakes that everyone could enjoy. I am too old to dress up now, but I am really thankful my parents were so helpful then."



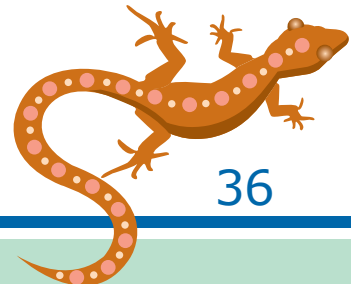
Tiffany, Age 10

"I was really sad when the doctor told me that I had diabetes. My mom also has it so I knew that it is a condition I could manage. Both of us eat right and exercise so that we will feel great. It was a real wake-up call. I realized that I had to get off of the couch and join in some sports. Now I have more energy and a new group of friends from the volleyball team."

Teacher Instructions:

Ask the student to read the article aloud or silently and answer the following questions:

1. What can bring about type 2 diabetes? (obesity and inactivity)
2. What must be avoided if you have diabetes? (sugar and starchy foods, inactivity)
3. What did Sean's parents do for him for Halloween? (throw a party so they could make sugar-free cupcakes for everyone)
4. What did Tiffany do to feel better? (eat right and get exercise/volleyball)
5. What is the name of the drug used by some people with diabetes? (insulin)
6. How do some kids get type one diabetes? (inherit it from a parent)



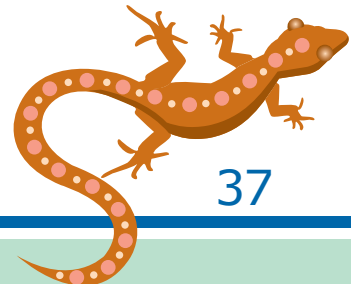


Teacher's Instructions:

Introduce the student to the map and make sure he/she has the correct magnification to see the elements of it. Explain the legend, if necessary.

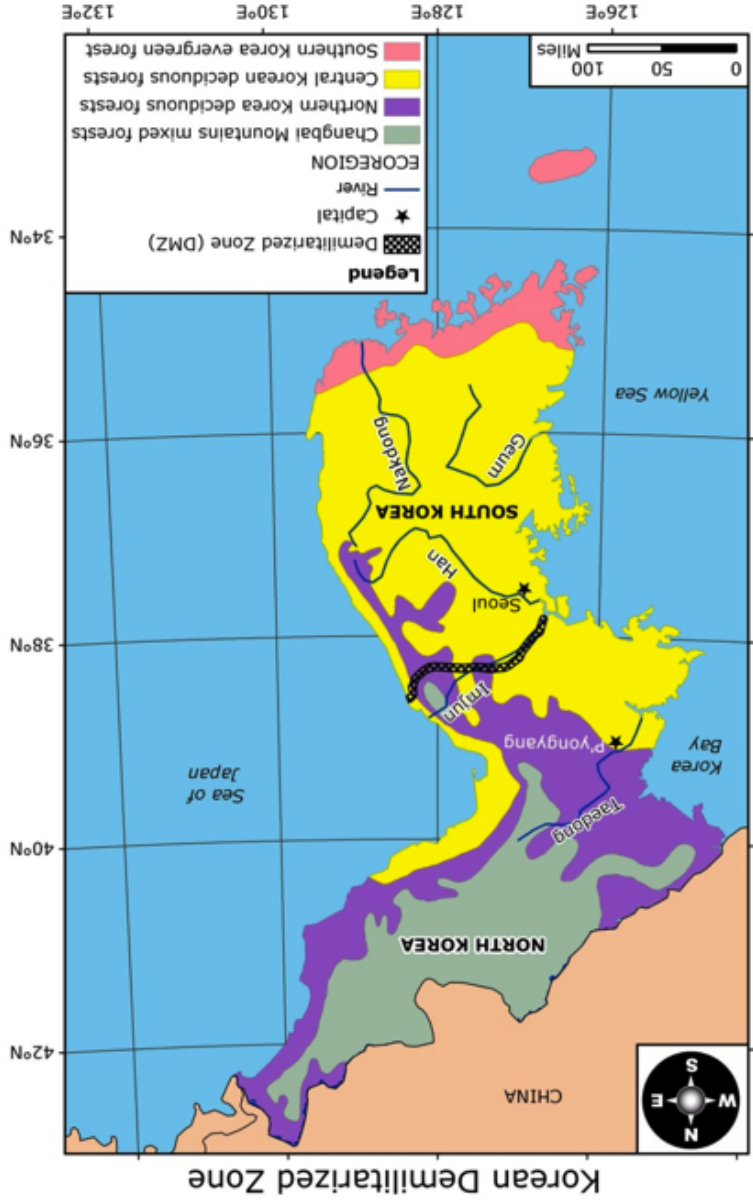
Ask the student to search the map and answer the following questions:

1. What state has St. Paul as its capitol? (Minnesota)
2. What state is divided into two separate pieces? (Michigan)
3. What is the capital of Kansas? (Topeka)
4. The city of Peoria is in which state? (Illinois)
5. The little thumb on the top of Minnesota points in which direction?



Fifth and Sixth Grades, Geography Sample: 18 pt. Arial

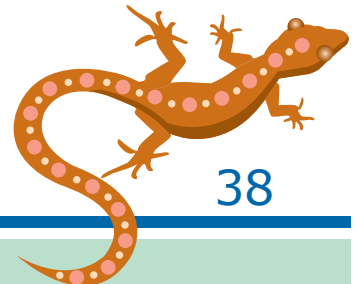
FV/LMA Protocol: Learning Media Assessment – Current Print Functioning



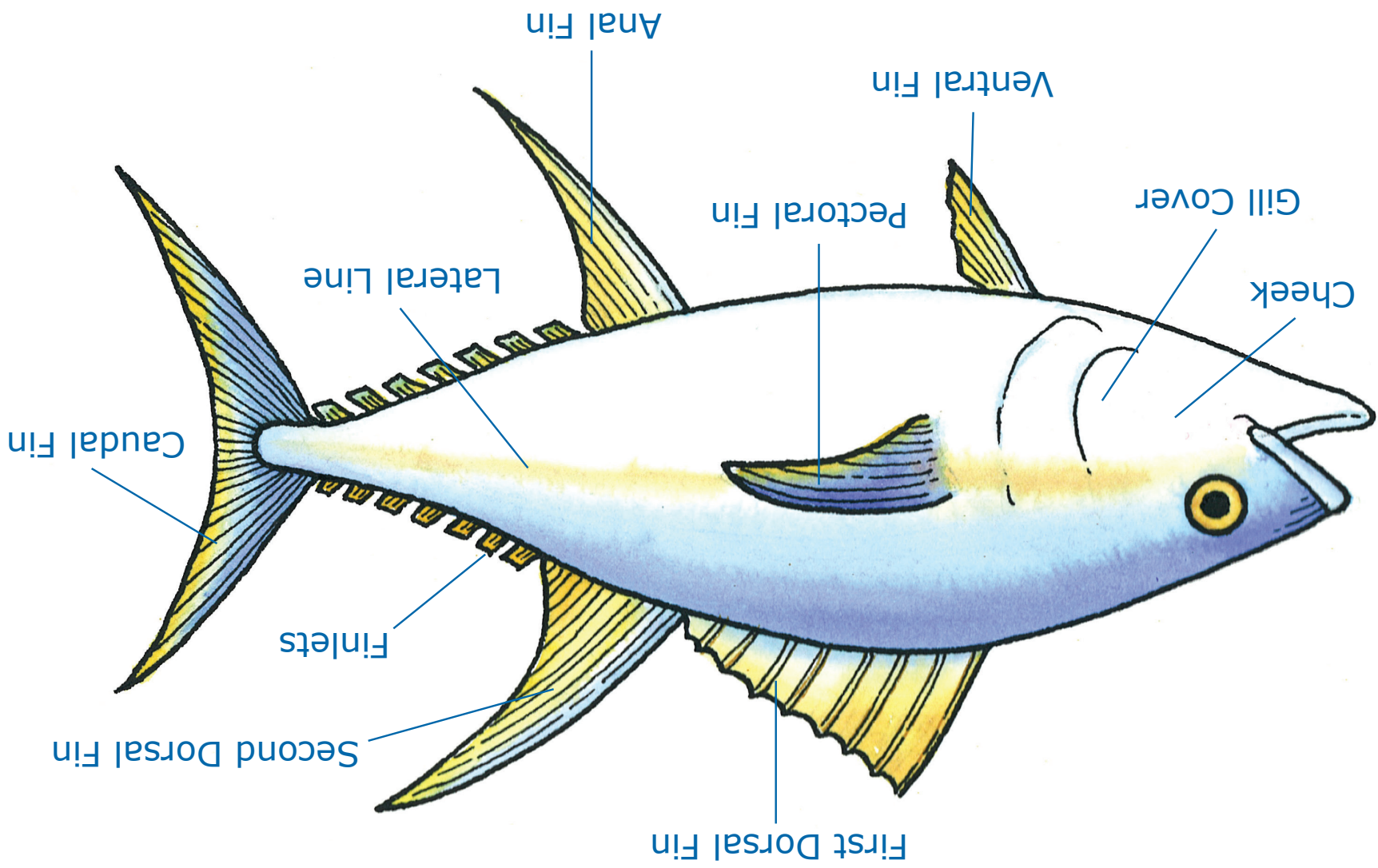
Teacher's Instructions:

The student will examine a map of North and South Korea, the Demilitarized Zone, Korea Bay, Yellow Sea and Sea of Japan. It also shows where each type of forest is located. Allow the student to study the map to answer the following questions:

1. Which part of South Korea is home to an evergreen forest? (the far southern edge of Korea, and on a large island in the Yellow Sea.)
2. Where is the Demilitarized Zone located? (The Demilitarized Zone is on the border between North and South Korea. It divides the Korean Peninsula roughly in half.)
3. What is the capitol of North Korea. (Pyongyang)
4. Korea Bay touches which two kinds of forest? (Northern Korea deciduous forest, Southern Korea deciduous forest.)



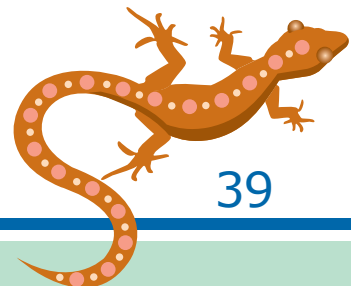
Tuna



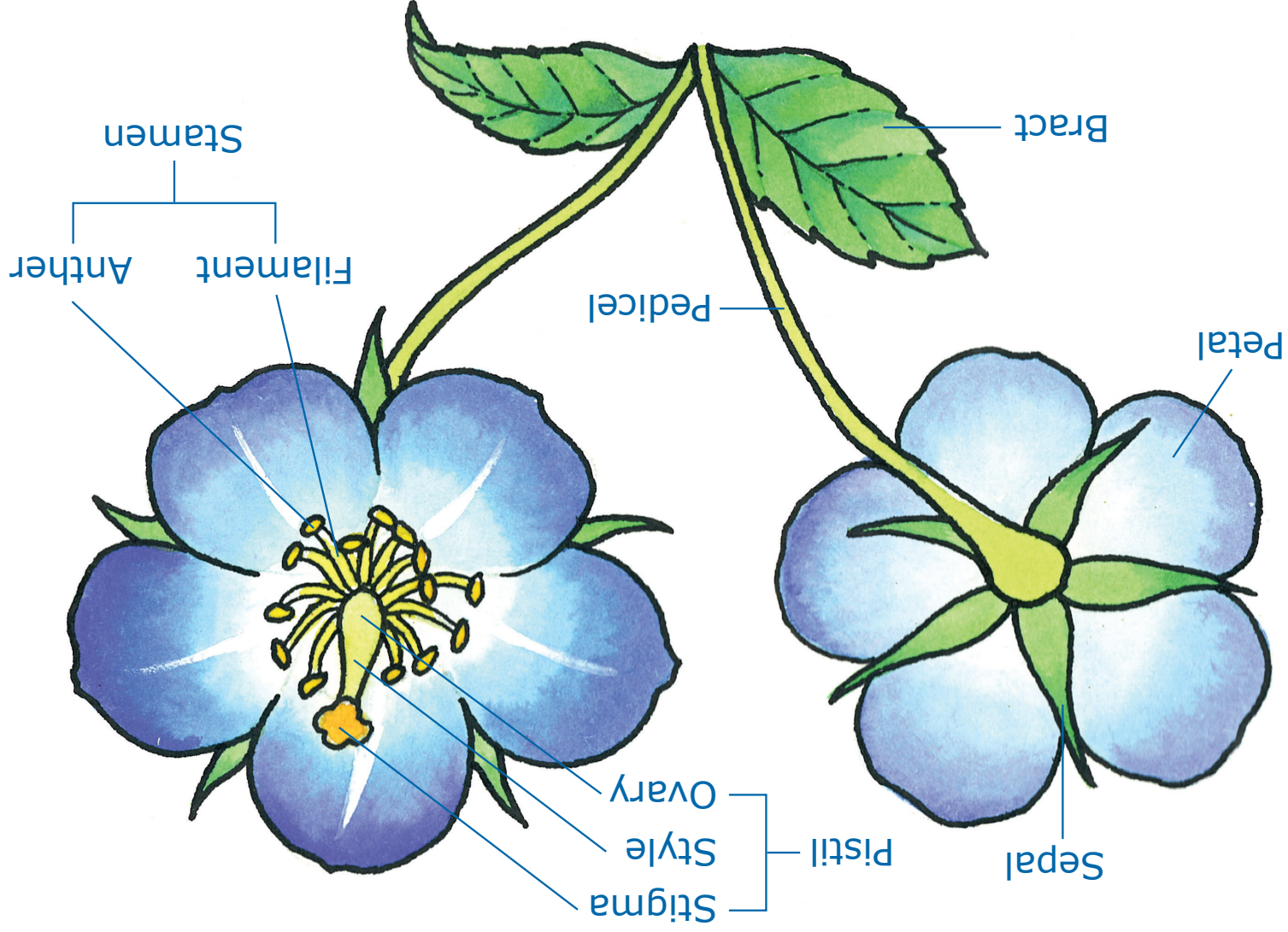
Teacher Instructions:

Ask the student to study the diagram of the tuna and answer the following questions. Allow the student to refer to the diagram.

1. What is the name of the fin that sits atop the tuna's back? (first dorsal fin)
2. Run your finger along the length of the lateral line.
3. What is the name of the little yellow tags that run along the tuna's back and belly near the tail? (finlets)
4. What organs are between the tuna's eye and pectoral fin? (gills)
5. Trace the anal fin with your finger.
6. What is the tail fin called? (caudal fin)



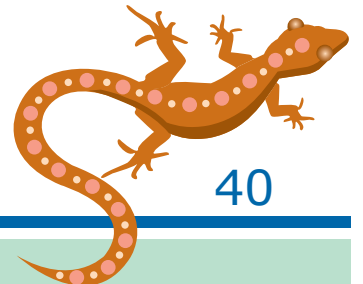
Parts of a Flower



Teacher Instructions:

Allow the student to study the diagram, then use it to answer the following questions.

1. What is another name for a leaf? (bract)
2. What is the name of the blue parts of the flower? (petals)
3. What is the name of the part that holds up the flower? (pedicel)
4. The pistil is made up of what three parts? (stigma, style, ovary)
5. Name the parts of the stamen. (anther and filament)
6. With your finger, trace around the petals.



Fifth and Sixth Grades, Math Sample: 8, 10 and 11 pt. Times New Roman **FV/LMA Protocol: Learning Media Assessment – Current Print Functioning**

Look at the number line below and decide which sign makes these statements true?

-1 ? 0 +4 ? -6 -3 ? +3 0 ? 0 -8 ? +1

-9 -8 -7 -6 -5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5 +6 +7 +8 +9 +10 +11 +12

a) > b) = c) < d) +

Look at the number line below and decide which sign makes these statements true?

-1 ? -10 -19 ? -20 -2 ? +2 -1 ? 0 +14 ? +10 -3 ? -1

-20 -19 -18 -17 -16 -15 -14 -13 -12 -11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1

0 +1 +2 +3 +4 +5 +6 +7 +8 +9 +10 +11 +12 +13 +14 +15 +16 +17 +18 +19 +20

a) > b) + c) < d) =

Put these integers in order from greatest to least.

-1 7 -3 0 1 2 -2 4 -6 8

Teacher Instructions:

Make sure the student can see the numbers and symbols either with the naked eye or with her prescribed magnifier. If she cannot, make a notation in the student's FV/LMA record and move on.

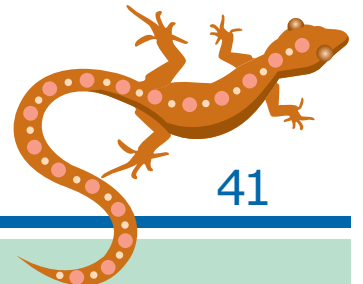
The student is to look at the number lines in the first two exercises and insert the symbols, $>$, $<$, $+$, or $=$ to satisfy the statement.

Correct answers 1st exercise: $-1 < 0$, $+4 > -6$, $-3 < +3$, $0 = 0$, $-8 < +1$ (c., a., c., b., c.)

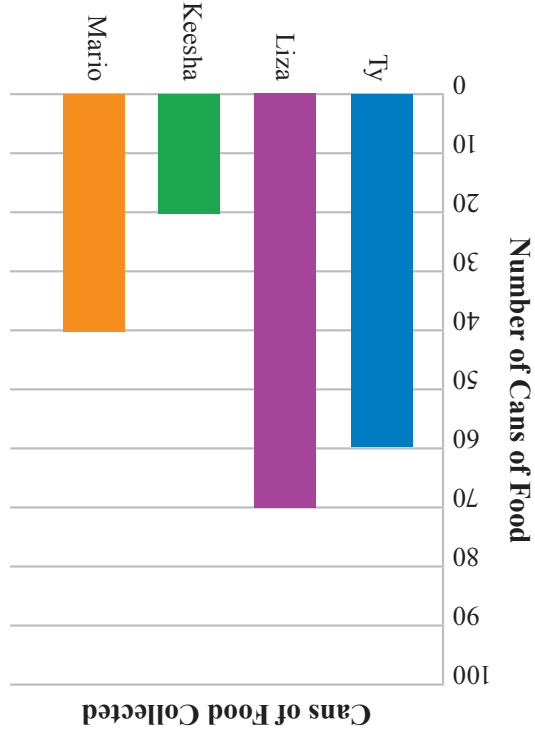
Correct answers 2nd exercise: $-1 > -10$, $-19 > -20$, $-2 < +2$, $-1 < 0$, $+14 > +10$, $-3 < -1$
(c., c., a., b., c.)

The student is to order the integers from greatest to least.

Correct answer 3rd exercise: 8, 7, 4, 2, 1, 0, -1, -2, -3, -6



Liza's class recorded how many cans of food each student collected for their canned food drive.

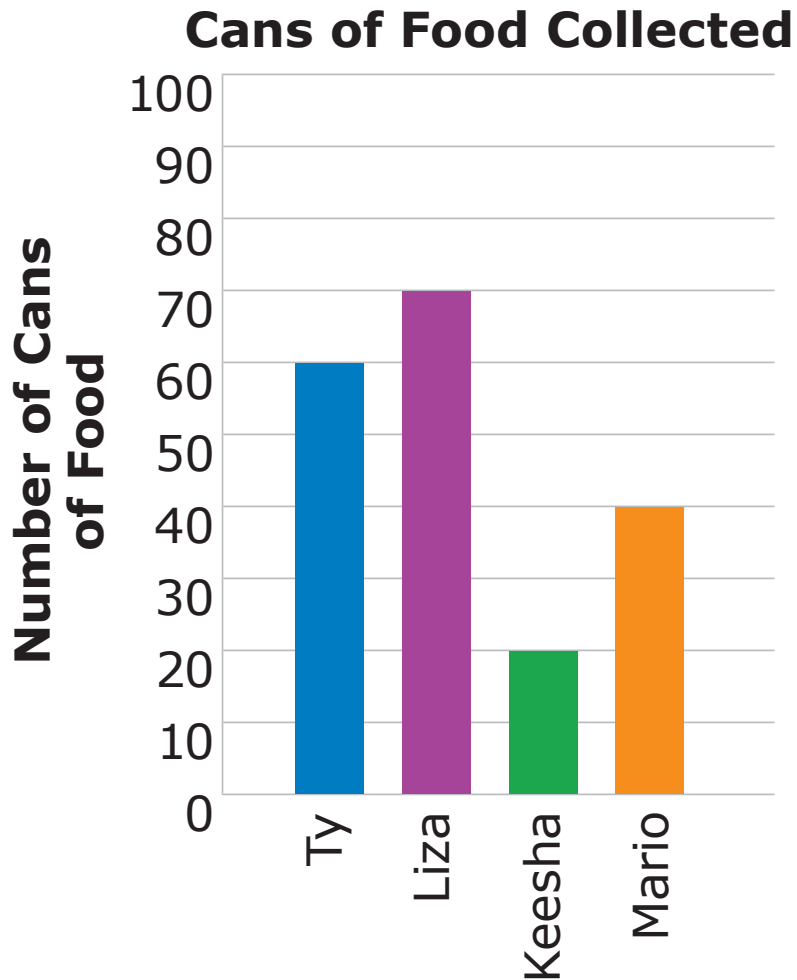


How many cans of food did Liza collect?
Who collected more cans, Mario or Ty?

Who collected the least number of cans of food?

Mapletown had a race to raise money for kids' camp. There were 13 participants aged 60 or more, 26 participants aged 40 to 59, 62 participants aged 20 to 39, and 18 participants aged 0 to 19. Draw a bar graph that shows the numbers of participants in each age category.

Liza's class recorded how many cans of food each student collected for their canned food drive.



How many cans of food did Liza collect?
(70)

Who collected more cans, Mario or Ty? (Ty)

Who collected the least number of cans of food? (Keesha)

Assist your student in the following exercise: Mapletown had a race to raise money for kids' camp. There were 13 participants aged 60 or more, 26 participants aged 40 to 59, 62 participants aged 20 to 39, and 18 participants aged 0 to 19. Draw a bar graph that shows the numbers of participants in each age category.

