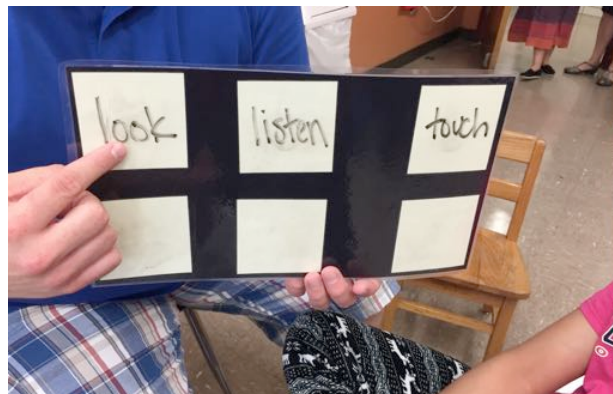


# Wipe Off PostIt™ Choice Pages

**WHAT AND WHY:** Students are faced with many choices during the day, at school, in the community, and at home. These wipe-off pages offer quick print choices, that can be changed across multiple activities. Two important features:

- 1) Because they use a black background and colored PostIt™ notes, they may be helpful for students with cortical visual impairment. In addition, they clearly show that each choice is separate.
- 2) Partners write a choice, then read it off. Even for non-readers this can be helpful in 'making print meaningful.'



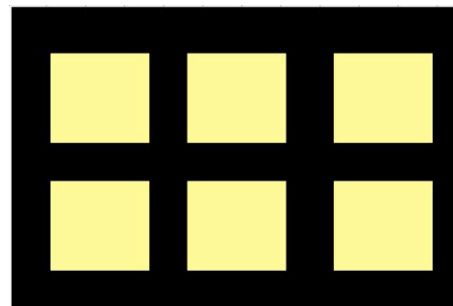
**WHO IS THIS FOR:** These quick choice pages are for all students who don't have sufficient expressive language to fully participate in the many choices of life. They can help in all settings but especially in busy inclusive classrooms. Peer partners, aides, therapists, or teachers can quickly write on these choice pages, then wipe off responses to use again another day.

## HOW TO MAKE THE PAGES

### Materials:

- Black construction paper
- Yellow PostIt™ notes (might use a contrasting color for 'something different')
- Non-glare page protector or laminate
- Wipe-off marker in dark color

**Construction:** Glue on the required # of PostIts™ (Ex: 4 on one side, 6 on the other) Laminate or place in the page protector. START USING IT!



## WAYS TO USE THE PAGES

**Name Chant.** Many classrooms use a name song or name chant. I like the one that focuses on phonemic awareness (Clap your name, tap your name, stretch it til it's long. Spell your name, tell your name say it like a cheer.) During the 'Tap your name' students get choice boards with 2, 4, 6, or 9 names, and they try to find the name that was called out.



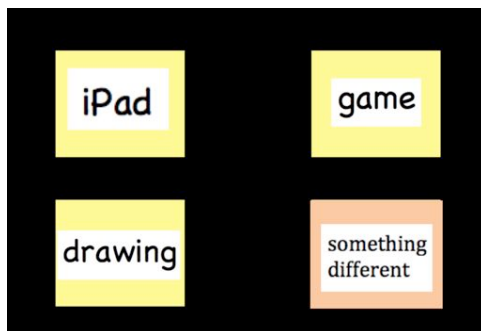
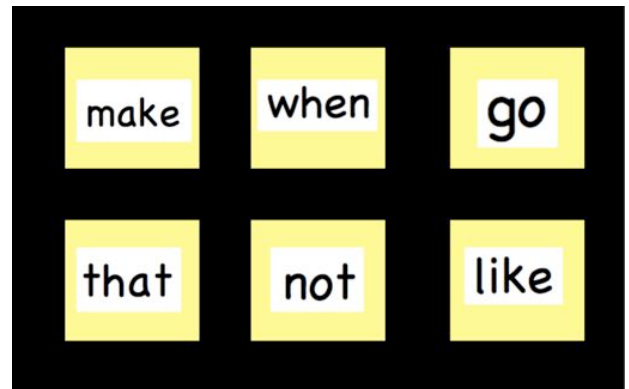
**Academics:** Students can make choices in academic situations throughout the day.

**Name Chant.** For example, Ms. Jackson has asked students to tell which character is their favorite, and to tell why. Vanessa is given three choices of characters, and picks Otter Woman, then uses her device to say: SMART FUN WORK HARD

This is a great use of her time and her device, as storing the name of every character from every book would be time-consuming and difficult to access in the future.



**Word Wall Work:** Mr. J uses his word wall throughout the week to highlight words to clap and chant, words to play guessing games with, and words that might fill in the blanks of sentences. He often gives students the choice boards and has them write the words on them as he calls them out. Jordan's friend writes the words for Jordan, after Jordan picks the first letter. Then, Jordan can participate in the activity by choosing words according to the directions.



**Choicemaking for Free Time.** Susannah is in a classroom that uses the First Work – Then Play schedule. In order to give her many choices for the 'play' part, her aide picks three things that she knows Susannah likes, but also gives her the option of picking 'something different'