

How to use this book

Each unit begins with a Unit Organiser that provides an overview of the main concepts to be covered. We suggest that a peer or teaching assistant work through this Organiser with the student(s) to provide a framework of understanding for the learning that will follow. There is considerable evidence that this orienting activity greatly assists struggling students to 'tune into' what is to come. Students should record in dot point form anything they may already know about the topic. This establishes links to existing knowledge – another powerful learning tool.

New vocabulary should be read through in preparation for the glossary and vocabulary tasks that are included as early learning activities in all units. The different learning activities can be briefly discussed – this is particularly important for students on the Autism Spectrum who like to know exactly what is expected of them. There is space to record due dates if required, and for the teacher to check off each activity as it is completed. Students often respond well to highlighting each activity as it is completed.

While every effort has been made to provide student-friendly definitions of new terms, the extent to which some terminology can be simplified is limited. Where possible, actual items should be used to help reinforce the word and the meaning. Grasping new concepts often depends on an understanding of new vocabulary, so this activity should never be hurried, and certainly not omitted.

In each unit, there is some activity that provides an opportunity for the students to use the new terms with their definitions, or to look carefully at the spelling and construction of the words. Teachers should also take every opportunity to reinforce student use of correct terms, and to discuss their meaning.

Important information is simply presented in each unit, and is followed by different activities designed to reinforce or use that information. Many students will be able to complete these activities independently, but some will require readily available equipment, or some supervision. Some activities require access to websites that may require a password.

A final word

Students with learning difficulties need, and respond very well to, prompt feedback. It is even more important for these students that their work is marked quickly and that they receive feedback on their progress. They will soon lose interest in completing work that does not pass by their teacher's eye relatively quickly, or in working alone for long periods. Many students with learning difficulties receive very little genuine praise from their busy teachers – we hope these activities provide opportunities for you to deliver generous amounts of acknowledgement for their effort and their learning.



Email Abbreviations and Shortcuts

Email is a quick way of getting in touch with friends. People developed ways of shortening their messages so they could communicate more quickly.

Below is a list of some of the abbreviations that are used. Usually capital letters are used but not always.

TOY	thinking of you
FYI	for your information
B4	before
KIT	keep in touch
THX	thanks
BCNU	be seein' you
PLS	please
R&R	rest and relaxation
ASAP	as soon as possible
OH	oh I see
I LY	I love you
BC	because
LOL	laugh out loud
CU	see you
SFSG	so far so good
NOYB	none of your business
ABT	about
JK	just kidding
IOW	in other words
KWIM	know what I mean



Activity 2: Using Email Shortcuts

A. Translate the following email into whole words. Write out all the words in full.

Thx for reminding me abt the Maths exam bc I forgot. No B&F
CU in class.

B. Write your own email message. Use at least 5 abbreviations in it.
