Holiday Celebrations
This supplementary unit focuses on the following traditional holidays that occur in the month of December: Hanukkah, Christmas, Kwanzaa and Las Posadas. Traditions of these holidays are described in the stories, crafts and recipes that are included. The overall goal is to develop an understanding of how different cultures celebrate winter holidays.

Lesson	Activities	Description
1	**Leveled Book**	***This Is Hanukkah***
2	• Read and Answer	Lesson 1 Comprehension
3	**Leveled Book**	***This Is Christmas***
4	• Read and Answer	Lesson 3 Comprehension
5	**Leveled Book**	***This Is Kwanzaa***
6	• Read and Answer	Lesson 5 Comprehension
7	**Leveled Book**	***This Is Las Posadas***
8	• Read and Answer	Lesson 7 Comprehension
9	**Easy Read Book**	***Happy Hanukkah***
10	• Read and Answer	Lesson 9 Comprehension
11	**Easy Read Book**	***Merry Christmas***
12	• Read and Answer	Lesson 11 Comprehension
13	**Easy Read Book**	***Happy Kwanzaa***
14	• Read and Answer	Lesson 13 Comprehension
15	**Easy Read Book**	***Las Posadas***
16	• Read and Answer	Lesson 15 Comprehension
17	**Measure It!**	Sweet Potato Pie (Kwanzaa)
18	**Measure It!**	Latkes (Hanukkah)
19	**Math Story Problems**	Getting Ready for the Holidays
20	**Measure It!**	Gingerbread Men Cookies (Christmas)
21	**Read This Chart**	Favorite Holiday Traditions
22	**Money**	Shopping for the Holidays
23	**Life Skills Application**	Kwanzaa Mat
24	**Life Skills Application**	Dreidel (Hanukkah)
25	**Life Skills Application**	Piñata (Las Posadas)
26	**Related Content**	Greeting Cards
27	**Related Content**	Holiday Concert
28	**Science Experiment**	Crystal Snowflakes
29	**Related Content**	Holiday Traditions Around the World
30	**Journal Writing**	Monthly Topics

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection High School Content

Instructional Targets
Social Studies Standards for History • Identify the cause or result of a historical event or period of time. **Social Studies Standards for Geography** • Use globes, maps and Internet resources to locate various places and information about those places.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe the cause and result of a historical event or period of time and any effects that the event or time still has on life today. • Students will use multiple sources to create a description of a historical event or period of time. • Students will use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations and information within the United States, North America and the world.	• Students will identify the causes and effects of a historical event. • Students will use various sources to create a sequence of events in history. • Students will use a map to locate specific places, including cities, states, and land and water forms.	• Students will select pictures to sequence a series of events in history. • Students will identify a particular event in history as something that happened in the past. • Students will select a picture or symbol to represent a location or information on a map.

Winter Holidays

Families celebrate holidays in different ways based on their traditions and culture. This unit focuses on several December holidays. The stories and activities in the unit emphasize the history, cultural diversity and tradition of these holidays. As they learn about holiday celebrations, students are encouraged to realize the many things that families from diverse cultural backgrounds have in common.

- Place the date or range of dates for each holiday on a calendar. As a holiday approaches, talk about its traditions and celebrations.
- Use the unit stories and activities to build student understanding of the holidays, focusing on the history and traditions that influence each celebration.
- Build student understanding that these holiday events (as with other holidays throughout the year) have been created as a remembrance of historical events. Some holidays have a religious association, while others connect to historical events within a culture or region. A holiday calendar or timeline may be created to show the date of each holiday, as well as the historical significance.
- Use maps to show the historical origins of various holidays and discuss where these holidays are celebrated today.

Hanukkah

Hanukkah is an eight-day Jewish festival. Hanukkah, which is also called the Festival of Lights, is always celebrated near the winter solstice. It honors the victory of the Jewish people in a battle with the Syrians more than 2,000 years ago. When a Jewish army, led by Judah Maccabee, liberated the Syrian-held Holy Temple in Jerusalem, the victorious Jewish people immediately began to clean the temple, first lighting the holy lamp, the menorah. The menorah was to burn every night without interruption, but there was only enough oil to fuel the lamp for one day. Miraculously, the menorah continued to burn for eight days, the amount of time it took to prepare more oil. Today, people of the Jewish faith commemorate the event by celebrating Hanukkah. The modern menorah holds eight candles, plus a raised candle in the center called the Shamash candle. On each of the eight days of Hanukkah, candles are lit at sundown. Families celebrate Hanukkah with special meals, songs, prayers and gifts. Children play with a spinning top called a dreidel.

Christmas

Christmas is a Christian holiday that celebrates the birth of Jesus Christ. Christians believe that Jesus was the Son of God. He was born over 2,000 years ago in Palestine (now Israel). His birth is celebrated each year on December 25th and is one of the most sacred celebrations on the Christian calendar. Christmas customs are observed by Christians in countries all around the world. The traditions include decorating with holiday lights and Christmas trees, singing carols and giving gifts. Many families attend church services on Christmas Eve and/or Christmas Day.

Kwanzaa

Kwanzaa is a celebration of African-American heritage and tradition. The week-long holiday is observed each year from December 26th to January 1st. It was created in 1966 by an American educator, Dr. Maulana Karenga. Kwanzaa is a non-religious event. It is meant to give African-American families a unique period to celebrate their heritage, traditions and accomplishments. "Kwanzaa" is an East African (Swahili) word which translates to "first fruits," a reference to harvest time. Families salute Kwanzaa's seven principles of strength and unity. Celebrations include music, discussions and special foods and dress.

Las Posadas

Las Posadas is a nine-day celebration of the birth of Christ observed by the Hispanic Christian community. Las Posadas began in Spain but is now celebrated in North and Central America. It begins on December 16th and ends on Christmas Eve, December 24th. The Posadas, which means "lodging," is a nightly reenactment of the journey of Mary and Joseph as the family seeks shelter to deliver the Christ child. Townspeople play the role of the couple who are refused housing each time they ask. The procession ends at a home or church, where the birth is celebrated with prayer, song and other festivities.

Holiday Reference: http://www.kidsturncentral.com/holidays/glossary/holidaysgloss.htm

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Leveled Book: *This Is Hanukkah*

Lesson 1 provides a simple book in two distinct reading levels. Early readers may engage in the same content when selecting the appropriate level based on individual abilities, needs or reading goals. This Leveled Book is presented in two leveled formats: Level C and Level A. Read the highest level aloud to all students. Then select the level appropriate for each student for guided and independent reading.

The content of the Leveled Book, *This is Hanukkah*, focuses on the traditions of Hanukkah. When they have finished the book, students should be able to describe the traditional foods and activities of this holiday.

- Introduce the story by talking about Hanukkah and why it is celebrated. Ask, "Do you, or any people you know, celebrate Hanukkah?"
- On the first reading, do a picture walk. Note pictures of the menorah and the dreidel. Emphasize that Hanukkah is a family celebration. Discuss how families develop their own special traditions for holidays. Ask, "What does your family do to make holidays special?"
- Read the story aloud to model fluency. After reading the story, ask questions about the traditions that are special to Hanukkah.
- As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of the repeated line. Provide students with supports for page turning and interaction while they are reading.
- During independent or paired reading, focus on individual student reading abilities with text or supported-text versions. It is likely that students may read different levels for different purposes each day when building reading skills.
- Support student reading using text to speech and the communication board.
- Follow up reading with discussion on how Hanukkah is similar to and different from other winter holidays. Ask, "How is your December celebration the same as the family's in the book?"

Standards Connection

- Students with reading challenges may acquire more information from text when it is read aloud. The connection lesson explores alternative ways to "read" by using the text-to-speech version of this story and the PowerPoint® show.

Additional ideas for word study instruction are provided in the **ULS Instructional Guides: Word Study**. For some students, the "learning to read" process continues in the higher grades. Word wall activities are included in this guide.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.

Resources and Materials	Additional Resources
Leveled Book: *This Is Hanukkah* Communication board Standards Connection Lesson 1, 3, 5, 7	Additional ideas for word study instruction are provided in the **ULS Instructional Guides: Word Study**.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Holiday Unit

Standards Connection Lesson 1, 3, 5, 7

Instructional Targets	
	Reading Standards for Literature • ***Integration of Knowledge and Ideas:*** Compare and contrast various ways to read, listen and view stories and drama. Identify personal preferences. **Reading Standards for Speaking and Listening** • ***Comprehension and Collaboration:*** Initiate and participate in grade and age-appropriate discussion on diverse topics to express an opinion, share ideas and information, and ask and respond to questions relevant to the topic.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe similarities and differences between reading a story and experiencing a multimedia version of that story. • Students will share information and opinions, ask and answer questions and make comments during a group discussion.	• Students will identify similarities and differences between features of reading a story and experiencing a multimedia version of that story. • Students will use picture supports to share information and opinions, ask and answer questions and make comments during group discussions.	• When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story. • Students will participate in conversational exchanges using communication technology and picture supports.

Tell students to use the book features and pictures to discuss, locate and answer these questions.

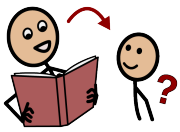
What is the **title** of this story?
From the title, what do you think this story will be about?

Who is the **author** of this story?

Who is the **illustrator** of this story?

Explore different ways to read, listen and view text. Lesson 1 provides the story in print format, in a text-to-speech version and as a PowerPoint® show. How do students prefer to acquire information from text? Exploring and discussing these options may lead to a lifetime extension of ways that students can gain information.

Read by myself.



Read to me.

Listen on the computer.

How are these ways of reading the same? Different?

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Read and Answer: *This Is Hanukkah*

Comprehension activities extend beyond "checking" what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to *who*, *what* and *where* formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students' skills in multiple areas of comprehension.

After reading *This Is Hanukkah,* use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate format on the basis of each student's skills and needs. Level 3 is text-only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.

Build vocabulary knowledge of the identified words. Picture support cards are provided for reading recognition. Use the words in additional sentences for meaning. Make connections between vocabulary and each student's experiences.

days Hanukkah songs nine Latkes

1. _____ is a Jewish holiday. (**Hanukkah**)
2. Hanukkah lasts for eight _____. (**days**)
3. A menorah has _____ candles. (**nine**)
4. _____ are potato pancakes. (**Latkes**)
5. Families sing _____ together. (**songs**)

Standards Connection

- Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak or select an answer.	• Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Comprehension questions Fill-in cards Standards Connection Lesson 2, 4, 6, 8	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

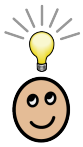
Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lesson 2, 4, 6, 8

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

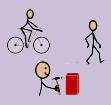
Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

Story retell and summarization are means of building communication skills. Use the comprehension questions and the communication board to arrange sentences or pictures to support retelling. Retelling involves the reader's ability to recount information, usually organized around characters and setting. When summarizing, the reader condenses major ideas and some details to an abbreviated form. Use the pictures from these Leveled Books to develop communication skills through retelling and summarizing.



Main idea: What is the message in this story?

Arrange pictures or words to begin sentences.

	Who or	What	Action 
→			
→			
→			

Use the book, comprehension questions and pictures to help you tell about this story.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Leveled Book: *This Is Christmas*

Lesson 3 provides a simple book in two distinct reading levels. Early readers may engage in the same content when selecting the appropriate level based on individual abilities, needs or reading goals. This Leveled Book is presented in two leveled formats: Level C and Level A. Read the highest level aloud to all students. Then select the level appropriate for each student for guided and independent reading.

The content of the Leveled Book, *This Is Christmas*, presents the traditions of Christmas. When they have finished the book, students should be able to describe how families celebrate Christmas.

- Introduce the story by talking about Christmas and what students may already know about the holiday. Ask, "Do you, or any people you know, celebrate Christmas?"
- On the first reading, do a picture walk. Note pictures of the lights, food and activities specific to this holiday. Emphasize that Christmas is a family celebration. Discuss how families develop their own special traditions for holidays. Ask, "What does your family do to make holidays special?"
- Read the story aloud to model fluency. After reading the story, ask questions about the traditions that are special to Christmas.
- As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of the repeated line. Provide students with supports for page turning and interaction while they are reading.
- During independent or paired reading, focus on individual student reading abilities with text or supported-text versions. It is likely that students may read different levels for different purposes each day when building reading skills.
- Support student reading using text to speech and the communication board.
- Follow up reading with discussion on how Christmas is similar to and different from other winter holidays. Ask, "How is your December celebration the same as the family's in the book?"

Standards Connection

- Students with reading challenges may acquire more information from text when it is read aloud. The connection lesson explores alternative ways to "read" by using the text-to-speech version of this story and the PowerPoint® show.

Additional ideas for word study instruction are provided in the **ULS Instructional Guides: Word Study**. For some students, the "learning to read" process continues in the higher grades. Word wall activities are included in this guide.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.

Resources and Materials	Additional Resources
Leveled Book: *This Is Christmas* Communication board Standards Connection Lessons 1, 3, 5, 7	Additional ideas for word study instruction are provided in the **ULS Instructional Guides: Word Study**.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 1, 3, 5, 7

Instructional Targets	
	Reading Standards for Literature • ***Integration of Knowledge and Ideas:*** Compare and contrast various ways to read, listen to and view stories and drama; identify personal preferences **Standards for Speaking and Listening** ***Comprehension and Collaboration:*** Initiate and participate in grade level and age-appropriate discussion on diverse topics to, express an opinion, share ideas and information, ask and respond to questions relevant to the topic.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe similar and different features of reading a story as opposed to viewing and listening to a multimedia version of that story. • Students will share information, ask and answer questions, and make comments during a group discussion.	• Students will identify similarities and differences between features of reading a story and experiencing a multimedia version of that story. • Students will use picture supports to share information and opinions, ask and answer questions, and make comments during group discussions.	• When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story. • Students will participate in conversational exchanges, using communication technology and picture supports.

Tell students to use the book features and pictures to discuss, locate and answer these questions.

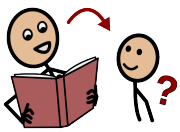
What is the **title** of this story?
From the title, what do you think this story will be about?

Who is the **author** of this story?

Who is the **illustrator** of this story?

Explore different ways to read, listen and view text. Lesson 1 provides the story in print format, in a text-to-speech version and as a PowerPoint® show. How do students prefer to acquire information from text? Exploring and discussing these options may lead to a lifetime extension of ways that students can gain information.

Read by myself.



Read to me.

Listen on the computer.

How are these ways of reading the same? Different?

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Read and Answer: *This Is Christmas*

Comprehension activities extend beyond "checking" what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to *who*, *what* and *where* formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students' skills in multiple areas of comprehension.

After reading *This Is Christmas,* use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate format on the basis of each student's skills and needs. Level 3 is text-only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.

Build vocabulary knowledge of the identified words. Picture support cards are provided for reading recognition. Use the words in additional sentences for meaning. Make connections between vocabulary and each student's experiences.

Santa Claus Christmas sing Lights December

1. _____ is a Christian holiday. (**Christmas**)
2. Christmas is on _____ 25. (**December**)
3. _____ go on the Christmas tree. (**Lights**)
4. _____ puts gifts under the tree. (**Santa Claus**)
5. Families _____ carols at Christmas. (**sing**)

Standards Connection

- Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak or select an answer.	• Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Comprehension questions Fill-in cards Standards Connection Lesson 2, 4, 6, 8	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

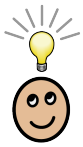
Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lesson 2, 4, 6, 8

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

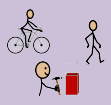
Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

Story retell and summarization are means of building communication skills. Use the comprehension questions and the communication board to arrange sentences or pictures to support retelling. Retelling involves the reader's ability to recount information, usually organized around characters and setting. When summarizing, the reader condenses major ideas and some details to an abbreviated form. Use the pictures from these Leveled Books to develop communication skills through retelling and summarizing.



Main idea: What is the message in this story?

Arrange pictures or words to begin sentences.

	Who or	What	Action 
→			
→			
→			

Use the book, comprehension questions and pictures to help you tell about this story.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Lesson 5

Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Leveled Book: *This Is Kwanzaa*

Lesson 5 provides a simple book in two distinct reading levels. Early readers may engage in the same content when selecting the appropriate level based on individual abilities, needs or reading goals. This Leveled Book is presented in two leveled formats: Level C and Level A. Read the highest level aloud to all students. Then select the level appropriate for each student for guided and independent reading.

The content of the Leveled Book, *This Is Kwanzaa*, presents the traditions of Kwanzaa. When they have finished the book, students should be able to describe how families celebrate Kwanzaa.

- Introduce the story by talking about Kwanzaa and what students may already know about the holiday. Ask, "Do you, or any people you know, celebrate Kwanzaa?"
- On the first reading, do a picture walk. Note pictures of the candles, foods and holiday activities. Emphasize that Kwanzaa is a family celebration. Discuss how families develop their own special traditions for holidays. Ask, "What does your family do to make holidays special?"
- Read the story aloud to model fluency. After reading the story, ask questions about the traditions that are special to Kwanzaa.
- As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of the repeated line. Provide students with supports for page turning and interaction while they are reading.
- During independent or paired reading, focus on individual student reading abilities with text or supported-text versions. It is likely that students may read different levels for different purposes each day when building reading skills.
- Support student reading using text to speech and the communication board.
- Follow up reading with discussion on how Kwanzaa is similar to and different from other winter holidays. Ask, "How is your December celebration the same as the family's in the book?"

Standards Connection

- Students with reading challenges may acquire more information from text when it is read aloud. The connection lesson explores alternative ways to "read" by using the text-to-speech version of this story and the PowerPoint® show.

Additional ideas for word study instruction are provided in the **ULS Instructional Guides: Word Study**. For some students, the "learning to read" process continues in the higher grades. Word wall activities are included in this guide.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.

Resources and Materials	Additional Resources
Leveled Book: *This Is Kwanzaa* Communication board Standards Connection Lessons 1, 3, 5, 7	Additional ideas for word study instruction are provided in the **ULS Instructional Guides: Word Study**.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 1, 3, 5, 7

Instructional Targets	
	Reading Standards for Literature • ***Integration of Knowledge and Ideas:*** Compare and contrast various ways to read, listen to and view stories and drama; identify personal preferences **Standards for Speaking and Listening** ***Comprehension and Collaboration:*** Initiate and participate in grade level and age-appropriate discussion on diverse topics to, express an opinion, share ideas and information, ask and respond to questions relevant to the topic.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe similar and different features of reading a story as opposed to viewing and listening to a multimedia version of that story. • Students will share information, ask and answer questions, and make comments during a group discussion.	• Students will identify similarities and differences between features of reading a story and experiencing a multimedia version of that story. • Students will use picture supports to share information and opinions, ask and answer questions, and make comments during group discussions.	• When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story. • Students will participate in conversational exchanges, using communication technology and picture supports.

Tell students to use the book features and pictures to discuss, locate and answer these questions.

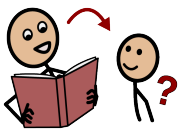
What is the **title** of this story?
From the title, what do you think this story will be about?

Who is the **author** of this story?

Who is the **illustrator** of this story?

Explore different ways to read, listen and view text. Lesson 1 provides the story in print format, in a text-to-speech version and as a PowerPoint® show. How do students prefer to acquire information from text? Exploring and discussing these options may lead to a lifetime extension of ways that students can gain information.

Read by myself.



Read to me.

Listen on the computer.

How are these ways of reading the same? Different?

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Read and Answer: *This Is Kwanzaa*

Comprehension activities extend beyond "checking" what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to *who*, *what* and *where* formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students' skills in multiple areas of comprehension.

After reading *This Is Kwanzaa,* use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate format on the basis of each student's skills and needs. Level 3 is text-only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.

Build vocabulary knowledge of the identified words. Picture support cards are provided for reading recognition. Use the words in additional sentences for meaning. Make connections between vocabulary and each student's experiences.

catfish seven kinara Kwanzaa stories

1. _____ is an African-American holiday. (**Kwanzaa**)
2. Kwanzaa lasts for _____ days. (**seven**)
3. A _____ has seven candles. (**kinara**)
4. People eat baked _____. (**catfish**)
5. The family tells _____ at Kwanzaa. (**stories**)

Standards Connection

- Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak or select an answer.	• Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Comprehension questions Fill-in cards Standards Connection Lesson 2, 4, 6, 8	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

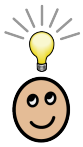
Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lesson 2, 4, 6, 8

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

Story retell and summarization are means of building communication skills. Use the comprehension questions and the communication board to arrange sentences or pictures to support retelling. Retelling involves the reader's ability to recount information, usually organized around characters and setting. When summarizing, the reader condenses major ideas and some details to an abbreviated form. Use the pictures from these Leveled Books to develop communication skills through retelling and summarizing.



Main idea: What is the message in this story?

Arrange pictures or words to begin sentences.

	Who or	What	Action

Use the book, comprehension questions and pictures to help you tell about this story.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Lesson 7

Instructional Targets
Reading Standards for Literature • ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level. • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Leveled Book: *This Is Las Posadas*

Lesson 7 provides a simple book in two distinct reading levels. Early readers may engage in the same content when selecting the appropriate level based on individual abilities, needs or reading goals. This Leveled Book is presented in two leveled formats: Level C and Level A. Read the highest level aloud to all students. Then select the level appropriate for each student for guided and independent reading.

The content of the Leveled Book, *This Is Las Posadas*, presents the traditions of this December holiday. When they have finished the book, students should be able to describe how families celebrate Las Posadas.

- Introduce the story by talking about Las Posadas and what students may already know about the holiday. Ask, "Do you, or any people you know, celebrate Las Posadas?"
- On the first reading, do a picture walk. Note pictures of the fireworks, foods and activities. Emphasize that Las Posadas is a family celebration. Discuss how families develop their own special traditions for holidays. Ask, "What does your family do to make holidays special?"
- Read the story aloud to model fluency. After reading the story, ask questions about the traditions that are special to Las Posadas.
- As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of the repeated line. Provide students with supports for page turning and interaction while they are reading.
- During independent or paired reading, focus on individual student reading abilities with text or supported-text versions. It is likely that students may read different levels for different purposes each day when building reading skills.
- Support student reading using text to speech and the communication board.
- Follow up reading with discussion on how Las Posadas is similar to and different from other winter holidays. Ask, "How is your December celebration the same as the family's in the book?"

Standards Connection

- Students with reading challenges may acquire more information from text when it is read aloud. The connection lesson explores alternative ways to "read" by using the text-to-speech version of this story and the PowerPoint® show.

Additional ideas for word study instruction are provided in the **ULS Instructional Guides: Word Study**. For some students, the "learning to read" process continues in the higher grades. Word wall activities are included in this guide.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.

Resources and Materials	Additional Resources
Leveled Book: *This Is Las Posadas* Communication board Standards Connection Lessons 1, 3, 5, 7	Additional ideas for word study instruction are provided in the **ULS Instructional Guides: Word Study**.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 1, 3, 5, 7

Instructional Targets	
	Reading Standards for Literature • ***Integration of Knowledge and Ideas:*** Compare and contrast various ways to read, listen to and view stories and drama; identify personal preferences **Standards for Speaking and Listening** ***Comprehension and Collaboration:*** Initiate and participate in grade level and age-appropriate discussion on diverse topics to, express an opinion, share ideas and information, ask and respond to questions relevant to the topic.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe similar and different features of reading a story as opposed to viewing and listening to a multimedia version of that story. • Students will share information, ask and answer questions, and make comments during a group discussion.	• Students will identify similarities and differences between features of reading a story and experiencing a multimedia version of that story. • Students will use picture supports to share information and opinions, ask and answer questions, and make comments during group discussions.	• When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story. • Students will participate in conversational exchanges, using communication technology and picture supports.

Tell students to use the book features and pictures to discuss, locate and answer these questions.

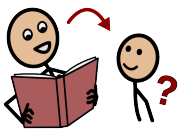
What is the **title** of this story?
From the title, what do you think this story will be about?

Who is the **author** of this story?

Who is the **illustrator** of this story?

Explore different ways to read, listen and view text. Lesson 1 provides the story in print format, in a text-to-speech version and as a PowerPoint® show. How do students prefer to acquire information from text? Exploring and discussing these options may lead to a lifetime extension of ways that students can gain information.

Read by myself.



Read to me.

Listen on the computer.

How are these ways of reading the same? Different?

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Read and Answer: *This Is Las Posadas*

Comprehension activities extend beyond "checking" what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to *who*, *what* and *where* formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students' skills in multiple areas of comprehension.

After reading *This Is Las Posadas,* use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate format on the basis of each student's skills and needs. Level 3 is text-only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.

Build vocabulary knowledge of the identified words. Picture support cards are provided for reading recognition. Use the words in additional sentences for meaning. Make connections between vocabulary and each student's experiences.

house **Las Posadas** **rice** **fireworks** **nine**

1. _____ is a Hispanic holiday. (**Las Posadas**)
2. Las Posadas lasts for _____ days. (**nine**)
3. Families eat tamales and _____. (**rice**)
4. The family walks from _____ to house. (**house)**
5. There are _____ after church. (**fireworks**)

Standards Connection

- Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak or select an answer.	• Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Comprehension questions Fill-in cards Standards Connection Lesson 2, 4, 6, 8	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

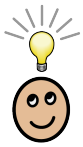
Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lesson 2, 4, 6, 8

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

Story retell and summarization are means of building communication skills. Use the comprehension questions and the communication board to arrange sentences or pictures to support retelling. Retelling involves the reader's ability to recount information, usually organized around characters and setting. When summarizing, the reader condenses major ideas and some details to an abbreviated form. Use the pictures from these Leveled Books to develop communication skills through retelling and summarizing.



Main idea: What is the message in this story?

Arrange pictures or words to begin sentences.

	Who or	What	Action

Use the book, comprehension questions and pictures to help you tell about this story.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to the student reading level. • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Easy Read Book: *Happy Hanukkah*

This lesson presents an Easy Read Book. The book follows a sequence to introduce beginning, middle and end concepts of story reading. It also presents the characters, setting and events of a story.

In this story, students will learn more about the history and traditions of Hanukkah. This book is identified as a Level E.

- On the first reading, do a picture walk. Discuss the characters and actions from the pictures. Help students make predictions about what will happen next in the story. Introduce what will happen first, next and last.
- Introduce high frequency words from the story.
- Read the story aloud to model fluency. After reading the story, ask questions related to the characters, actions and events in the story.
- Read the story aloud, pausing for students to complete repetitive or predictable lines.
- During independent or paired reading, focus on the students' individual abilities and needs. Encourage students to use pictures to support reading words. Have students use decoding skills to identify unfamiliar words.
- Support student reading using text to speech and the communication board.
- Follow up reading by discussing the traditions of Hanukkah.

Standards Connection

- These activities are applicable to all the Easy Read Books in this unit. Based on the content of the book, determine whether this book is a work of fiction or nonfiction.
- Two lessons are designed to build summarization skills. The first lesson is based on fictional formats that have a story line, and the second lesson is based on informational text that includes facts and historical events.

*Pre- and post-assessments are **NOT** available for this unit.*

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will independently read questions about a story and write, speak or select an answer.	• Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Easy Read Book: *Happy Hanukkah* Communication board Standards Connection Lessons 9, 11, 13, 15	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Literature and Informational Text • ***Integration of Knowledge and Ideas:*** Compare and contrast different genres; identify personal preferences. • ***Craft and Structure:*** Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the purpose of a text.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe a series of events as these develop through chapters of a book or scenes of a play. • Students will experience different literature genres having various themes.	• Students will locate a chapter of a book or scene of a play. • Students will identify two stories or books of the same genre.	• Students will identify a picture representing an event from a chapter or scene. • Students will select a book or story of personal preference.

Tell students to use the book features and pictures to discuss, locate and answer these questions.

What is the title of this book?

What do you think this book will be about?

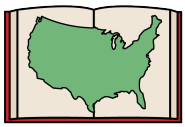
This is a book. What kind of book is this?

Fiction Nonfiction

Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true.
Nonfiction works tell facts about a topic. Nonfiction stories are true.

What is the book topic?

Biography History Science Health



Compare this book to the Chapter Book from last month.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

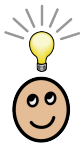
Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

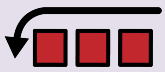
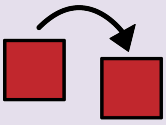
Story retell and summarization are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and modeling language expansion.



Main idea: What is the message in this story?

Key details:

Arrange pictures or words to tell the story.

	In the beginning…	
	Then…	
	At the end…	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Informational Text • ***Key Ideas and Details:*** Summarize the central idea and specific supporting details of a text. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea and events. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

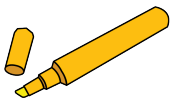
Informational text has a purpose. That purpose may be to learn facts, organize a schedule or follow a recipe. The following activity will build skills for identifying key information from various sources.

Main idea: What is the message in this story?

Key details:

Key details:

What is important to know?



Highlight key words you learned.

Circle key pictures that will help you remember.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Read and Answer: *Happy Hanukkah*

Comprehension activities extend beyond "checking" what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to *who*, *what* and *where* formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students' skills in multiple areas of comprehension.

After reading (and rereading) *Happy Hanukkah,* use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate format on the basis of each student's skills and needs. Level 3 is text-only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice. Use questions to encourage students to retell or summarize the story.

Build vocabulary knowledge of the identified words. Picture support cards are provided for reading recognition. Use the words in additional sentences for meaning. Make connections between vocabulary and each student's experiences.

1. What is this story about? (Christmas, **Hanukkah**, birthdays)
2. When does Hanukkah begin? (in the spring, after Leah's birthday, **on a different day each year**)
3. How many candles are on a menorah? (**9**, 11, 4)
4. What does Leah's family eat for Hanukkah? (pizza, **latkes**, turkey)
5. What does Leah play with at Hanukkah? (**dreidel**, car, puppy)

Standards Connection

- Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak or select an answer.	• Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Comprehension questions Standards Connection Lesson 10, 12, 14, 16	

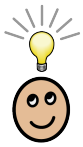
© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Standards Connection Lesson 10, 12, 14, 16

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

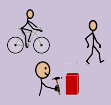
Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

Story retell and summarization are means of building communication skills. Use the comprehension questions and the communication board to arrange sentences or pictures to support retelling. Retelling involves the reader's ability to recount information, usually organized around characters and setting. When summarizing, the reader condenses major ideas and some details to an abbreviated form. Use the pictures from these Leveled Books to develop communication skills through retelling and summarizing.



Main idea: What is the message in this story?

Arrange pictures or words to begin sentences.

	Who or	What	Action 
→			
→			
→			

Use the book, comprehension questions and pictures to help you tell about this story.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to the student reading level. • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Easy Read Book: *Merry Christmas*

This lesson presents an Easy Read Book. The book follows a sequence to introduce beginning, middle and end concepts of story reading. It also presents the characters, setting and events of a story.

In this story, students will learn more about the history and traditions of Christmas. This book is identified as a Level E.

- On the first reading, do a picture walk. Discuss the characters and actions from the pictures. Help students make predictions about what will happen next in the story. Introduce what will happen first, next and last.
- Introduce high frequency words from the story.
- Read the story aloud to model fluency. After reading the story, ask questions related to the characters, actions and events in the story.
- Read the story aloud, pausing for students to complete repetitive or predictable lines.
- During independent or paired reading, focus on the students' individual abilities and needs. Encourage students to use pictures to support reading words. Have students use decoding skills to identify unfamiliar words.
- Support student reading using text to speech and the communication board.
- Follow up reading by discussing the traditions of Christmas.

Standards Connection

- These activities are applicable to all the Easy Read Books in this unit. Based on the content of the book, determine whether this book is a work of fiction or nonfiction.
- Two lessons are designed to build summarization skills. The first lesson is based on fictional formats that have a story line, and the second lesson is based on informational text that includes facts and historical events.

*Pre- and post-assessments are **NOT** available for this unit.*

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will independently read questions about a story and write, speak or select an answer.	• Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Easy Read Book: *Merry Christmas* Communication board Standards Connection Lessons 9, 11, 13, 15	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Holiday Unit

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Literature and Informational Text • ***Integration of Knowledge and Ideas:*** Compare and contrast different genres; identify personal preferences. • ***Craft and Structure:*** Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the purpose of a text.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe a series of events as these develop through chapters of a book or scenes of a play. • Students will experience different literature genres having various themes.	• Students will locate a chapter of a book or scene of a play. • Students will identify two stories or books of the same genre.	• Students will identify a picture representing an event from a chapter or scene. • Students will select a book or story of personal preference.

Tell students to use the book features and pictures to discuss, locate and answer these questions.

What is the title of this book?

What do you think this book will be about?

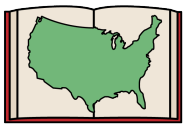
This is a book. What kind of book is this?

Fiction Nonfiction

Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true.
Nonfiction works tell facts about a topic. Nonfiction stories are true.

What is the book topic?

Biography History Science Health



Compare this book to the Chapter Book from last month.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

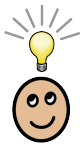
Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

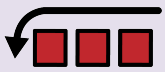
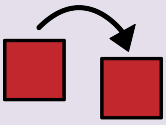
Story retell and summarization are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and modeling language expansion.



Main idea: What is the message in this story?

Key details:

Arrange pictures or words to tell the story.

	In the beginning…	
	Then…	
	At the end…	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Informational Text • ***Key Ideas and Details:*** Summarize the central idea and specific supporting details of a text. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea and events. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

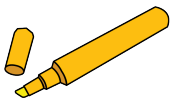
Informational text has a purpose. That purpose may be to learn facts, organize a schedule or follow a recipe. The following activity will build skills for identifying key information from various sources.

Main idea: What is the message in this story?

Key details:

Key details:

What is important to know?



Highlight key words you learned.

Circle key pictures that will help you remember.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Read and Answer: *Merry Christmas*

Comprehension activities extend beyond "checking" what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to *who*, *what* and *where* formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students' skills in multiple areas of comprehension.

After reading (and rereading) *Merry Christmas,* use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate format on the basis of each student's skills and needs. Level 3 is text-only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice. Use questions to encourage students to retell or summarize the story.

Build vocabulary knowledge of the identified words. Picture support cards are provided for reading recognition. Use the words in additional sentences for meaning. Make connections between vocabulary and each student's experiences.

1. What is this story about? (Hanukkah, **Christmas**, Easter)
2. When is Christmas? (**December 25**, April 1, November 20)
3. What is under the Christmas tree? (**gifts**, lights, food)
4. What does Blake eat? (pizza, latkes, **turkey**)
5. What does Blake's family sing? (books, **carols**, stories)

Standards Connection

- Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak or select an answer.	• Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Comprehension questions Standards Connection Lesson 10, 12, 14, 16	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

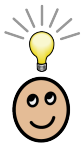
Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lesson 10, 12, 14, 16

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

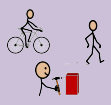
Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

Story retell and summarization are means of building communication skills. Use the comprehension questions and the communication board to arrange sentences or pictures to support retelling. Retelling involves the reader's ability to recount information, usually organized around characters and setting. When summarizing, the reader condenses major ideas and some details to an abbreviated form. Use the pictures from these Leveled Books to develop communication skills through retelling and summarizing.



Main idea: What is the message in this story?

Arrange pictures or words to begin sentences.

	Who or	What	Action 
→			
→			
→			

Use the book, comprehension questions and pictures to help you tell about this story.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to the student reading level. • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Easy Read Book: *Happy Kwanzaa*

This lesson presents an Easy Read Book. The book follows a sequence to introduce beginning, middle and end concepts of story reading. It also presents the characters, setting and events of a story.

In this story, students will learn more about the history and traditions of Kwanzaa. This book is identified as a Level E.

- On the first reading, do a picture walk. Discuss the characters and actions from the pictures. Help students make predictions about what will happen next in the story. Introduce what will happen first, next and last.
- Introduce high frequency words from the story.
- Read the story aloud to model fluency. After reading the story, ask questions related to the characters, actions and events in the story.
- Read the story aloud, pausing for students to complete repetitive or predictable lines.
- During independent or paired reading, focus on the students' individual abilities and needs. Encourage students to use pictures to support reading words. Have students use decoding skills to identify unfamiliar words.
- Support student reading using text to speech and the communication board.
- Follow up reading by discussing the traditions of Kwanzaa.

Standards Connection

- These activities are applicable to all the Easy Read Books in this unit. Based on the content of the book, determine whether this book is a work of fiction or nonfiction.
- Two lessons are designed to build summarization skills. The first lesson is based on fictional formats that have a story line, and the second lesson is based on informational text that includes facts and historical events.

*Pre- and post-assessments are **NOT** available for this unit.*

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will independently read questions about a story and write, speak or select an answer.	• Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Easy Read Book: *Happy Hanukkah* Communication board Standards Connection Lessons 9, 11, 13, 15	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Holiday Unit

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Literature and Informational Text • ***Integration of Knowledge and Ideas:*** Compare and contrast different genres; identify personal preferences. • ***Craft and Structure:*** Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the purpose of a text.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe a series of events as these develop through chapters of a book or scenes of a play. • Students will experience different literature genres having various themes.	• Students will locate a chapter of a book or scene of a play. • Students will identify two stories or books of the same genre.	• Students will identify a picture representing an event from a chapter or scene. • Students will select a book or story of personal preference.

Tell students to use the book features and pictures to discuss, locate and answer these questions.

What is the title of this book?

What do you think this book will be about?

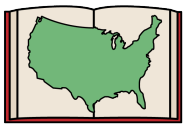
This is a book. What kind of book is this?

Fiction Nonfiction

Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true.
Nonfiction works tell facts about a topic. Nonfiction stories are true.

What is the book topic?

Biography History Science Health



Compare this book to the Chapter Book from last month.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

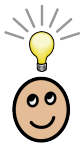
Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

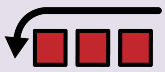
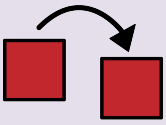
Story retell and summarization are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and modeling language expansion.



Main idea: What is the message in this story?

Key details:

Arrange pictures or words to tell the story.

	In the beginning…	
	Then…	
	At the end…	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Informational Text • ***Key Ideas and Details:*** Summarize the central idea and specific supporting details of a text. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea and events. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

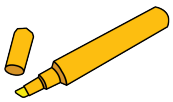
Informational text has a purpose. That purpose may be to learn facts, organize a schedule or follow a recipe. The following activity will build skills for identifying key information from various sources.

Main idea: What is the message in this story?

Key details:

Key details:

What is important to know?



Highlight key words you learned.

Circle key pictures that will help you remember.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Read and Answer: *Happy Kwanzaa*

Comprehension activities extend beyond "checking" what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to *who*, *what* and *where* formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students' skills in multiple areas of comprehension.

After reading (and rereading) *Happy Kwanzaa,* use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate format on the basis of each student's skills and needs. Level 3 is text-only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice. Use questions to encourage students to retell or summarize the story.

Build vocabulary knowledge of the identified words. Picture support cards are provided for reading recognition. Use the words in additional sentences for meaning. Make connections between vocabulary and each student's experiences.

1. What is this story about? (**Kwanzaa,** Las Posadas, Thanksgiving)
2. When does Kwanzaa begin? (March 15, May 14, **December 26**)
3. How many candles are on a kinara? (12, **7,** 5)
4. What does Jamal eat? (rice, **catfish**, cherry pie)
5. What does Jamal's family tell stories about? (**African-Americans' lives,** Santa Claus, Hispanics' lives)

Standards Connection

- Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak or select an answer.	• Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Comprehension questions Standards Connection Lesson 10, 12, 14, 16	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

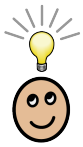
Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lesson 10, 12, 14, 16

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

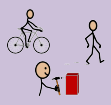
Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

Story retell and summarization are means of building communication skills. Use the comprehension questions and the communication board to arrange sentences or pictures to support retelling. Retelling involves the reader's ability to recount information, usually organized around characters and setting. When summarizing, the reader condenses major ideas and some details to an abbreviated form. Use the pictures from these Leveled Books to develop communication skills through retelling and summarizing.



Main idea: What is the message in this story?

Arrange pictures or words to begin sentences.

	Who or	What	Action 
→			
→			
→			

Use the book, comprehension questions and pictures to help you tell about this story.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to the student reading level. • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Easy Read Book: *Las Posadas*

This lesson presents an Easy Read Book. The book follows a sequence to introduce beginning, middle and end concepts of story reading. It also presents the characters, setting and events of a story.

In this story, students will learn more about the history and traditions of Las Posadas. This book is identified as a Level E.

- On the first reading, do a picture walk. Discuss the characters and actions from the pictures. Help students make predictions about what will happen next in the story. Introduce what will happen first, next and last.
- Introduce high frequency words from the story.
- Read the story aloud to model fluency. After reading the story, ask questions related to the characters, actions and events in the story.
- Read the story aloud, pausing for students to complete repetitive or predictable lines.
- During independent or paired reading, focus on the students' individual abilities and needs. Encourage students to use pictures to support reading words. Have students use decoding skills to identify unfamiliar words.
- Support student reading using text to speech and the communication board.
- Follow up reading by discussing the traditions of Las Posadas.

Standards Connection

- These activities are applicable to all the Easy Read Books in this unit. Based on the content of the book, determine whether this book is a work of fiction or nonfiction.
- Two lessons are designed to build summarization skills. The first lesson is based on fictional formats that have a story line, and the second lesson is based on informational text that includes facts and historical events.

*Pre- and post-assessments are **NOT** available for this unit.*

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will independently read questions about a story and write, speak or select an answer.	• Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Easy Read Book: *Happy Hanukkah* Communication board Standards Connection Lessons 9, 11, 13, 15	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Holiday Unit

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Literature and Informational Text • ***Integration of Knowledge and Ideas:*** Compare and contrast different genres; identify personal preferences. • ***Craft and Structure:*** Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the purpose of a text.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe a series of events as these develop through chapters of a book or scenes of a play. • Students will experience different literature genres having various themes.	• Students will locate a chapter of a book or scene of a play. • Students will identify two stories or books of the same genre.	• Students will identify a picture representing an event from a chapter or scene. • Students will select a book or story of personal preference.

Tell students to use the book features and pictures to discuss, locate and answer these questions.

What is the title of this book?

What do you think this book will be about?

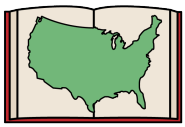
This is a book. What kind of book is this?

Fiction Nonfiction

Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true.
Nonfiction works tell facts about a topic. Nonfiction stories are true.

What is the book topic?

Biography History Science Health



Compare this book to the Chapter Book from last month.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

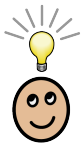
Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

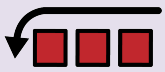
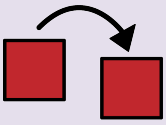
Story retell and summarization are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and modeling language expansion.



Main idea: What is the message in this story?

Key details:

Arrange pictures or words to tell the story.

	In the beginning…	
	Then…	
	At the end…	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lessons 9, 11, 13, 15

Instructional Targets	
	Reading Standards for Informational Text • ***Key Ideas and Details:*** Summarize the central idea and specific supporting details of a text. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea and events. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

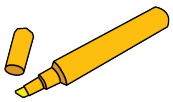
Informational text has a purpose. That purpose may be to learn facts, organize a schedule or follow a recipe. The following activity will build skills for identifying key information from various sources.

Main idea: What is the message in this story?

Key details:

Key details:

What is important to know?



Highlight key words you learned.

Circle key pictures that will help you remember.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Literature • ***Key Ideas and Details:*** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Read and Answer: *Las Posadas*

Comprehension activities extend beyond "checking" what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to *who*, *what* and *where* formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students' skills in multiple areas of comprehension.

After reading (and rereading) *Las Posadas,* use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate format on the basis of each student's skills and needs. Level 3 is text-only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice. Use questions to encourage students to retell or summarize the story.

Build vocabulary knowledge of the identified words. Picture support cards are provided for reading recognition. Use the words in additional sentences for meaning. Make connections between vocabulary and each student's experiences.

1. What is this story about? (Kwanzaa, Halloween, **Las Posadas**)
2. When does Las Posadas begin? (**December 16**, November 13, February 6)
3. What is in a piñata? (juice, **candy and fruit**, vegetables)
4. What do the families see after church? (balloons, animals, **fireworks**)
5. What does Lucie dress up as? (shepherd, Santa Claus, **angel**)

Standards Connection

- Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student.

Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.

*Pre- and post-assessments are **NOT** available for this unit.*

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak or select an answer.	• Students will point to or select a picture from a choice of three in response to a question about a story.	• Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Comprehension questions Standards Connection Lesson 10, 12, 14, 16	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

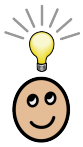
Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lesson 10, 12, 14, 16

Instructional Targets	
	Reading Standards for Literature • ***Key Ideas and Details:*** Summarize the main theme of a text and support it by citing details and a sequence of events. **Standards for Speaking and Listening** • ***Presentation of Knowledge and Ideas:*** Present information in an organized manner appropriate to a task, an audience or a situation. **Standards for Language** • ***Knowledge of Language:*** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

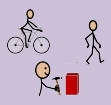
Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will summarize a story, including the main idea, events and key details. • Students will communicate on a topic specific to the purpose and audience. • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use picture supports to retell key details and events from a story. • Students will communicate on a topic specific to the purpose and audience, using picture supports. • Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will communicate basic information on a topic or experience using communication technology and picture supports. • Students will use language to share an idea with others.

Story retell and summarization are means of building communication skills. Use the comprehension questions and the communication board to arrange sentences or pictures to support retelling. Retelling involves the reader's ability to recount information, usually organized around characters and setting. When summarizing, the reader condenses major ideas and some details to an abbreviated form. Use the pictures from these Leveled Books to develop communication skills through retelling and summarizing.



Main idea: What is the message in this story?

Arrange pictures or words to begin sentences.

	Who or	What	Action 
→			
→			
→			

Use the book, comprehension questions and pictures to help you tell about this story.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets

Math Standards for Geometry–Geometric Measurement and Dimension

- ***Visualize relationships between two-dimensional and three-dimensional objects:*** Identify and compare three-dimensional objects that have volume.

Math Standards for Measurement and Data

- ***Life Skills for Measurement:*** Select units and use measurement tools accurately in the context of a daily living activity. Solve problems involving measurement.

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Measure It!: Sweet Potato Pie (Kwanzaa)

Measuring is a count of how many units are needed to fill, cover or match an object or area being measured. Students need to understand what a unit of measure is and how it is used to find a measurement. They need to predict the measurement, find the measurement and then discuss the estimates, errors and the measuring process. Following a recipe is a real-world application of informational text (the recipe) and measurement tools. This lesson focuses on measurement skills and tools for volume (dry and liquid measure when cooking). Simple kitchen tools, such as measuring cups and spoons, allow students to experience the life skill of basic cooking. Cooking is also a participatory activity: Even those who do not eat by mouth can enjoy the activities. Explore adapted cooking tools that promote participation. Review the different stories about Kwanzaa. Talk about the different traditional foods that are served at a Kwanzaa meal (baked catfish and sweet potato pie). In this lesson, students will follow a recipe and make sweet potato pie, a traditional food served during Kwanzaa.

Note: Always consider student food allergies when making a recipe.

You will need (serves 8-10)	**Directions**
• 2 C canned sweet potatoes • 4 T butter, melted • 3 eggs • 1 C sugar • 1 t cinnamon • ¾ C milk • 1 t vanilla extract • 1 (9-in) pie crust, baked* • food processor *Make sure the pie crust is baked in a microwave-safe pie pan.	1. Put sweet potatoes, butter, eggs, sugar, cinnamon, milk and vanilla in food processor. 2. Blend until smooth. 3. Pour into baked pie crust. 4. Microwave on medium-high for 7 minutes. 5. If your microwave does not spin, rotate the pie pan. 6. Microwave on medium-high for an additional 6-8 minutes or until the center no longer jiggles. 7. Let cool. 8. Eat.

Recipes may be used over several days of instruction.

Day 1 Discuss ingredients. Ask, "What will we need to buy?"
Day 2 Teach measurement tools. Have students identify cups and spoons.
Day 3 Discuss the sequence. Have students cut apart steps and put them in order.
Day 4 Make the recipe. Prepare and enjoy.

Standards Connection

- Ounces, cups, gallons, pints: All of these measurement units are associated with volume. Use the connections lessons to increase students' understanding of volume and help them compare the measurement units for size and capacity. Vary the units each week so that students will become familiar with additional proportions and learn when to use them.

Additional ideas for measurement instruction are provided in the **ULS Instructional Guides: Mathematics**.

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will use standard measurement tools and units to measure the volume of an object. • Students will apply use of volume measurements in real-world scenarios.	• Students will select a volume measurement tool appropriate to a real-world task. • Students will match objects with same volume measurements.	• Students will compare two measured volumes to determine which is larger. • Students will match objects of same size and shape.

Resources and Materials	**Additional Resources**
Recipe Picture/word cards Recipe review Standards Connection Lesson 17, 18, 20	Additional ideas for measurement instruction are provided in the **ULS Instructional Guides: Mathematics**.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Standards Connection Lesson 17, 18, 20

Instructional Targets	
STANDARDS Connection	**Math Standards for Geometry–Geometric Measurement and Dimension** • ***Visualize relationships between two-dimensional and three-dimensional objects:*** Identify and compare three-dimensional objects that have volume.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will use standard measurement tools and units to measure the volume of an object. • Students will apply use of volume measurements in real-world scenarios.	• Students will select a volume measurement tool appropriate to a real-world task. • Students will match objects with same volume measurements.	• Students will compare two measured volumes to determine which is larger. • Students will match objects of same size and shape.

Learning About Ounces!

The list below shows several items that are measured in ounces. Present real examples of these items and have students determine each item's weight in ounces. Continue this activity and extend interest by introducing a variety of objects.

Find these items. How many ounces is each? (read the label)

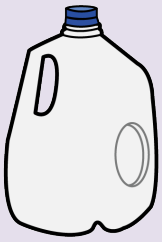
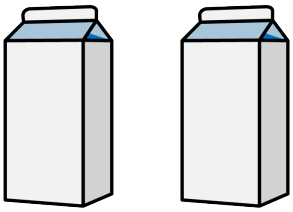
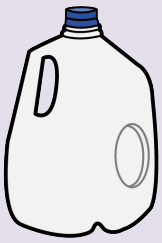
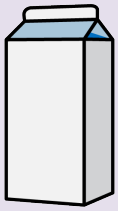
Make estimates: Choose two items. Which one do you think is heavier?
Compare the items in ounces to see which item(s) is heavier.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lesson 17, 18, 20

Equivalent Volumes Present empty containers of these sizes.
Focus on one measurement unit or equivalent each week. Estimate, measure and demonstrate equivalents.

1 cup	**½ pint**
2 cups	**1 pint**
4 cups	**1 quart**
4 quarts	 **1 gallon**
 **2 half gallons**	 **1 gallon**
2 quarts	 **½ gallon**

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Standards Connection Lesson 17, 18, 20

Making Comparisons Use the chart to compare two measurable items.

	> greater than more	
	< less than less	
	= equal to same	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets

Math Standards for Geometry–Geometric Measurement and Dimension

- ***Visualize relationships between two-dimensional and three-dimensional objects:*** Identify and compare three-dimensional objects that have volume.

Math Standards for Measurement and Data

- ***Life Skills for Measurement:*** Select units and use measurement tools accurately in the context of a daily living activity. Solve problems involving measurement.

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Measure It!: Latkes (Hanukkah)

Measuring is a count of how many units are needed to fill, cover or match an object or area being measured. Students need to understand what a unit of measure is and how it is used to find a measurement. They need to predict the measurement, find the measurement and then discuss the estimates, errors and the measuring process. Following a recipe is a real-world application of informational text (the recipe) and measurement tools. This lesson focuses on measurement skills and tools for volume (dry and liquid measure when cooking). Simple kitchen tools, such as measuring cups and spoons, allow students to experience the life skill of basic cooking. Cooking is also a participatory activity: Even those who do not eat by mouth can enjoy the activities. Explore adapted cooking tools that promote participation. Review the different stories about Hanukkah. Talk about the different traditional foods that are served at a Hanukkah meal (latkes and applesauce). In this lesson, students will make latkes, a traditional Hanukkah food. **Note:** Always consider student food allergies when making a recipe.

You will need (serves 6-8)	**Directions**
• 3 large potatoes, peeled • 1 small onion • 2 eggs, well-beaten • 2 T flour • 1 t salt • pinch of pepper • vegetable oil • applesauce • grater • large bowl • spoon • electric skillet • spatula	1. Grate potatoes into bowl. 2. Grate onion into bowl. 3. Add eggs, flour, salt and pepper. Stir. 4. Heat oil in electric skillet. 5. Put spoonfuls of batter onto electric skillet. 6. Fry until golden brown. 7. Use spatula to turn the latkes over and fry the other side. 8. Serve with applesauce. 9. Eat.

Recipes may be used over several days of instruction.

Day 1 Discuss ingredients. Ask, "What will we need to buy?"
Day 2 Teach measurement tools. Have students identify cups and spoons.
Day 3 Discuss the sequence. Have students cut apart steps and put them in order.
Day 4 Make the recipe. Prepare and enjoy.

Standards Connection

- Ounces, cups, gallons, pints: All of these measurement units are associated with volume. Use the connections lessons to increase students' understanding of volume and help them compare the measurement units for size and capacity. Vary the units each week so that students will become familiar with additional proportions and learn when to use them.

Additional ideas for measurement instruction are provided in the **ULS Instructional Guides: Mathematics**.

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will use standard measurement tools and units to measure the volume of an object. • Students will apply use of volume measurements in real-world scenarios.	• Students will select a volume measurement tool appropriate to a real-world task. • Students will match objects with same volume measurements.	• Students will compare two measured volumes to determine which is larger. • Students will match objects of same size and shape.

Resources and Materials	Additional Resources
Recipe Picture/word cards Recipe review Standards Connection Lesson 17, 18, 20	Additional ideas for measurement instruction are provided in the **ULS Instructional Guides: Mathematics**.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Standards Connection Lesson 17, 18, 20

Instructional Targets	
	Math Standards for Geometry–Geometric Measurement and Dimension • ***Visualize relationships between two-dimensional and three-dimensional objects:*** Identify and compare three-dimensional objects that have volume.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will use standard measurement tools and units to measure the volume of an object. • Students will apply use of volume measurements in real-world scenarios.	• Students will select a volume measurement tool appropriate to a real-world task. • Students will match objects with same volume measurements.	• Students will compare two measured volumes to determine which is larger. • Students will match objects of same size and shape.

Learning About Ounces!

The list below shows several items that are measured in ounces. Present real examples of these items and have students determine each item's weight in ounces. Continue this activity and extend interest by introducing a variety of objects.

Find these items. How many ounces is each? (read the label)

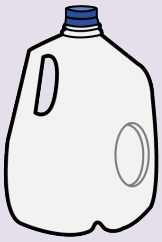
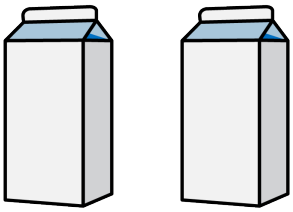
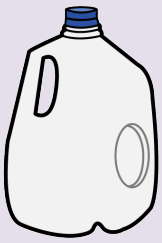
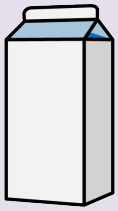
Make estimates: Choose two items. Which one do you think is heavier?
Compare the items in ounces to see which item(s) is heavier.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lesson 17, 18, 20

Equivalent Volumes Present empty containers of these sizes.
Focus on one measurement unit or equivalent each week. Estimate, measure and demonstrate equivalents.

1 cup	**½ pint**
2 cups	**1 pint**
4 cups	**1 quart**
4 quarts	 **1 gallon**
 **2 half gallons**	 **1 gallon**
2 quarts	 **½ gallon**

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Standards Connection Lesson 17, 18, 20

Making Comparisons Use the chart to compare two measurable items.

	> greater than more	
	< less than less	
	= equal to same	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets

Math Standards for Algebra

- ***Building Blocks to Algebra:*** Understand and use +, - and = in problems. Solve addition and subtraction problems. Model and solve problems involving multiplication or division.
- ***Seeing Structure in Expressions–Interpret the structure of expressions:*** Represent a real-world situation with a numeric expression.
- ***Seeing Structure in Expressions–Write expressions in equivalent forms to solve problems:*** Solve multi-step problems that include a sequence of operations to reach a solution.

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Math Story Problems: Getting Ready for the Holidays

The early grades build the foundational skills needed for learning more complex mathematical concepts. These skills include number recognition and use of numbers in operations to solve problems. Many students continue to require practice in adding and subtracting to build an understanding of multiplication and division concepts. The math story problems present real-world scenarios in which early skills are put to use. Printable manipulative pictures allow teachers to create additional scenarios. The scenarios in this lesson involve items used during the holidays. The items may be traditional decorations, food or activities.

- These scenarios may also provide early number recognition and counting.
- Although certain math concepts may appear complex to some students, the involvement in this math topic is important for all students. Teaching and Learning Guides are provided to build foundational skills, including how to add with carrying and how to subtract with borrowing.
- Appropriate activities should be selected on the basis of each student's skills and needs. Level 3 differentiated task activities are intended for students who can write numbers and solve problems with little or no support. Level 2 differentiated task activities may require additional support including printable manipulatives or teacher support. Although tracing lines are available, hand-over-hand assistance may be appropriate. For students using Level 1 activities, numbers and printable manipulatives are available to provide access and opportunities for practice of basic math skills. Voice output devices may be programmed to help students count pictures and manipulatives. Students may be given multiple choices or one errorless number choice.

Scenario cards are provided to address these skills.

- **Addition (with or without carrying)**
- **Subtraction (with or without borrowing)**
- **Multiplication**
- **Division**

Use of a calculator simplifies the process for some students.

- Create additional scenarios for further practice.
- Use Unique's math scenarios with other math methods, for example, Touch Math.

Standards Connection

- Teaching guides are provided to build foundational skills: How to use a calculator.
- Number comparisons may be drawn from this lesson's problem scenarios to determine greater than (>), less than (<) and equal to (=).

*Pre- and post-assessments are **NOT** available for this unit.*

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will calculate addition and subtraction problems in the context of a real-world scenario. • Students will read, write and solve a math sentence. • Students will use a combination of operations to solve multi-step problems in the context of a real-world scenario. • Students will model multiplication and division with objects and numbers showing equal groups in the context of a real-world scenario.	• Students will model addition and subtraction of two sets of objects in the context of a real-world scenario. • Students will select pictures and numbers to model a math sentence. • Students will use operations and models to solve a two-step problem in the context of a real-world scenario. • Students will count equal number of objects in selected groups or an array.	• Students will count a set of objects in an addition or subtraction problem through an active participation response (e.g., voice output device, eye gaze choice board). • Students will select a number (errorless choice) within a math problem. • Students will select numbers and count within a two-step problem in the context of a real-world scenario. • Students will count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).

Resources and Materials	Additional Resources
Math story problem scenarios Standards Connection Lesson 19	Number cards and symbol cards (+, – and =) are provided in the **ULS Instructional Tools: Math Pack/Numbers**. Additional ideas for math instruction are provided in the **ULS Instructional Guides: Mathematics**.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets	
	Math Standards for Algebra • ***Building Blocks to Algebra:*** Recognize and compare numbers showing the symbols >, < or =.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will compare two numbers and use symbols to indicate >, < or =.	• Students will compare two groups of objects and determine which group is bigger, smaller or equal in amount.	• Students will count objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).

Comparing numbers is a skill with many applications in daily life. We compare a number of objects to determine whether we have enough for a required activity. We determine sets of objects that have more, less or equal amounts. However, this skill is often difficult for students. Using the scenario problems from the lesson, compare numbers and objects. Some students may use both the mathematical terminology and the symbols: *greater than* (>), *less than* (<) and *equal to* (=). Other students may use only the terminology of *more, less* and *the same*.

	> greater than more	
	< less than less	
	= equal to same	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets	
	Math Standards for Algebra/Seeing Structure in Expressions • ***Building Blocks to Algebra:*** Understand and use +, - and = in problems. Solve addition and subtraction problems.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will calculate addition and subtraction problems in the context of a real-world scenario.	• Students will model addition and subtraction of two sets of objects in the context of a real-world scenario.	• Students will count a set of objects in an addition or subtraction problem through an active participation response (e.g., voice output device, eye gaze choice board).

Teaching How to Use a Calculator – Addition

Step 1: Look at the addition problem.

48
+ 27

Step 2: What is the top number?

48

Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

4 8

Note: If you make a mistake, **push clear**.

C

Step 4: What are you doing?

Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? ÷

You are **adding**. Push the **plus sign**.

+

Step 5: What is the bottom number?

27

48 + 27 = ___

C √ ÷ ×
7 8 9 −
4 5 6 +
1 2 3 %
0 . =

Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen.

2 7

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.

=

The answer is **75**. **75** is on the screen.

75

Teaching How to Use a Calculator – Subtraction

Step 1: Look at the subtraction problem.

48
- 27

Step 2: What is the top number?

48

Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

4 8

Note: If you make a mistake, **push clear**.

C

Step 4: What are you doing?

Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? ÷

You are **subtracting**. Push the **minus sign**.

−

Step 5: What is the bottom number?

27

48 - 27 = ___

C √ ÷ ×
7 8 9 −
4 5 6 +
1 2 3 %
0 . =

Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen

2 7

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.

=

The answer is **21**. **21** is on the screen.

21

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Step 1: Look at the addition problem.

48
+ 27

Step 2: What is the top number?

48

Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

4 8

Note: If you make a mistake, **push clear**.

C

Step 4: What are you doing?

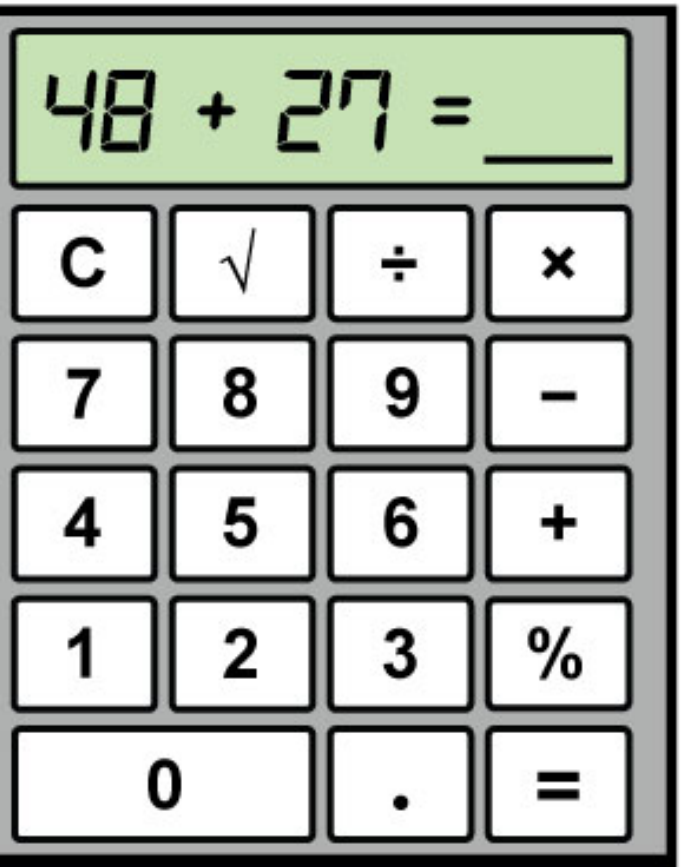
Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? ÷

You are **adding**.
Push the **plus sign**.

+

Step 5: What is the bottom number?

27



Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen.

2 7

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.

=

The answer is **75**.
75 is on the screen.

75

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Step 1: Look at the subtraction problem.

48
- 27

Step 2: What is the top number?

48

Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

4 8

Note: If you make a mistake, **push clear**.

C

Step 4: What are you doing?

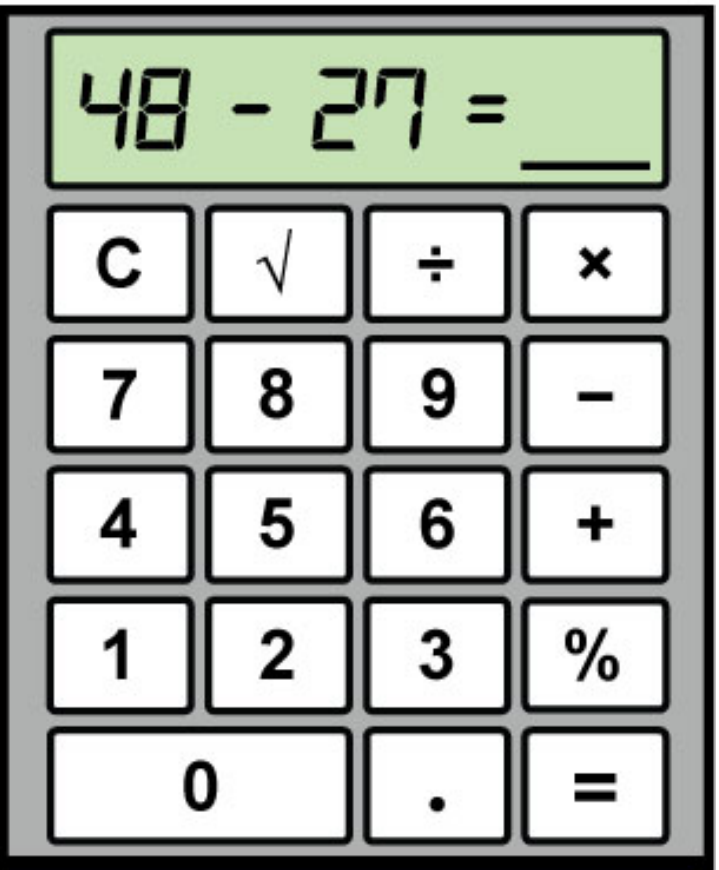
Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? ÷

You are **subtracting**. Push the **minus sign**.

–

Step 5: What is the bottom number?

27



Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen

2 7

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.

=

The answer is **21**. **21** is on the screen.

21

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets

Math Standards for Geometry–Geometric Measurement and Dimension

- ***Visualize relationships between two-dimensional and three-dimensional objects:*** Identify and compare three-dimensional objects that have volume.

Math Standards for Measurement and Data

- ***Life Skills for Measurement:*** Select units and use measurement tools accurately in the context of a daily living activity. Solve problems involving measurement.

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Measure It!: Gingerbread Men Cookies (Christmas)

Measuring is a count of how many units are needed to fill, cover or match an object or area being measured. Students need to understand what a unit of measure is and how it is used to find a measurement. They need to predict the measurement, find the measurement and then discuss the estimates, errors and the measuring process. Following a recipe is a real-world application of informational text (the recipe) and measurement tools. This lesson focuses on measurement skills and tools for volume (dry and liquid measure when cooking). Simple kitchen tools, such as measuring cups and spoons, allow students to experience the life skill of basic cooking. Cooking is also a participatory activity: Even those who do not eat by mouth can enjoy the activities. Explore adapted cooking tools that promote participation. Review the different stories about Christmas. Talk about the different traditional foods that are served at a Christmas meal (several different foods). In this lesson students will make gingerbread cookies to experience one of the traditional Christmas foods. **Note:** Always consider student food allergies when making a recipe.

You will need (makes 2 dozen)	**Directions**
• 1 (3.5-oz) pkg Jell-O® Cook & Serve butterscotch pudding mix • ½ C butter • ½ C packed brown sugar • 1 egg • 1 ½ C flour • ½ t baking soda • 1 ½ t ground ginger • 1 t ground cinnamon • 2 mixing bowls • spoon • gingerbread man cookie cutter • baking sheet	1. Put pudding mix, butter and brown sugar into bowl. 2. Stir until smooth. 3. Add egg into bowl. Stir. 4. Put flour, baking soda, ginger and cinnamon into other bowl. 5. Add pudding mixture to flour mixture. Stir. 6. Cover and chill in refrigerator for 1 hour. 7. Preheat oven to 350 degrees. 8. Roll out dough on a floured surface. 9. Cut with cookie cutter. 10. Put cookies on greased baking sheet. 11. Bake for 10-12 minutes. 12. Remove from baking sheet. Let cool. 13. Eat.

Recipes may be used over several days of instruction.

Day 1 Discuss ingredients. Ask, "What will we need to buy?"
Day 2 Teach measurement tools. Have students identify cups and spoons.
Day 3 Discuss the sequence. Have students cut apart steps and put them in order.
Day 4 Make the recipe. Prepare and enjoy.

Standards Connection

- Ounces, cups, gallons, pints: All of these measurement units are associated with volume. Use the connections lessons to increase students' understanding of volume and help them compare the measurement units for size and capacity. Vary the units each week so that students will become familiar with additional proportions and learn when to use them.

Additional ideas for measurement instruction are provided in the **ULS Instructional Guides: Mathematics**.

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will use standard measurement tools and units to measure the volume of an object. • Students will apply use of volume measurements in real-world scenarios.	• Students will select a volume measurement tool appropriate to a real-world task. • Students will match objects with same volume measurements.	• Students will compare two measured volumes to determine which is larger. • Students will match objects of same size and shape.

Resources and Materials	Additional Resources
Recipe Picture/word cards Recipe review Standards Connection Lesson 17, 18, 20	Additional ideas for measurement instruction are provided in the **ULS Instructional Guides: Mathematics**.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Standards Connection Lesson 17, 18, 20

Instructional Targets	
	Math Standards for Geometry–Geometric Measurement and Dimension • ***Visualize relationships between two-dimensional and three-dimensional objects:*** Identify and compare three-dimensional objects that have volume.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will use standard measurement tools and units to measure the volume of an object. • Students will apply use of volume measurements in real-world scenarios.	• Students will select a volume measurement tool appropriate to a real-world task. • Students will match objects with same volume measurements.	• Students will compare two measured volumes to determine which is larger. • Students will match objects of same size and shape.

Learning About Ounces!

The list below shows several items that are measured in ounces. Present real examples of these items and have students determine each item's weight in ounces. Continue this activity and extend interest by introducing a variety of objects.

Find these items. How many ounces is each? (read the label)

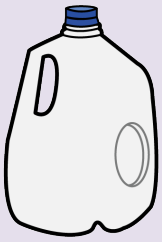
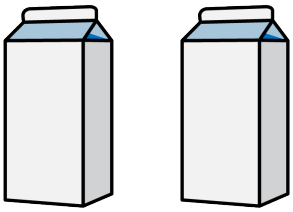
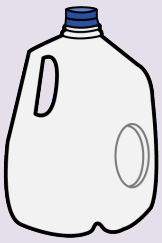
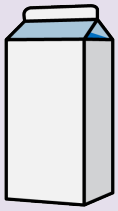
Make estimates: Choose two items. Which one do you think is heavier?
Compare the items in ounces to see which item(s) is heavier.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Grade Band: High School
Unit Target: History
Unit Topic: Holiday Celebrations

Standards Connection Lesson 17, 18, 20

Equivalent Volumes Present empty containers of these sizes.
Focus on one measurement unit or equivalent each week. Estimate, measure and demonstrate equivalents.

1 cup	**½ pint**
2 cups	**1 pint**
4 cups	**1 quart**
4 quarts	 **1 gallon**
 **2 half gallons**	 **1 gallon**
2 quarts	 **½ gallon**

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Making Comparisons Use the chart to compare two measurable items.

	> greater than more	
	< less than less	
	= equal to same	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets

Math Standards for Statistics and Probability–Interpreting Categorical and Quantitative Data

- ***Summarize, represent and interpret data on a single count or measurement variable:*** Create a bar graph to represent data. Interpret data from a bar graph. Compute the mean (average) and median of a data set.
- ***Summarize, represent and interpret data on two categorical and quantitative variables:*** Compare data on a graph to show the relationship between two sets of data.
- ***Interpret linear models:*** Describe a rate of change based on a line on a graph.

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Read This Chart: Favorite Holiday Traditions

Charts and graphs are tools that provide useful information. In this lesson, students are gathering data about favorite holiday traditions.

- In the first part of this activity, students will read a chart containing specific information, then answer questions about it.
  - Students will look at a chart with information comparing December holiday traditions.
  - Review the ways in which each holiday is celebrated.
  - Discuss how the holiday celebrations are the same and different. An activity is provided with questions in terms of food items, gifts, decorations and length of holiday celebrations.
- In the second part of the activity, students will design and conduct a related survey and record their findings on a picture, bar or line graph. Through analysis of the gathered data, students will report findings and determine the probability of a particular outcome. Picture/word cards and picture cards are provided at the end of the lesson for creating a graph on a poster or bulletin board. Picture choices may be made into stickers by printing on a full sheet of label paper.
  - Students will take a survey and collect data on what they enjoy the most about the December holiday they celebrate. Choices of food, decorations or gifts will be offered in the survey. The most popular choice will be determined from the recorded responses.
- In the last activity, students will examine averages. Point out that the *median* is the middle point of data information and that the *mean* is the average of the data numbers.

Probability Quiz

- Use the bonus quiz question that involves a daily living probability situation. Three options are provided. Discuss the scenario and determine the probability of each option occurring.

Learn more about mean, mode and median with this interactive game:
www.bbc.co.uk/schools/ks2bitesize/maths/data/mode_median_mean_range/play.shtml

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will design survey questions and collect, organize and report data presented on a graph. • Students will compare data from tables and graphs to report specific information. • Students will calculate an average (mean) from data. • On the basis of information gathered, students will determine the probability that something is likely or unlikely to occur.	• Students will ask questions to gather data information and display the data on a graph. • Students will identify specific data information from a table or graph. • Students will identify a middle point (average) in a set of data. • On the basis of available information, students will determine that something is likely to happen.	• Students will ask a question and select pictures as part of a data-gathering process. • Students will report data information that is presented in a table or graph. • Students will communicate data information that describes an average. • Students will select an activity that is likely to occur.

Resources and Materials	Additional Resources
Chart and questions Survey chart and questions Survey chart picture cards Survey cards Mean and Median activity Probability quiz	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets

Math Standards for Measurement and Data

- ***Life Skills for Measurement:*** Apply knowledge of money skills to real-world problem solving situations and scenarios.

Math Standards for Algebra

- ***Building Blocks to Algebra:*** Understand and use +, - and = in problems. Solve addition and subtraction problems. Model and solve problems involving multiplication or division.

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Money: Shopping for the Holidays

This lesson focuses on money skills. The use of money is a problem-solving skill that requires several mathematical processes when applied to real-world situations. The scope of this lesson is limited to one or two problems in each skill area, but students who need additional practice may work on real-world scenarios provided by the teacher. In this lesson, students are purchasing food and other items to celebrate the holidays. This lesson allows students to strengthen individual skill areas. Students will learn to recognize coins and the values of coins and bills. They will also practice selecting specific money amounts and calculating costs. Choose the most appropriate activity on the basis of each student's skills and needs.

- Scenarios in this lesson may be used to help students understand the exchange of money for purchases

Skills

Money 1: Counting Like Coins 1, 5, 10, 25
Money 2: Counting Mixed Coins to $1.00
Money 3: Amounts to $5.00
Money 4: Amounts to $10.00
Money 5: Amounts to $10.00/"One-Up" Method
Money 6: Adding Amounts to $5.00
Money 7: Adding Amounts to $10.00
Money 8: Adding Amounts to $10.00; 3 Items
Money 9: Adding Amounts to $20.00; 3 Items
Money 10: Adding Amounts Under $100.00
Money 11: Adding Amounts Over $100.00
Money 12: Making Change to $5.00 – No Borrowing
Money 13: Making Change to $5.00 – Borrowing
Money 14: Making Change to $10.00 – No Borrowing
Money 15: Making Change to $10.00 – Borrowing
Money 16 and 17: Problem Solving
Money 18: Problem Solving – Ratio With Multiplication
Money 19: Problem Solving – Ratio With Division
Money 20: Problem Solving – Percentage With Tip
Money 21: Problem Solving – Percentage With Discount

Expanding problem-solving sequences: Students will learn to find a better price for an item and then determine whether they have enough money to make a purchase. They will also use a unit ratio for making a purchase. You may wish to use scenarios like these: (1) We paid $6.00 for 3 pairs of socks. How much did each pair cost? (2) One hamburger costs $1.50. How much will 4 hamburgers cost? In addition, students will calculate percentages as these are applied to sale items or tips.

- Vary the ways to apply these activities on the basis of each student's abilities.
- Encourage students to use a calculator.

Standards Connection

- The lesson activities in this section focus on problem-solving processes that build financial literacy.
- Comparison of money amounts may be drawn from the lesson's problem scenarios to determine less than (<), greater than (>) and equal to (=).
- Students will calculate percentages for taxes, tips and sales items. Relate these skill to situations when planning money for an outing in the community.

*Pre- and post-assessments are **NOT** available for this unit.*

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will calculate the amount of money needed for a purchase and ascertain the coins and bills required to complete that purchase. • Students will calculate addition and subtraction problems in the context of a real-world scenario.	• Students will match coins and bills to a given price. • Students will model addition and subtraction of two sets of objects in the context of a real-world scenario.	• Students will exchange money for a purchase. • Students will select a money amount in an addition or subtraction problem.

Resources and Materials	Additional Resources
Money scenario cards Standards Connection Lesson 22	Price tags, coins and bills are provided in the **ULS Instructional Tools: Math Pack/Money**. Additional ideas for money instruction are provided in the **ULS Instructional Guides: Mathematics**.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Standards Connection Lesson 22

Instructional Targets	
	Math Standards for Algebra • ***Building Blocks to Algebra:*** Recognize and compare numbers showing the symbols >, < or =. **Math Standards for Measurement and Data** • ***Life Skills for Measurement:*** Apply knowledge of money skills to real-world problem-solving situations and scenarios. **Math Skills for Ratios and Proportional Relationships** • ***Life Skills for Ratio and Proportional Relationships:*** Apply understanding of percent into real-world scenarios (e.g., 10% tip, 30% sale).

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will compare two money amounts and use symbols to indicate >, < or =. • Students will calculate percentages in real-world scenarios.	• Students will compare two money amounts and determine which amount is bigger, smaller or equal in amount. • Students will locate a percentage amount from a chart.	• Students will state a money amount using a voice output device. • Students will identify a number that represents a percentage.

Comparing prices is a skill that may prove difficult for some students. Use the lesson's scenarios to demonstrate comparing prices and objects. Some students may use both mathematical terminology and symbols: greater than (>), less than (<) and equal to (=). Other students may use only simple terminology: *more, less* and *same*.

$ ___ . ___ ___	> greater than more	$ ___ . ___ ___
$ ___ . ___ ___	< less than less	$ ___ . ___ ___
$ ___ . ___ ___	= equal to same	$ ___ . ___ ___

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Standards Connection Lesson 22

Buying an item on sale is a good idea. Use this form to create sale prices and calculate the amount to pay after a certain percentage off is applied.

Item price	x	Percentage off (.00)	=	Amount of discount
Item price	**-**	**Amount of discount**	**=**	**Price you pay**

What is the item price?	What is the percentage off?	What will be the new price?
	10 %	
	20 %	
	30 %	
	40%	
	50 %	
	60 %	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

In our culture, it is customary to tip restaurant servers and hairdressers. Use this chart to develop scenarios for tipping. Calculate a 10% or 20% tip.

Where will you go?	What is the amount of your bill?	Calculate a 10% tip (.10)	How much will you pay in all? (bill + tip = total)

Where will you go?	What is the amount of your bill?	Calculate a 20% tip (.20)	How much will you pay in all? (bill + tip = total)

Sales tax is another amount that must be calculated when planning a purchase. Most states have a sales tax on certain items. Learn the sales tax for your state or city. Round the figure to the nearest whole number; for example, 5.25% rounds to 5% or .05.
www.en.wikipedia.org/wiki/Sales_taxes_in_the_United_States

Where will you go?	What is the amount of your bill?	Calculate the tax ____%	How much will you pay in all? (bill + tax = total)

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Standards for Language • ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing. **Employability** • ***Work Skills:*** Demonstrate basic employability skills, including work, social and hygiene habits.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan	
Life Skills Application 1: Kwanzaa Mat In this activity, students will make a Kwanzaa mat. Explain that a Kwanzaa mat is placed on the table during Kwanzaa celebrations. Tell students they will make their own mats that can be used as a centerpiece for Kwanzaa or other holiday events. The text-to-speech feature can be used to read the craft directions aloud to students.	
You will need (per student)	**Directions**
• 4 (1-in x 8-in) green construction paper strips • 4 (1-in x 8-in) red construction paper strips • 1 (8-in x 10-in) sheet of black construction paper • ruler • scissors • glue	1. Fold black sheet of paper in half. Draw seven lines from the fold, leaving a 1-in border all the way around. 2. Cut along the lines. 3. Weave a red strip and then a green strip alternately, going over and under the black mat frame. 4. Glue the ends of the strips to the black paper. 5. Place your mat on the table and decorate.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will use unit topic words in conversation. • Students will independently follow a multi-step sequence.	• Students will point to pictures of key vocabulary from unit topics as part of a discussion. • Students will follow directions to complete a task with picture or physical supports.	• Students will make a selection to indicate a picture of key vocabulary within a unit topic. • Students will actively respond to supported directions from a supervisor.

Resources and Materials	Additional Resources
Craft directions	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Standards for Language • ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing. **Employability** • ***Work Skills:*** Demonstrate basic employability skills, including work, social and hygiene habits.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan	
Life Skills Application: Dreidel (Hanukkah) In this activity, students will use a pre-measured pattern to create the dreidel. Explain that a dreidel is a traditional game played at Hanukkah. If possible, bring in a dreidel to show your students. If you cannot bring a model in, use SymbolStix online or an image search to find an example to show. Then have students make dreidels and play a simplified version of the game. The text-to-speech feature can be used to read the craft directions aloud to students.	
You will need	**Directions**
• dreidel pattern • scissors • hole punch • glue • pencil • bowl • 10 pieces of candy per student	1. Cut out the pattern. 2. Use the hole punch on the two circles on the pattern. 3. Fold the gray flaps. 4. Fold the squares to make a box. 5. Glue the gray flaps to the inside of the box and let dry. 6. Put a pencil through the holes. 7. Play dreidel.
Game Directions Each player starts with 10 pieces of candy. Place an empty bowl in the middle of the table. 1. Each player takes a turn spinning the dreidel. 2. Follow the directions for the letter that is shown on top. 3. Play until one person has all of the candy.	**N** = Do nothing. **G** = Take everything in the bowl. **H** = Take half of what is in the bowl. **S** = Put two pieces of candy in the bowl.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will use unit topic words in conversation. • Students will independently follow a multi-step sequence.	• Students will point to pictures of key vocabulary from unit topics as part of a discussion. • Students will follow directions to complete a task with picture or physical supports.	• Students will make a selection to indicate a picture of key vocabulary within a unit topic. • Students will actively respond to supported directions from a supervisor.

Resources and Materials	Additional Resources
Craft directions Craft pattern Game directions	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Standards for Language • ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing. **Employability** • ***Work Skills:*** Demonstrate basic employability skills, including work, social and hygiene habits.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Life Skills Application: Piñata (Las Posadas)

In this activity, students will work together to make a piñata. Discuss with students how breaking a piñata filled with candy is a popular game associated with Las Posadas. The text–to-speech feature can be used to read the craft directions to students aloud.

You will need	Directions
• large balloon • paper-mâché paste (3 parts water, 1 part flour) • 1-in x 3-in newspaper strips • colorful tissue paper • glue • scissors • candy • string • plastic bat	1. Blow up the balloon and tie it closed. 2. Make paper-mâché paste by stirring 3 parts water into 1 part flour. 3. Dip newspaper strips into the paste. 4. Put the strips on the balloon until it is covered. Let dry. 5. Repeat steps 3 and 4 for two more days. 6. Cut out strips of tissue paper and glue onto the paper-mâché balloon. Let the strips hang down from the balloon. 7. Pop the balloon by cutting a small hole in the top. Remove the balloon piece(s). Now it is a piñata. 8. Fill the piñata with candy. 9. Tie a string to the piñata and hang from a tree or the ceiling. 10. Use a plastic bat to break the piñata. Everyone gets candy!

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will use unit topic words in conversation. • Students will independently follow a multi-step sequence of directions to complete a task.	• Students will point to pictures of key vocabulary from unit topics as part of a discussion. • Students will follow directions to complete a task with picture or physical supports.	• Students will make a selection to indicate a picture of key vocabulary within a unit topic. • Students will actively respond to supported directions from a supervisor.

Resources and Materials	Additional Resources
Craft directions	

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Reading Standards for Informational Text • ***Range and Level of Text Complexity:*** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Related Content: Greeting Cards

The practice of sending Christmas cards originated in Great Britain in the 1840s. Today, the sending of holiday cards is a tradition that is practiced by many cultures and faiths and includes holidays such as Hanukkah, Kwanzaa and Christmas. In this activity, students will choose a greeting card and send it to a friend or family member. In doing so, students will practice life skills such as signing their name and addressing an envelope.

- Talk with students about the practice of sending greeting cards. Explain that greeting cards are a way to let other people know you are thinking about them and wishing them well. Emphasize the importance of being a sender as well as a receiver.
- Display the provided greeting cards and have students sort them by holiday. Then have each student choose the card he or she would like to send. Cards are provided for Hanukkah, Kwanzaa and Christmas. A generic card is also provided. This card can be used to send greetings for other holidays such as Las Posadas or New Year's Eve.
- Model signing your name on the inside of a card. Then have students sign their names. Some students may use picture/word cards, name stamps or other adapted means to put a signature in place.
- Model addressing an envelope. Then have students address their envelopes. Some students may write or type the address. Others may affix a prepared label to the envelope.
- If possible, provide students with stamps and have them mail their holiday cards.
- E-cards can also be discussed as an option for sending a greeting card online.

Extension: Arrange for a visit to the local post office and have students mail their cards in person. When visiting the post office, talk with students about the various procedures for mailing cards, letters and packages. For example, discuss the local versus out-of-town mailboxes and have students practice buying postage from the clerk.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will write routinely for a range of discipline-specific tasks, purposes and audiences. (posters and invitations)	• Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences. (posters and invitations)	• Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences. (posters and invitations)

Resources and Materials	Additional Resources
Greeting cards	Additional supporting pictures may be downloaded from **SymbolStix Online**, which is available free to all Unique subscribers by clicking on the SymbolStix button at: n2y.com http://www.greetingcard.org/AbouttheIndustry/History/tabid/72/Default.aspx

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets

Standards for Speaking and Listening

- ***Presentation and Knowledge of Ideas:*** Present information in an organized manner appropriate to a task, audience or situation. Integrate media to enhance a presentation. Adapt communication using formal or informal language to effectively communicate in a variety of contexts and tasks.

Standards for Writing

- ***Range of Writing:*** Participate routinely in supported writing activities for varied purposes.

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Related Content: Holiday Concert

Songs are traditionally a part of most holidays. Different holidays have different songs. During Christmas, people may sing carols such as "Jingle Bells," "Deck the Halls" or "We Wish You a Merry Christmas." During Hanukkah, children like to play with a dreidel and sing "The Dreidel Song." In this lesson, students will work together to host a concert featuring songs from different holidays.

- Discuss with students holiday songs they know. Ask, "What songs do you sing during the holidays? What is your favorite holiday song?"
- Explain that different cultures and religions have different songs that they sing at holiday times. As a class, select songs to perform during a holiday concert. Several symbol-supported holiday songs are provided in the **n2y Library**. As a class, students may choose known songs or new songs to learn.
- Have students print and complete the holiday concert poster within this lesson. Some students may write the information. Other students may use picture/word cards to fill in the information.
- Once posters are complete, students may post them throughout the school. Students may also personally invite family or friends. Students may complete the smaller version of the poster template and use it as an invitation, delivering it to invited guests.
- Establish time to practice songs and prepare for the class holiday concert.

Extension: Have students make different holiday snacks to share with guests at the holiday concert.

Standards Connection

- Design this lesson as a research activity. Use the Standards Connection form to guide the process.

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will communicate by using formal or informal language specific to the task or topic. • Students will write routinely for a range of discipline-specific tasks, purposes and audiences. (posters and invitations)	• Students will communicate messages in multi-word sentences specific to the unit topic. • Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences. (posters and invitations)	• Students will communicate by using supported modes of expression. • Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences. (posters and invitations)

Resources and Materials	Additional Resources
Holiday concert poster Concert invitations Picture/word cards and word: *auditorium, gymnasium, cafeteria, music room, classroom*	Additional supporting pictures may be downloaded from **SymbolStix Online**, which is available free to all Unique subscribers by clicking on the SymbolStix button at: n2y.com

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Standards for Scientific Inquiry • Identify questions to guide scientific investigations. Conduct simple scientific investigations. Use tools to gather data and information. Analyze and interpret data. Communicate and support findings.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Science Experiment: Crystal Snowflakes

Scientific inquiry "refers to the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world." (*National Science Education Standards)* This lesson follows the step of a scientific inquiry process to engage students in developing a hypothesis, conducting an experiment and arriving at a conclusion.

In many places, it snows during the winter holiday season. In this science experiment, students will grow snowflakes in a jar. Discuss the steps for the simplified scientific method that students will use. The text-to-speech feature can be used to read directions aloud to students.

1. Ask a question.
2. Make a guess.
3. Do an experiment.
4. Organize data.
5. Find the conclusion.

After several snowflakes have formed in the jars, compare and contrast the snowflakes though observation and discussion.

You will need	Directions
• white pipe cleaner (different colored pipe cleaners may be used instead of food coloring below) • scissors • wide mouth jar (such as a pint jar) • string • pencil • boiling water (to fill jar) • 3 T borax* per 1 C water • blue food coloring * Borax can be found in the laundry detergent section of most stores or online. Adult supervision is needed during this experiment. Do not consume borax.	1. Cut pipe cleaner into three equal sections. 2. Twist the sections together in the middle to form a six-sided snowflake. The snowflake should fit in the jar. 3. Tie the string on one side of the snowflake. Tie the other end to a pencil. 4. Fill the wide mouth jar with boiling water. 5. Add borax to the water. Stir until borax is dissolved. 6. Add several drops of blue food coloring. 7. Set the pencil on top of the jar so the snowflake is hanging in the water. The snowflake should not touch the bottom of the jar. 8. Allow jar to sit overnight. 9. Remove the snowflake to examine the crystals! This process produces one snowflake. Create several snowflakes so students may compare and contrast.

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will follow steps of a scientific process related to grades 9–12 science topics.	• Students will follow steps of a scientific process with support related to grades 9–12 science topics.	• Students will actively participate in a scientific process related to grades 9–12 science topics.

Resources and Materials	Additional Resources
Science experiment Science experiment cards	This activity calls for Borax, which can be found at: http://www.amazon.com/Boraz-Laundry-Booster-76-Box/dp/B000R4LONQ or other online stores.

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets
Social Studies Standards for Geography • Use globes, maps and Internet resources to locate various places and to gain information about those places.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan
Related Content: Holiday Traditions Around the World In this unit, students explore various winter holidays. They learn about shared traditions, as well as those that are unique to each holiday. In this lesson, students explore the diversity of holiday customs and traditions by learning about holidays from around the world. • Using the Leveled Books and Easy Read Books, have students recall the holiday traditions and customs they have learned about in this unit. Talk with students about how customs often vary from family to family. For example, some students may open gifts on Christmas Eve, while others may open them on Christmas Day; and some students may serve their latkes with applesauce, while others may serve them with sour cream. Emphasize the diversity of people and how it contributes to the way a holiday is celebrated. • Discuss how traditions and customs often vary from country to county, too. Then work together as a class to create a bulletin board display of holiday traditions from around the world. Begin by displaying and reading aloud a Holiday Fact card. The text-to-speech feature is available to read information aloud to students as well. For each card, complete the following steps. **Geography:** Locate the country on a world map. **Diversity:** Compare and contrast the custom with the customs of other countries and holidays. **Cultural Sharing:** Note traditions that originate in other countries that are currently practiced in the United States. • After each card is discussed, invite a volunteer to add it to the bulletin board. **Extension:** Encourage students to create and post additional fact cards. Supporting pictures for creating additional fact cards may be downloaded from **SymbolStix Online,** which is available free to all Unique subscribers at: n2y.com

Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations and information within the United States, North America and the world.	• Students will use a map to locate specific places, including cities, states, and land and water forms.	• Students will select a picture or symbol to represent a location or information on a map.

Resources and Materials	Additional Resources
Holiday Fact cards	Additional supporting pictures may be downloaded from **SymbolStix Online**, which is available free to all Unique subscribers by clicking on the SymbolStix button at: n2y.com

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets

Standards for Writing

- ***Range of Writing:*** Participate routinely in supported writing activities, using conventional formats.

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

Journal Writing: Monthly Topics

In this lesson, students will be asked to write journal entries. The purposes of journal writing are these:

- To write personal thoughts.
- To write memories of people and events.
- To improve writing skills.

Each month, there will be four writing prompts. The first writing prompt will be a class journal writing activity. The other prompts will be either supported or independent writing activities. Journal entries may be dated and kept in a binder to follow growth. Students may use words or pictures to fill in a template or they may write independently. Journal entries may be shared orally. Choose the most appropriate writing template on the basis of each student's skills and needs. Template C is blank, allowing students to use the most appropriate format to fill in the template with their own thoughts. This template may also be used if a student needs a scribe. Students are encouraged to fill in their own punctuation. Template B is text with one picture before a sentence. Students use picture cards, word cards or write a word to complete a sentence. Punctuation is deliberately omitted in the sentences so that students must provide it. Template A is symbol-supported. Students are encouraged to read and decide on a picture to complete a sentence. This lesson provides some pictures and words that will support those students who need help in completing the sentences. Students may also be allowed to illustrate the journal entry or attach a photo to it to help explain their experiences. An illustration page is available with this lesson. This page may not be appropriate for every journal entry.

Monthly Journal Topics

Entry 1 Whole Group Entry

- This journal entry can be completed on chart paper, whiteboard or large writing paper. Begin by modeling for students how to write the date. Continue by writing about the day's events. Encourage students to suggest events to record in the entry.

Entry 2 My Celebration

- In this unit, students learn about four different winter holidays. In this journal entry, students will write about which holiday(s) they celebrate, as well as how they celebrate.

Entry 3 The Gift

- In this unit, students learn that gifts are often given during the holidays. In this journal entry, students will write about a gift they will give to someone special. Before students write, talk with them about gift giving, emphasizing the importance of giving as well as receiving. Also, discuss how gifts can be bought or made.

Entry 4 Describing the Holidays

- There are many ways to describe the holidays. We can describe what we see, hear, smell taste and feel. In this journal entry, students will describe their holiday experiences.

Writing Conference

- After each journal entry, discuss with students what they have written. Have each student read his or her entry to you. Remind students to use correct capitalization and punctuation.

Standards Connection

- Use the chart from this document to review and revise for conventions.

Interactivity: This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks

Level 3	*Level 2*	*Level 1*
• Students will write routinely for a range of discipline-specific tasks, purposes and audiences.	• Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.	• Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.

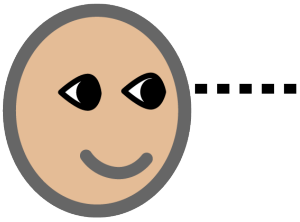
Resources and Materials	Additional Resources
Writing templates: Template C: starter sentence with writing lines Template B: one picture before sentence, no period at end of sentence Template A: pictures and symbols on sentence, period at end of sentence Fill-in picture/word cards and fill-in word cards Illustration page Standards Connection Lesson 30	Additional supporting pictures may be downloaded from **SymbolStix Online**, which is available free to all Unique subscriber by clicking on the SymbolStix button at: n2y.com

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014

Instructional Targets	
	Standards for Writing • ***Production and Distribution of Writing:*** With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document. **Standards for Language** • ***Conventions of Standard English:*** Apply conventions of grammar when speaking or writing. Apply correct capitalization, punctuation and spelling in sentences.

Differentiated Tasks		
Level 3	*Level 3*	*Level 3*
• Students will plan, edit and revise writing to strengthen written sentences. • Students will demonstrate conventions of grammar in spoken and written sentence forms. • Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling.	• With support, students will use pictures and text to plan, edit and revise a written sentence idea. • Students will create simple sentence forms in a grammatically correct order when speaking or writing. • Students will identify beginning capital letters and ending punctuation in a written sentence. • Students will spell familiar words with letter-sound matches.	• Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea. • With picture supports, students will combine two or more words during a shared writing or speaking activity. • Students will locate capital letters and ending punctuation in a sentence.

A **shared checklist** is a way to review and revise writing. In the writing conference, guide students to review a written text and revise it as needed.



☐ Do I have a **capital letter**
- at the beginning of the sentence?
- for names of people and places?

☐ Do I have punctuation at the end of the sentence?
- **period**
- **question mark**
- **exclamation point**

☐ Does my sentence make sense when I say it out loud?

☐ Are there any spelling words to check?

© Copyright 2008-2014 Unique Learning System, LLC
All Rights Reserved, Holiday 2014