



**History of the United States**

This Social Studies unit focuses on a basic history of the United States of America from 1492 to the present, concentrating on the major conflicts and outcomes our nation has faced. Our country was forced to evaluate conflicts and decide whether our involvement in these conflicts was worthwhile. The unit lessons identify the causes and results of major events and conflicts our country has faced. Real-world applications reinforce evaluating conflicts, deciding upon personal involvement in difficult situations, resolving conflict situations and understanding how current national events affect society and individuals.

Lesson	Activities	Description
1	Leveled Book	<i>Conflict and Compromise</i>
2	• Read and Answer	Lesson 1 Comprehension
3	Chapter 1 • Read and Answer	<b>Founding of the United States of America (1492-1787)</b> Comprehension Questions
4	Life Skills Application 1	Reacting to Anger
5	Chapter 2 • Read and Answer	<b>The New Country (1788-1854)</b> Comprehension Questions
6	Life Skills Application 2	Choices and Consequences
7	Chapter 3 • Read and Answer	<b>American Civil War (1855-1870)</b> Comprehension Questions
8	Life Skills Application 3	Compromises
9	Chapter 4 • Read and Answer	<b>A Changing Nation (1871-1924)</b> Comprehension Questions
10	Life Skills Application 4	Web of Similarities
11	Chapter 5 • Read and Answer	<b>A World Power (1925-1946)</b> Comprehension Questions
12	Life Skills Application 5	Be an Upstanding Person
13	Chapter 6 • Read and Answer	<b>Still Going Strong (1947-Present)</b> Comprehension Questions
14	Life Skills Application 6	Hot Topics
15	Vocabulary Quiz Game	Famous Events of the United States
16	Edit It	Conflicts and Compromises in History
17	Real-World Writing	Personal History
18	Topic Paragraph	Newsletter and Activity Report
19	Math Story Problems	Military Surplus
20	Measure It!	Depression Cake
21	Read This Chart	American Occupations
22	Money	Packing Up Some Care for Our Soldiers
23	Schedules and Times	Monthly Activities
24	Geometry	A Soldier's Backpack
25	Algebra	Support Our Troops
26	Related Content	Trading Cards
27	Related Content	Oral Report
28	Science Experiment	Rising Bread
29	History Timeline	Major Events in United States History
30	Journal Writing	Monthly Topics

Standards Connection High School Content

Instructional Targets		
 <p><b>Social Studies Standards for History</b></p> <ul style="list-style-type: none"> <li>Identify the cause or result of a historical event or period of time.</li> <li>Consider a conflict situation and reasons for staying out of it or getting involved (e.g., World War II, nuclear arms).</li> <li>Evaluate current national issues and their advantages or challenges to this country.</li> </ul>		
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>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.</li> <li>Students will recognize examples of conflict situations and strategies to resolve disagreements through compromises (Content connection to World Wars I and II, Vietnam, Cold War).</li> <li>Students will study current national issues and the implications that these may have, now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify the causes and effects of a historical event.</li> <li>Students will identify a compromise from an example of a conflict situation.</li> <li>Students will identify and describe a state or national current event.</li> </ul>	<ul style="list-style-type: none"> <li>Students will select pictures to sequence a series of events in history.</li> <li>Students will make a choice that shows a compromise.</li> <li>Students will share information on a current event or activity.</li> </ul>



**Major Conflicts of the United States**

This unit focuses on the history of the United States. Students will learn about conflicts, decisions about joining those conflicts and the results of those decisions through historical events in the United States. In Lesson 1, students will learn about a conflict and compromise situation directly related to a teenager in today's society. The Leveled Book in this lesson explains how to make a compromise in order to please both sides of an argument. Discuss disagreements and issues students may currently be facing.



**History of the United States**

In our Chapter Book, students will continue to explore conflict situations and compromises through the history of our nation. A brief examination of the wars the United States fought in, illustrates conflict situations and shows the United States choosing to take part in these situations. The wars included are the Revolutionary War, the War of 1812, the Civil War, World War I, World War II, the Cold War, the Korean War, the Vietnam War and the war on terror. As you read about each war, discuss the reasons for each war and emphasize their outcomes.



**Dealing With Conflict in Our Lives**

The Life Skills lessons in this unit continue the exploration of anger, conflicts, causes and consequences as well as compromises. These lessons address transition skills that students will need for life experiences. These lessons require students to understand appropriate and inappropriate behaviors surrounding conflict, as well as choosing whether or not to be a part of the conflict.



**Current Events**

Students will formulate their own opinion while learning about current national issues. This life-long learning skill requires students to not only give an opinion, but also back up their opinion with support, thereby creating a true, argumentative point.

The **n2y Library** has several books that may extend the understanding of historical events of the United States and conflict management.

- Abraham Lincoln* (Level F/G) describes the life of President Lincoln.
- American Old West* (Level E) presents life in the West in the late 1800s.
- Black History Month* (Level E) provides an overview of slavery in America, African-Americans' influence on the United States, the civil rights movement and famous African-Americans.
- But I Want To!* (Level E) presents conflict and compromise situations.
- Franklin D. Roosevelt* (Level F/G) describes the life of President Roosevelt.
- History of the White House* (Level H/I) looks at the White House and its history.
- George Washington* (Level F/G) describes the life of President Washington.
- Stories from World War I* (Level H/I) presents stories of both soldiers and citizens experiencing World War I.
- War Memorials* (Level F/G) looks at the war memorials around the United States.



Instructional Targets
<p><b>Reading Standards for Literature</b></p> <ul style="list-style-type: none"> <li><b>Range and Level of Text Complexity:</b> Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Leveled Book: <i>Conflict and Compromise</i></b></p> <p>Lesson 1 provides a simple book in three 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 three leveled formats: Level D, Level C and Level aa (captioned). Read the highest level aloud to all students. Then select the level appropriate for each student for guided and independent reading.</p> <p>The content of the Leveled Book, <i>Conflict and Compromise</i>, deals with conflict and compromise to please opposing sides. When they have finished the book, students should be able to describe how creating a compromise can end a conflict.</p> <ul style="list-style-type: none"> <li>Introduce the story by talking about a time students found themselves in the middle of a conflict or a situation which called for change. Ask, "Were you ever in a situation where you had to choose sides? How did that situation end?"</li> <li>On the first reading, do a picture walk. Note pictures of the expressions on the characters' faces as they experience the emotions associated with conflict. Emphasize that sometimes people are on different sides of a rule or a belief. This causes conflicts. Discuss how conflicts make people angry. Ask, "What are some conflicts you have been in with other people? How did you feel about the conflict?"</li> <li>Read the story aloud to model fluency. After reading the story, ask questions about how Jamie worked with the principal to compromise.</li> <li>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.</li> <li>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.</li> <li>Support student reading using text to speech and the communication board.</li> <li>Follow up reading with discussion on how compromises can help us daily. Ask, "What are some ways in which we compromise every day?"</li> </ul> <p>Word-recognition cards for this lesson support high-frequency words within the unit reading materials.</p> <p>List 1: <i>again, but, from, other, their, would</i>                      List 2: <i>call, end, into, men, over, year</i>                      List 3: <i>become, between, even, gave, its, money</i></p> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Additional ideas for word study instruction are provided in the <b>ULS Instructional Guides: Word Study</b>. For some students, the "learning to read" process continues in the higher grades. Word wall activities are included in this guide.</p> <p><b>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.</b></p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

Resources and Materials	Additional Resources
Leveled Book: <i>Conflict and Compromise</i> Communication board Standards Connection Lesson 1	Additional ideas for word study instruction are provided in the <b>ULS Instructional Guides: Word Study</b> .

Instructional Targets		
	<b>Reading Standards for Literature</b> <ul style="list-style-type: none"> <li>• <i>Integration of Knowledge and Ideas:</i> Compare and contrast various ways to read, listen and view stories and drama. Identify personal preferences.</li> </ul>	
	<b>Reading Standards for Speaking and Listening</b> <ul style="list-style-type: none"> <li>• <i>Comprehension and Collaboration:</i> 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.</li> </ul>	
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will describe similarities and differences between reading a story and experiencing a multimedia version of that story.</li> <li>• Students will share information and opinions, ask and answer questions and make comments during a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify similarities and differences between features of reading a story and experiencing a multimedia version of that story.</li> <li>• Students will use picture supports to share information and opinions, ask and answer questions and make comments during group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will participate in conversational exchanges using communication technology and picture supports.</li> </ul>

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?

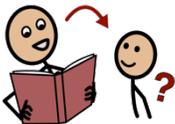


Who is the **illustrator** of this story?

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?

**again**

**but**

**from**

**other**

**their**

**would**

**call**

**end**

**into**

**men**

**over**

**year**

**become**

**between**

**even**

**gave**

**its**

**money**

Instructional Targets
<p><b>Reading Standards for Literature</b></p> <ul style="list-style-type: none"> <li><b>Key Ideas and Details:</b> Answer questions and use support from text to explain the main ideas, details and inferences of a story.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Read and Answer: <i>Conflict and Compromise</i></b></p> <p>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 <i>who</i>, <i>what</i> and <i>where</i> 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.</p> <p>After reading <i>Conflict and Compromise</i>, 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.</p> <p>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.</p> <p style="text-align: center;"><b>change    compromise    happy    uniforms    rule</b></p> <ol style="list-style-type: none"> <li>Jamie and his friends wear _____ to school. (<b>uniforms</b>)</li> <li>The students want to change this _____. (<b>rule</b>)</li> <li>The principal says the rule cannot _____. (<b>change</b>)</li> <li>The students and the principal make a _____. (<b>compromise</b>)</li> <li>This deal makes both sides _____. (<b>happy</b>)</li> </ol> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student.</li> </ul> <p><b>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.</b></p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will independently read questions about a story and write, speak or select an answer.</li> </ul>	<ul style="list-style-type: none"> <li>Students will point to or select a picture from a choice of three in response to a question about a story.</li> </ul>	<ul style="list-style-type: none"> <li>Students will respond to a question by choosing a single option or errorless picture.</li> </ul>

Resources and Materials	Additional Resources
<p>Comprehension questions                      Fill-in cards                      Standards Connection Lesson 2</p>	

Instructional Targets		
	<b>Reading Standards for Literature</b> <ul style="list-style-type: none"> <li>• <i>Key Ideas and Details:</i> Summarize the main theme of a text and support it by citing details and a sequence of events.</li> </ul>	
	<b>Standards for Speaking and Listening</b> <ul style="list-style-type: none"> <li>• <i>Presentation of Knowledge and Ideas:</i> Present information in an organized manner appropriate to a task, an audience or a situation.</li> </ul>	
<b>Standards for Language</b> <ul style="list-style-type: none"> <li>• <i>Knowledge of Language:</i> Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.</li> </ul>		
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will summarize a story, including the main idea, events and key details.</li> <li>• Students will communicate on a topic specific to the purpose and audience.</li> <li>• Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use picture supports to retell key details and events from a story.</li> <li>• Students will communicate on a topic specific to the purpose and audience, using picture supports.</li> <li>• Students will use conventions of language to generate a simple sentence when speaking or writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board).</li> <li>• Students will communicate basic information on a topic or experience using communication technology and picture supports.</li> <li>• Students will use language to share an idea with others.</li> </ul>

**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.

**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.
- **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**

**Chapter 1: Founding of the United States of America (1492-1787)**

The title of the Chapter Book is *History of the United States*. The first chapter, Founding of the United States of America (1492-1787), details the arrival of the first settlers from Europe through the American Revolutionary War. Students will also learn about the causes of the Revolutionary War.

- Chapter books present a “reading to learn” experience. Therefore, students may read independently, in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.
- After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.
- Suggested Reading Levels for this chapter include Levels J/K, presented in a text format, and F/G, presented in both text and symbol-supported formats.

**Read and Answer**

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.

- Select the level of comprehension questions appropriate for each student. Comprehension questions are also in three formats. 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 comprehension and vocabulary through discussions.



**Standards Connection**

- These standards connection lessons are designed to build summarizing skills and are applicable to all chapters. Using the first standards connection form, determine whether this book is a work of fiction or nonfiction. Select the additional standards connection lesson based on whether the chapter is a fictional format that has a story line or an informational text that includes facts and historical events.

The first two sets of comprehension questions are derived from the lower levels of text. An advanced level of mixed questions is provided in text-only format.

Pre- and post-assessments are available through Monthly Checkpoints.



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

**Differentiated Tasks**

<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<ul style="list-style-type: none"> <li>• Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will independently read questions about a story and write, speak or select an answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will point to or select a picture from a choice of three in response to a question about a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.</li> <li>• Students will respond to a question by choosing a single option or errorless picture.</li> </ul>

**Resources and Materials** **Additional Resources**

Chapter 1: Founding of the United States of America (1492-1787) Communication board Comprehension questions (fill-in and multiple-choice) Advanced questions Fill-in cards Standards Connection Lessons 3, 5, 7, 9, 11, 13	
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Lesson 3, Chapter 1: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">ruled    fight    country    new    land</p> <ol style="list-style-type: none"> <li>Christopher Columbus sailed to a ____ land. (<b>new</b>)</li> <li>France and Great Britain fought over _____. (<b>land</b>)</li> <li>The king of Great Britain ____ the colonies. (<b>ruled</b>)</li> <li>The king sent soldiers to _____. (<b>fight</b>)</li> <li>The colonies became a new _____. (<b>country</b>)</li> </ol>	<ol style="list-style-type: none"> <li>What is this chapter about? (food, beginning of the <b>United States</b>, hobbies)</li> <li>What were Great Britain and France fighting over? (rainbows skunks, <b>land</b>)</li> <li>Who ruled the colonies? (<b>king of Great Britain</b>, cats, Sun)</li> <li>Who won the Revolutionary War? (Great Britain, <b>colonists</b>, dinosaurs)</li> <li>What is important to know about this chapter?           <ul style="list-style-type: none"> <li>The colonists liked the king.</li> <li>Christopher Columbus liked to sail.</li> <li><b>The colonies became the United States of America.</b></li> </ul> </li> </ol>
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <ol style="list-style-type: none"> <li>_____ sailed to a new land and called it the New World. (<b>Christopher Columbus</b>)</li> <li>Most of the people who moved to the New World were from _____. (<b>Great Britain, Europe</b>)</li> <li>The settlers built _____ colonies along the Atlantic Ocean. (<b>thirteen</b>)</li> <li>The British king made the colonists pay an extra charge called _____. (<b>tax</b>)</li> <li>The Declaration of Independence said that the colonies were their own _____. (<b>country</b>)</li> </ol>	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> <li>What war was fought between the colonists and Great Britain? (French War, Roman War, <b>Revolutionary War</b>)</li> <li>Who wrote the Declaration of Independence? (George Washington, <b>Thomas Jefferson</b>, Christopher Columbus)</li> <li>Who led the colonists in the Revolutionary War? (<b>George Washington</b>, Thomas Jefferson, Christopher Columbus)</li> <li>Why were the colonists mad at the king?           <ul style="list-style-type: none"> <li><b>The king made them pay taxes.</b></li> <li><b>The king did not let them vote on the taxes.</b></li> <li>The king didn't let them build big houses.</li> </ul> </li> <li>What did winning the war mean for the colonies?           <ul style="list-style-type: none"> <li>The colonies were still ruled by the king of Great Britain.</li> <li>The colonists liked to fight.</li> <li><b>The colonies became a new country.</b></li> </ul> </li> </ol>

Instructional Targets		
 <p>Reading Standards for Literature and Informational Text</p> <ul style="list-style-type: none"> <li>• <i>Integration of Knowledge and Ideas:</i> Compare and contrast different genres; identify personal preferences.</li> <li>• <i>Craft and Structure:</i> Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the purpose of a text.</li> </ul>		
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will describe a series of events as these develop through chapters of a book or scenes of a play.</li> <li>• Students will experience different literature genres having various themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will locate a chapter of a book or scene of a play.</li> <li>• Students will identify two stories or books of the same genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify a picture representing an event from a chapter or scene.</li> <li>• Students will select a book or story of personal preference.</li> </ul>

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



What is the title of this chapter?

Use the table of contents to find the first page of the chapter.

What do you think this chapter will be about?

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This is a Chapter Book. What kind of Chapter 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.

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What is the chapter topic?

Biography



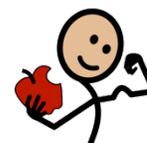
History



Science



Health



Compare this book to the Chapter Book from last month.

Standards Connection Lessons 3, 5, 7, 9, 11, 13

Instructional Targets		
	<b>Reading Standards for Informational Text</b> <ul style="list-style-type: none"> <li>• <i>Key Ideas and Details</i>: Summarize the central idea and specific supporting details of a text.</li> </ul>	
	<b>Standards for Speaking and Listening</b> <ul style="list-style-type: none"> <li>• <i>Presentation of Knowledge and Ideas</i>: Present information in an organized manner appropriate to a task, an audience or a situation.</li> </ul>	
<b>Standards for Language</b> <ul style="list-style-type: none"> <li>• <i>Knowledge of Language</i>: Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.</li> </ul>		
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will summarize a story, including the main idea and events.</li> <li>• Students will communicate on a topic specific to the purpose and audience.</li> <li>• Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use picture supports to retell key details and events from a story.</li> <li>• Students will communicate on a topic specific to the purpose and audience, using picture supports.</li> <li>• Students will use conventions of language to generate a simple sentence when speaking or writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).</li> <li>• Students will communicate basic information on a topic or experience using communication technology and picture supports.</li> <li>• Students will use language to share an idea with others.</li> </ul>

**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.**

**Instructional Targets**

**Standards for Language**

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing. **Personal Life**

- **Social Skills:** Demonstrate appropriate use of interpersonal communication skills in work, community and daily living situations.

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

**Classroom Activities/Lesson Plan**

**Life Skills Application 1: Reacting to Anger**

Introduce this activity after students have read Chapter 1. Conflicts and wars are often caused by anger between two people or two groups. Many times before the Revolutionary War, the colonists attempted to talk to Great Britain and explain their feelings. Great Britain did not always listen. The colonists got mad, Great Britain got mad, and the Revolutionary War began. This activity acknowledges the acceptable human emotion of anger, and supplies safe acceptable reactions to anger.

- Discuss the idea of taxation without representation and how the colonists felt. Ask students, "How do you think the colonists felt when the British king made them pay extra? How would you feel if you had to pay extra money for something?"
- Discuss how we sometimes get angry when little things happen to annoy or frighten us. Remind students that anger is an acceptable feeling to experience. It is our reaction to that anger that may not always be acceptable. Ask students, "What makes you angry? What do you do when you get angry?"
- Discuss the different ways to react when anger occurs. Use the "Positive Ways to Release Anger" poster as a visual guide.
- Then, have students complete the "I Get Angry When..." activity. In this activity, students are presented with various anger-inducing scenarios. Have the students read the scenarios and check the ones that apply to themselves. They should then choose an appropriate reaction to the scenarios.



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

**Differentiated Tasks**

<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<ul style="list-style-type: none"> <li>• Students will use unit topic words in conversation.</li> <li>• Students will recognize and demonstrate appropriate social responses for various situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will point to pictures of key vocabulary from unit topics as part of a discussion.</li> <li>• Students will demonstrate appropriate social responses with direct cueing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will make a selection to indicate a picture of key vocabulary within a unit topic.</li> <li>• Students will demonstrate nonverbal behaviors that show appropriate social connections in various situations.</li> </ul>

<b>Resources and Materials</b>	<b>Additional Resources</b>
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Positive Ways to Release Anger poster  
 I Get Angry When... activity  
 Fill-in picture/word cards

Instructional Targets
<p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Range and Level of Text Complexity:</b> Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.</li> <li>• <b>Key Ideas and Details:</b> Answer questions and use support from text to explain the main ideas, details and inferences of a story.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Chapter 2: The New Country (1788-1854)</b></p> <p>The title of the Chapter Book is <i>History of the United States</i>. The second chapter, <i>The New Country (1788-1854)</i>, gives a brief description of the new government. Students also learn about the Louisiana Purchase, the country's expansion to the west, and the War of 1812.</p> <ul style="list-style-type: none"> <li>• Chapter books present a "reading to learn" experience. Therefore, students may read independently, in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.</li> <li>• After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.</li> <li>• Suggested Reading Levels for this chapter include Levels J/K, presented in a text format, and F/G, presented in both text and symbol-supported formats.</li> </ul> <p><b>Read and Answer</b></p> <p>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 <i>who</i>, <i>what</i> and <i>where</i> 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.</p> <ul style="list-style-type: none"> <li>• Select the level of comprehension questions appropriate for each student. Comprehension questions are also in three formats. 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.</li> <li>• Build comprehension and vocabulary through discussions.</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• These standards connection lessons are designed to build summarizing skills and are applicable to all chapters. Using the first standards connection form, determine whether this book is a work of fiction or nonfiction. Select the additional standards connection lesson based on whether the chapter is a fictional format that has a story line or an informational text that includes facts and historical events.</li> </ul> <p>The first two sets of comprehension questions are derived from the lower levels of text. An advanced level of mixed questions is provided in text-only format.</p> <p>Pre- and post-assessments are available through Monthly Checkpoints.</p> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will independently read questions about a story and write, speak or select an answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will point to or select a picture from a choice of three in response to a question about a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.</li> <li>• Students will respond to a question by choosing a single option or errorless picture.</li> </ul>

Resources and Materials	Additional Resources
<p>Chapter 2: The New Country (1788-1854)                      Communication board                      Comprehension questions (fill-in and multiple-choice)                      Advanced questions                      Fill-in cards                      Standards Connection Lessons 3, 5, 7, 9, 11, 13</p>	

Lesson 5, Chapter 2: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">Mexico    Louisiana Purchase    War of 1812            Washington, D.C.    United States of America</p> <p>1. The new country was called the _____.  <b>(United States of America)</b></p> <p>2. _____ was chosen as the capital of the U.S. <b>(Washington, D.C.)</b></p> <p>3. The president bought more land called the _____.  <b>(Louisiana Purchase)</b></p> <p>4. The _____ was between the U.S. and Great Britain. <b>(War of 1812)</b></p> <p>5. The U.S. fought with _____ to win land. <b>(Mexico)</b></p>	<p>1. What is this chapter about? <b>(new country, new book, new song)</b></p> <p>2. What was chosen as the capital of the United States?  <b>(lake, bird, Washington, D.C.)</b></p> <p>3. What was the war between the U.S. and Great Britain called?  <b>(War of 1812, tree war, war of the clouds)</b></p> <p>4. Who did the U.S. fight to win land to the Pacific Ocean?  <b>(animals, cowboys, Mexico)</b></p> <p>5. What is important to know about this chapter?</p> <ul style="list-style-type: none"> <li>• The U.S. liked trees and clouds.</li> <li>• <b>The U.S. was getting bigger.</b></li> <li>• The U.S. got smaller.</li> </ul>
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <p>1. The name for the new country was the _____.  <b>(United States of America)</b></p> <p>2. Each state had _____ to help make the laws. <b>(leaders)</b></p> <p>3. _____ was the first president of the United States of America.  <b>(George Washington)</b></p> <p>4. Washington, D.C. was chosen as the new country's _____.  <b>(capital)</b></p> <p>5. President Thomas Jefferson bought land from France called the _____.  <b>(Louisiana Purchase)</b></p>	<p>These questions may have more than one correct answer.</p> <p>6. Who explored the new land bought in the Louisiana Purchase?  <b>(Founding Fathers, George and Thomas, Lewis and Clark)</b></p> <p>7. Who were pushed off their land?  <b>(Native Americans, cowboys, Americans)</b></p> <p>8. What were created and added to the original 13 colonies?  <b>(food, states, songs)</b></p> <p>9. What happened in the War of 1812?</p> <ul style="list-style-type: none"> <li>• <b>The United States fought with Great Britain.</b></li> <li>• <b>Washington, D.C. was burned down.</b></li> <li>• <b>The United States won.</b></li> </ul> <p>10. How did the U.S. come to own land to the Pacific Ocean?</p> <ul style="list-style-type: none"> <li>• It was no one's land so the U.S. just took it.</li> <li>• <b>The U.S. fought with Mexico to own more land.</b></li> <li>• Mexico gave the land to the U.S. as a gift.</li> </ul>

Instructional Targets
<p><b>Standards for Language</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Acquisition and Use:</b> Use words acquired through academic and domain-specific sources when speaking and writing.</li> </ul> <p><b>Personal Life</b></p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> Effectively ask and respond to questions within community, daily living and vocational activities.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Life Skills Application 2: Choices and Consequences</b></p> <p>Introduce this activity after students have read Chapter 2. People are faced with choices every day. The colonists knew that standing up to Great Britain would cause a conflict, but they chose to do it anyway. The result, or consequence, of that choice was the Revolutionary War. Every time a choice is made, there is a consequence that comes with it.</p> <ul style="list-style-type: none"> <li>• Define the word consequence as a result of an action. Discuss how the connotation of the word consequence normally leads us to believe it is a bad thing, but truly a consequence can be good or bad.</li> <li>• Discuss the idea of choices and consequences with students. Ask students about times they were given choices, and the consequences that came with them. Remind students that consequences are not always bad things.</li> <li>• Have students complete the “Choices and Consequences” activity by identifying the choices as either positive or negative. They should then come up with an appropriate consequence for each choice.</li> <li>• Extend this lesson by focusing on positive consequences. Allow students to make up some new positive consequences for positive choices they make throughout the day.</li> </ul> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will use unit topic words in conversation.</li> <li>• Students will share information and opinions, ask and answer questions and make comments during a discussion or conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will point to pictures of key vocabulary from unit topics as part of a discussion.</li> <li>• Students will share information, ask and answer questions and make comments using picture supports during a discussions or conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will make a selection to indicate a picture of key vocabulary within a unit topic.</li> <li>• Students will participate in conversational exchanges using communication technology and picture supports.</li> </ul>

Resources and Materials	Additional Resources
<p>Choices and Consequences activity                      Fill-in picture/word cards</p>	

Instructional Targets
<p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Range and Level of Text Complexity:</b> Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.</li> <li>• <b>Key Ideas and Details:</b> Answer questions and use support from text to explain the main ideas, details and inferences of a story.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Chapter 3: American Civil War (1855-1870)</b></p> <p>The title of the Chapter Book is <i>History of the United States</i>. The third chapter, American Civil War (1855-1870), explains the reasons for the Civil War. Students learn about the treatment of slaves, the Underground Railroad, freeing the slaves, and the Civil War.</p> <ul style="list-style-type: none"> <li>• Chapter books present a “reading to learn” experience. Therefore, students may read independently, in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.</li> <li>• After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.</li> <li>• Suggested Reading Levels for this chapter include Levels J/K, presented in a text format, and F/G, presented in both text and symbol-supported formats.</li> </ul> <p><b>Read and Answer</b></p> <p>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 <i>who</i>, <i>what</i> and <i>where</i> 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.</p> <ul style="list-style-type: none"> <li>• Select the level of comprehension questions appropriate for each student. Comprehension questions are also in three formats. 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.</li> <li>• Build comprehension and vocabulary through discussions.</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• These standards connection lessons are designed to build summarizing skills and are applicable to all chapters. Using the first standards connection form, determine whether this book is a work of fiction or nonfiction. Select the additional standards connection lesson based on whether the chapter is a fictional format that has a story line or an informational text that includes facts and historical events.</li> </ul> <p>The first two sets of comprehension questions are derived from the lower levels of text. An advanced level of mixed questions is provided in text-only format.</p> <p>Pre- and post-assessments are available through Monthly Checkpoints.</p> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will independently read questions about a story and write, speak or select an answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will point to or select a picture from a choice of three in response to a question about a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.</li> <li>• Students will respond to a question by choosing a single option or errorless picture.</li> </ul>

Resources and Materials	Additional Resources
Chapter 3: American Civil War (1855-1870) Communication board Comprehension questions (fill-in and multiple-choice) Advanced questions Fill-in cards Standards Connection Lessons 3, 5, 7, 9, 11, 13	

Lesson 7, Chapter 3: Answer Key	
Fill-In	Multiple-Choice
<p><b>North Slaves Underground Railroad free South</b></p> <ol style="list-style-type: none"> <li>The Civil War was fought between the North and _____. (<b>South</b>)</li> <li>_____ were not free people. (<b>Slaves</b>)</li> <li>The _____ was a secret passage to the northern states. (<b>Underground Railroad</b>)</li> <li>The _____ won the Civil War. (<b>North</b>)</li> <li>The Civil War helped _____ the slaves. (<b>free</b>)</li> </ol>	<ol style="list-style-type: none"> <li>What is this chapter about? (summer, <b>Civil War</b>, school)</li> <li>Who were not free people in the United States? (<b>slaves</b>, president, dogs)</li> <li>What did some slaves use to get to the northern states? (cars, airplanes, <b>Underground Railroad</b>)</li> <li>Who won the Civil War? (elephants, <b>North</b>, flowers)</li> <li>What is important to know about this chapter?           <ul style="list-style-type: none"> <li>• <b>The Civil War helped to free the slaves.</b></li> <li>• The United States became two countries.</li> <li>• The United States has good food.</li> </ul> </li> </ol>
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <ol style="list-style-type: none"> <li>Settlers brought slaves from _____ to the United States. (<b>Africa</b>)</li> <li>Slaves worked on large farms called _____. (<b>plantations</b>)</li> <li>Slaves were not free and had no _____. (<b>rights</b>)</li> <li>People in the _____ did not want slavery. (<b>North</b>)</li> <li>People in the _____ wanted to keep slaves. (<b>South</b>)</li> </ol>	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> <li>What did some slaves use to get to freedom? (cars, boats, <b>Underground Railroad</b>)</li> <li>What did the southern states call their country? (<b>Confederacy</b>, Tommy, Southtown)</li> <li>What is a war between citizens of the same country? (revolution war, <b>civil war</b>, world war)</li> <li>What did President Lincoln's Gettysburg Address say?           <ul style="list-style-type: none"> <li>• The South should leave the United States of America.</li> <li>• <b>All people are created equal.</b></li> <li>• <b>We are one country.</b></li> </ul> </li> <li>What happened to slaves as a result of the Civil War?           <ul style="list-style-type: none"> <li>• <b>They were free.</b></li> <li>• <b>They could vote.</b></li> <li>• They ate ice cream.</li> </ul> </li> </ol>

Instructional Targets
<p><b>Standards for Language</b></p> <ul style="list-style-type: none"> <li><b>Vocabulary Acquisition and Use:</b> Use words acquired through academic and domain-specific sources when speaking and writing.</li> </ul> <p><b>Personal Life:</b></p> <ul style="list-style-type: none"> <li><b>Problem Solving:</b> Create a solution to a problem based on a problem solving process.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Life Skills Application 3: Compromises</b></p> <p>Introduce this activity after students have read Chapter 3. Many times, even during war, two sides must reach a compromise. A compromise is a deal made where both sides get a little of what they want. A compromise ends with both sides happy. Although the Civil War did not end with a compromise, both sides eventually were pleased with the end result. Whether you know it or not, you compromise every day. You might compromise on TV shows, food, activities or chores. A compromise is the best way to end a conflict.</p> <ul style="list-style-type: none"> <li>Define compromise. Ask students, "What is a compromise? Why do people make compromises?"</li> <li>Discuss the steps to making a compromise. Use the "Let's Compromise" poster to aid in discussion and as a tool for students to review.</li> <li>Steps to compromise:             <ol style="list-style-type: none"> <li><b>Calm Down.</b> Nothing good will happen if you are so angry that all you can do is yell. Take a few minutes to let the anger pass.</li> <li><b>State why you are upset.</b> Use an "I message" to tell what is bothering you. An "I message" allows the person to take responsibility for their feelings and does not place blame on the other person. (I am feeling ____ because ____).</li> <li><b>Listen to the other side.</b> Listen to what is bothering the other person. Put yourself in their shoes to understand how they feel.</li> <li><b>Take responsibility.</b> Think about the situation and take responsibility for your actions.</li> <li><b>Think of a compromise.</b> Brainstorm a solution that makes both people happy. Find a way to compromise.</li> </ol> </li> <li>Compromise Scenario cards are provided in two leveled formats. Choose the most appropriate format on the basis of each student's skills and needs.</li> <li>Have students role play various scenarios in which compromise is needed. Remind students to use all five steps on the "Let's Compromise" poster. Students should go through all the steps and then decide on the best compromise.</li> <li>Allow students to role play, if desired, and discuss compromise options.</li> <li>To end the lesson, discuss why compromises are necessary. Ask students, "What would happen if people never compromised? When was a time you had to compromise?"</li> </ul> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will use unit topic words in conversation.</li> <li>Students will recognize and apply a problem solving process that results in a solution to a life situation.</li> </ul>	<ul style="list-style-type: none"> <li>Students will point to pictures of key vocabulary from unit topics as part of a discussion.</li> <li>Students will identify and select appropriate solutions to a life situation problem.</li> </ul>	<ul style="list-style-type: none"> <li>Students will make a selection to indicate a picture of key vocabulary within a unit topic.</li> <li>Students will select an option within a daily living situation or scenario.</li> </ul>

Resources and Materials	Additional Resources
<p>Let's Compromise poster                      Compromise Scenario cards                      Template C: text only                      Template B: one picture before sentence                      Fill-in picture/word cards</p>	

Instructional Targets
<p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Range and Level of Text Complexity:</b> Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.</li> <li>• <b>Key Ideas and Details:</b> Answer questions and use support from text to explain the main ideas, details and inferences of a story.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Chapter 4: A Changing Nation (1871-1924)</b></p> <p>The title of the Chapter Book is <i>History of the United States</i>. The fourth chapter, A Changing Nation (1871-1924), explains cultural and social growth of the United States leading up to and including World War I. Students will learn about Jim Crow laws, immigration, labor unions, women's voting rights, and World War I.</p> <ul style="list-style-type: none"> <li>• Chapter books present a "reading to learn" experience. Therefore, students may read independently, in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.</li> <li>• After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.</li> <li>• Suggested Reading Levels for this chapter include Levels J/K, presented in a text format, and F/G, presented in both text and symbol-supported formats.</li> </ul> <p><b>Read and Answer</b></p> <p>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 <i>who</i>, <i>what</i> and <i>where</i> 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.</p> <ul style="list-style-type: none"> <li>• Select the level of comprehension questions appropriate for each student. Comprehension questions are also in three formats. 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.</li> <li>• Build comprehension and vocabulary through discussions.</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• These standards connection lessons are designed to build summarizing skills and are applicable to all chapters. Using the first standards connection form, determine whether this book is a work of fiction or nonfiction. Select the additional standards connection lesson based on whether the chapter is a fictional format that has a story line or an informational text that includes facts and historical events.</li> </ul> <p>The first two sets of comprehension questions are derived from the lower levels of text. An advanced level of mixed questions is provided in text-only format.</p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will independently read questions about a story and write, speak or select an answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will point to or select a picture from a choice of three in response to a question about a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.</li> <li>• Students will respond to a question by choosing a single option or errorless picture.</li> </ul>

Resources and Materials	Additional Resources
<p>Chapter 4: A Changing Nation (1871-1924)                      Communication board                      Comprehension questions (fill-in and multiple-choice)                      Advanced questions                      Fill-in cards                      Standards Connection Lessons 3, 5, 7, 9, 11, 13</p>	

Lesson 9, Chapter 4: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;"><b>Immigrants    Germany    fairly    changes    vote</b></p> <p>1. After the Civil War, the U.S. went through many _____. (<b>changes</b>)</p> <p>2. _____ from other countries came to the U.S. to get jobs. (<b>Immigrants</b>)</p> <p>3. The Jim Crow laws did not treat African-Americans _____. (<b>fairly</b>)</p> <p>4. In World War I, the United States fought against _____. (<b>Germany</b>)</p> <p>5. In 1920, women gained the right to _____. (<b>vote</b>)</p>	<p>1. What is this chapter about? (changes in weather, changes in seasons, <b>changes in the United States</b>)</p> <p>2. Who comes to the U.S. looking for jobs? (flowers, <b>immigrants</b>, soldiers)</p> <p>3. Who did the United States fight in World War I? (Mexico, Texas, <b>Germany</b>)</p> <p>4. What could women do in 1920? (<b>vote</b>, fly, disappear)</p> <p>5. What is important to know about this chapter?</p> <ul style="list-style-type: none"> <li>• The United States liked dogs.</li> <li>• Americans played games all day.</li> <li>• <b>The United States was changing and growing.</b></li> </ul>
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <p>1. African-Americans were still not treated _____. (<b>fairly</b>)</p> <p>2. The Jim Crow laws said African-Americans should be _____ (<b>separated</b>)</p> <p>3. _____ came to the United States looking for jobs. (<b>Immigrants</b>)</p> <p>4. Workers organized into labor groups called _____. (<b>unions</b>)</p> <p>5. In 1914, _____ was trying to take over countries in Europe. (<b>Germany</b>)</p>	<p>These questions may have more than one correct answer.</p> <p>6. What war did the United States join in 1917? (Civil War, <b>World War I</b>, there was no war)</p> <p>7. Where did World War I take place? (<b>Europe</b>, United States, Mexico)</p> <p>8. Who lost World War I? (Europe, United States, <b>Germany</b>)</p> <p>9. What did women win the right to do in 1920?</p> <ul style="list-style-type: none"> <li>• They won the right to eat.</li> <li>• <b>They won the right to vote.</b></li> <li>• They won the right to fight.</li> </ul> <p>10. What is the main idea of this chapter?</p> <ul style="list-style-type: none"> <li>• The United States liked to fight in wars.</li> <li>• The United States didn't care about people in Europe.</li> <li>• <b>The United States went through many changes.</b></li> </ul>

Instructional Targets
<p><b>Standards for Language</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Acquisition and Use:</b> Use words acquired through academic and domain-specific sources when speaking and writing.</li> </ul> <p><b>Personal Life</b></p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> Effectively ask and respond to questions within community, daily living and vocational activities.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
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**Life Skills Application 4: Web of Similarities**

Introduce this activity after students have read Chapter 4. People do not always see each other as equals. In the early 1900s, many people were not being treated fairly in the United States. African-Americans, women and immigrants were looked down upon. This was called discrimination. Discrimination is caused when people treat others unfairly. Many times, discrimination happens because people only see differences. But if we push aside differences, we can find similarities between ourselves and the people around us. Recognizing similarities is a way to combat prejudice against people who appear different. This activity focuses on recognizing and responding to similarities and differences in the people around us.

- Discuss how prejudice played a large part in the American Civil War. Ask students, "Why did Americans treat slaves differently? What other groups of people were not treated as equals? Are there still groups of people who are not treated fairly today?"
- Use the "We Both" cards to discuss ways that some students are the same, both in physical characteristics as well as preferences. Read one of the cards and have students determine if the statement applies to them. The text-to-speech feature can be used to read the cards to students aloud.
- Allow students time to become aware of others in the classroom who share physical characteristics or preferences with them.
- Add additional "We both" cards pertinent to the class.

**Make the Connection Game**

This game requires pencils and a ball of yarn.

- Give each student a pencil and have them sit in a circle. Select one student to hold the ball of yarn and wrap the loose end of yarn around their pencil.
- Present that student with a "We Both" card that pertains to him/her. Have the student read the sentence, then toss the ball of yarn to another student who shares that characteristic.
- The student that catches the ball of yarn will wrap the yarn around their pencil. Present that student with a "We Both" card. After reading the card, have the student toss the ball of yarn to a peer who shares that characteristic.
- This activity continues until the yarn has weaved a web connecting all the students.
- Students may be selected more than one time, but all students should be connected at least once.
- At the end of the activity, discuss with students how their similarities connect them in some way, no matter how different they may be to someone else.
- Extend the lesson by allowing student to make their own "We Both" cards and hand them out to people with whom they share similarities.

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will use unit topic words in conversation.</li> <li>• Students will share information and opinions, ask and answer questions and make comments during a discussion or conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will point to pictures of key vocabulary from unit topics as part of a discussion.</li> <li>• Students will share information, ask and answer questions and make comments using picture supports during a discussions or conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will make a selection to indicate a picture of key vocabulary within a unit topic.</li> <li>• Students will participate in conversational exchanges using communication technology and picture supports.</li> </ul>

Resources and Materials	Additional Resources
<p>We Both cards</p>	

Instructional Targets
<p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Range and Level of Text Complexity:</b> Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.</li> <li>• <b>Key Ideas and Details:</b> Answer questions and use support from text to explain the main ideas, details and inferences of a story.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Chapter 5: A World Power (1925-1946)</b></p> <p>The title of the Chapter Book is <i>History of the United States</i>. The fifth chapter, A World Power (1925-1946), details the era of the Great Depression and World War II. Students will learn about the Great Depression the effects it had on the American people. They will also learn about the New Deal and the efforts to end the Great Depression, and World War II.</p> <ul style="list-style-type: none"> <li>• Chapter books present a “reading to learn” experience. Therefore, students may read independently, in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.</li> <li>• After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.</li> <li>• Suggested Reading Levels for this chapter include Levels J/K, presented in a text format, and F/G, presented in both text and symbol-supported formats.</li> </ul> <p><b>Read and Answer</b></p> <p>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 <i>who</i>, <i>what</i> and <i>where</i> 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.</p> <ul style="list-style-type: none"> <li>• Select the level of comprehension questions appropriate for each student. Comprehension questions are also in three formats. 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.</li> <li>• Build comprehension and vocabulary through discussions.</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• These standards connection lessons are designed to build summarizing skills and are applicable to all chapters. Using the first standards connection form, determine whether this book is a work of fiction or nonfiction. Select the additional standards connection lesson based on whether the chapter is a fictional format that has a story line or an informational text that includes facts and historical events.</li> </ul> <p>The first two sets of comprehension questions are derived from the lower levels of text. An advanced level of mixed questions is provided in text-only format.</p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will independently read questions about a story and write, speak or select an answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will point to or select a picture from a choice of three in response to a question about a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.</li> <li>• Students will respond to a question by choosing a single option or errorless picture.</li> </ul>

Resources and Materials	Additional Resources
Chapter 5: A World Power (1925-1946) Communication board Comprehension questions (fill-in and multiple-choice) Advanced questions Fill-in cards Standards Connection Lessons 3, 5, 7, 9, 11, 13	

Lesson 11, Chapter 5: Answer Key	
Fill-In	Multiple-Choice
<p><b>jobs    World War II    money    powerful    Germany</b></p> <p>1. People didn't have _____ for food during the Great Depression. (<b>money</b>)</p> <p>2. The New Deal made _____ for people to work. (<b>jobs</b>)</p> <p>3. Adolph Hitler was from _____ and started World War II. (<b>Germany</b>)</p> <p>4. The United States joined a team to help win _____. (<b>World War II</b>)</p> <p>5. By the end of World War II, the U.S. was a _____ country. (<b>powerful</b>)</p>	<p>1. What is this chapter about?  <b>(World War II and Great Depression, Japan and Germany, balloons and clowns)</b></p> <p>2. What was there not enough of during the Great Depression?  <b>(ice cream, dogs, money)</b></p> <p>3. Which country started World War II?  <b>(United States, Germany, China)</b></p> <p>4. What ended in 1945? (<b>World War II, sports, race</b>)</p> <p>5. What is important to know about this chapter?</p> <ul style="list-style-type: none"> <li>• <b>The United States helped win World War II.</b></li> <li>• The United States helped Germany.</li> <li>• The United States didn't want to help anyone.</li> </ul>
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <p>1. During the _____, it was hard to find a job. (<b>Great Depression</b>)</p> <p>2. The _____ was a plan to help the United States. (<b>New Deal</b>)</p> <p>3. This plan gave people _____ so they could make money again. (<b>jobs</b>)</p> <p>4. In 1939, _____ started in Europe and Asia. (<b>World War II</b>)</p> <p>5. This war was started by a man from _____. (<b>Germany</b>)</p>	<p>These questions may have more than one correct answer.</p> <p>6. What countries were called the Axis powers?  <b>(Germany, Italy, Japan)</b></p> <p>7. Who won World War II? (<b>Allies, Axis powers, Mexicans</b>)</p> <p>8. Where did Japan attack American soldiers?  <b>(Hawaii, Washington, D.C., North Pole)</b></p> <p>9. What happened after World War II?</p> <ul style="list-style-type: none"> <li>• <b>The Great Depression ended.</b></li> <li>• The first roller coaster was invented.</li> <li>• The first hamburger was made.</li> </ul> <p>10. What happened to the U.S. by the end of World War II?</p> <ul style="list-style-type: none"> <li>• The U.S. lost its power.</li> <li>• <b>The U.S. became very powerful.</b></li> <li>• The U.S. became poor.</li> </ul>

Instructional Targets
<p><b>Standards for Language</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Acquisition and Use:</b> Use words acquired through academic and domain-specific sources when speaking and writing.</li> </ul> <p><b>Personal Life</b></p> <ul style="list-style-type: none"> <li>• <b>Self-Advocacy:</b> Identify rights and responsibilities of citizens, including opportunities for civic participation.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Life Skills Application 5: Be an Upstanding Person</b></p> <p>Introduce this activity after students have read Chapter 5. When World War II began, the United States chose to step back and stay out of the fight. Many people felt the United States was being a bystander. A bystander is someone who watches what is happening and offers no help. The United States eventually entered World War II. They fought alongside many countries which made them a respected and upstanding nation. This activity illustrates the ineffectiveness of being a bystander, and how to become an upstanding person.</p> <ul style="list-style-type: none"> <li>• Discuss why the United States did not immediately join the Allied troops in fighting World War II. Ask students, "Why did the United States choose to stay out of World War II at first? How do you think people from other countries that were fighting in the war feel about the United States not doing anything?"</li> <li>• Explain the term bystander. Say, "A bystander is someone who does not take part in what is happening. A bystander sits back and watches. A bystander does not try to stop bad things from happening."</li> <li>• Ask students, "Why are some people bystanders? Have you ever been a bystander? Have you ever seen bystanders?"</li> <li>• Explain to students the definition of upstanding: to be honest or respected. Use the "Be an Upstanding Person" poster as an aid to explain how to be an upstanding person rather than a bystander.</li> <li>• Have students complete the "Upstanding Person vs. Bystander" activity. Students will read scenarios and decide whether the scenario depicts actions of an upstanding person or a bystander.</li> <li>• Extend this activity by choosing some of the scenarios and discussing ways in which the bystanders could have acted. Also discuss why some people may be wary of standing up for what is right.</li> </ul> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will use unit topic words in conversation.</li> <li>• Students will identify and respond to personal rights and responsibilities in daily living, community and vocational situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will point to pictures of key vocabulary from unit topics as part of a discussion.</li> <li>• Students will identify basic personal rights and responsibilities in a variety of situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will make a selection to indicate a picture of key vocabulary within a unit topic.</li> <li>• Students will contribute to personal decisions.</li> </ul>

Resources and Materials	Additional Resources
<p>Be an Upstanding Person poster                      Upstanding Person vs. Bystander activity</p>	

Instructional Targets
<p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Range and Level of Text Complexity:</b> Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.</li> <li>• <b>Key Ideas and Details:</b> Answer questions and use support from text to explain the main ideas, details and inferences of a story.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Chapter 6: Still Going Strong (1947-Present)</b></p> <p>The title of the Chapter Book is <i>History of the United States</i>. The sixth chapter, Still Going Strong (1947-Present), explains the Cold War through the war on terror. Students will learn of the Cold War, Korean War, Vietnam War, and the 2001 terrorist attacks on America.</p> <ul style="list-style-type: none"> <li>• Chapter books present a “reading to learn” experience. Therefore, students may read independently, in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.</li> <li>• After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.</li> <li>• Suggested Reading Levels for this chapter include Levels J/K, presented in a text format, and F/G, presented in both text and symbol-supported formats.</li> </ul> <p><b>Read and Answer</b></p> <p>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 <i>who</i>, <i>what</i> and <i>where</i> 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.</p> <ul style="list-style-type: none"> <li>• Select the level of comprehension questions appropriate for each student. Comprehension questions are also in three formats. 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.</li> <li>• Build comprehension and vocabulary through discussions.</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• These standards connection lessons are designed to build summarizing skills and are applicable to all chapters. Using the first standards connection form, determine whether this book is a work of fiction or nonfiction. Select the additional standards connection lesson based on whether the chapter is a fictional format that has a story line or an informational text that includes facts and historical events.</li> </ul> <p>The first two sets of comprehension questions are derived from the lower levels of text. An advanced level of mixed questions is provided in text-only format.</p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will independently read questions about a story and write, speak or select an answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.</li> <li>• Students will point to or select a picture from a choice of three in response to a question about a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.</li> <li>• Students will respond to a question by choosing a single option or errorless picture.</li> </ul>

Resources and Materials	Additional Resources
<p>Chapter 6: Still Going Strong (1947-Present)                      Communication board                      Comprehension questions (fill-in and multiple-choice)                      Advanced questions                      Fill-in cards                      Standards Connection Lessons 3, 5, 7, 9, 11, 13</p>	

Lesson 13, Chapter 6: Answer Key	
Fill-In	Multiple-Choice
<p>freedom    terrorists    strong    equal    Cold War</p> <p>1. The United States is a ____ country. (<b>strong</b>)</p> <p>2. The ____ was between the U.S. and the Soviet Union. (<b>Cold War</b>)</p> <p>3. New laws gave African-Americans ____ rights. (<b>equal</b>)</p> <p>4. In 2001, ____ attacked the United States. (<b>terrorists</b>)</p> <p>5. The United States promises ____ to all its people. (<b>freedom</b>)</p>	<p>1. What is this chapter about? (<b>United States</b>, trains, temperature)</p> <p>2. What war did the U.S. and the Soviet Union fight? (happy war, <b>Cold War</b>, city war)</p> <p>3. Who is a person who uses violence to scare people? (teacher, doctor, <b>terrorist</b>)</p> <p>4. What does the United States promise its people? (music, sports, <b>freedom</b>)</p> <p>5. What is important to know about this chapter?</p> <ul style="list-style-type: none"> <li>• <b>The United States is strong.</b></li> <li>• The United States is weak.</li> <li>• The United States promises chocolate to all.</li> </ul>
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <p>1. The U.S. and Soviet Union fought in the _____. (<b>Cold War</b>)</p> <p>2. In a cold war, countries do not use _____ and weapons. (<b>soldiers</b>)</p> <p>3. In 1965, the United States fought in the _____. (<b>Vietnam War</b>)</p> <p>4. In 2001, _____ attacked New York City and Washington, D.C. (<b>terrorists</b>)</p> <p>5. The attacks on the United States _____ the people of America. (<b>strengthened</b>)</p>	<p>These questions may have more than one correct answer.</p> <p>6. Who led the terrorists in the attacks on the United States? (George Washington, <b>Osama bin Laden</b>, Franklin Roosevelt)</p> <p>7. Which war began after the terrorists attacked the United States? (Vietnam War, Korean War, <b>war on terror</b>)</p> <p>8. Where was the war on terror fought? (<b>Middle East</b>, United States, Great Britain)</p> <p>9. When did the war on terror end?</p> <ul style="list-style-type: none"> <li>• 2001</li> <li>• <b>2013</b></li> <li>• 2025</li> </ul> <p>10. What is important to know about the United States of America?</p> <ul style="list-style-type: none"> <li>• <b>The United States is a strong and powerful country.</b></li> <li>• The United States has seen good and bad times.</li> <li>• The United States promises freedom to all its people.</li> </ul>

Instructional Targets
<p><b>Standards for Language</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Acquisition and Use:</b> Use words acquired through academic and domain-specific sources when speaking and writing.</li> </ul> <p><b>Personal Life</b></p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> Participate in conversations related to current events in the community and beyond.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Life Skills Application 6: Hot Topics</b></p> <p>Introduce this activity after students have read Chapter 6. Many people did not want the United States to fight in the Vietnam War. This became a current issue at the time, and people chose sides. Today, we have many current issues that people have different opinions on. We feel more passionately about some issues because they affect us more, while other issues are not as important to us.</p> <ul style="list-style-type: none"> <li>• Explain to students how many people in the United States had strong opinions about fighting in wars.</li> <li>• Define the phrase "current issue" as a problem that affects a large amount of people or things in which people take opposing viewpoints.</li> <li>• Give an example such as testing medications on animals. Explain both sides of this issue to students.</li> <li>• Ask students, "What are some current issues that affect you?"</li> <li>• Use the "Hot Topics" poster to review some current issues that students might find relatable. Allow students to comment and formulate their own opinions on the issues.</li> <li>• Have students complete the "Hot Topics" survey. The survey presents current issues that may be relevant to their lives. Discuss the issues and have the students decide if they agree or disagree.</li> <li>• The "Hot Topics" opinion is presented in two formats. This activity allows the students to select an issue and decide if they agree or disagree, and provide a reason for their opinion. Choose the most appropriate format on the basis of each student's skills and needs.</li> <li>• To extend the lesson, have students research to find a fact to support their opinion.</li> </ul> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will use unit topic words in conversation.</li> <li>• Students will share information and opinions, ask and answer questions and make comments during a discussion or conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will point to pictures of key vocabulary from unit topics as part of a discussion.</li> <li>• Students will share information, ask and answer questions and make comments using picture supports during a discussion or conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will make a selection to indicate a picture of key vocabulary within a unit topic.</li> <li>• Students will participate in conversational exchanges using communication technology and picture supports.</li> </ul>

Resources and Materials	Additional Resources
<p>Hot Topics posters                      Hot Topics survey                      Hot Topics opinions:                          Template C: text only                          Template B: one symbol before sentence                      Fill-in picture/word cards</p>	

Instructional Targets
<p><b>Reading Standards for Literature</b></p> <ul style="list-style-type: none"> <li>• <b>Craft and Structure:</b> Use context clues and illustrations to determine meaning of words and phrases in a text, including figurative and connotative meanings.</li> </ul> <p><b>Standards for Language</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Acquisition and Use:</b> Use words acquired through academic and domain-specific sources when speaking and writing.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Vocabulary Quiz Game: Famous Events of the United States</b></p> <p>Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print. Vocabulary plays an important part in learning to read. Readers use the words they have heard to make sense of the words they see in print.</p> <p><b>Build Word Meaning</b></p> <ul style="list-style-type: none"> <li>• Select a word or a picture. Name it. Write it. Use the word or have students use the word in a sentence.</li> <li>• Present words or pictures on a chart or whiteboard. Describe each word for students to identify.</li> <li>• Select a word to describe by acting it out.</li> <li>• Identify words using the category wheel. Have students determine if the word is a person, a place, a thing, an action or a descriptor.</li> <li>• Assist students in finding the words in text materials from this unit. Have students describe what each word means on the basis of the text content.</li> <li>• Use definition cards to provide students with additional practice in word meaning of vocabulary from the unit topic.</li> </ul> <p>The content for this quiz game includes the categories of the Revolutionary War, the Civil War, the Great Depression and World War II, and the Cold War and the war on terror.</p> <ul style="list-style-type: none"> <li>• Create a quiz game board using the answers listed in the lesson (similar to the <i>Jeopardy</i>® game).</li> <li>• Cover each of the answers on the quiz board with a money amount.</li> <li>• When students select a space, they will answer in the form of a question (e.g., What is a tool a farmer uses to plow a field?)</li> <li>• One at a time, each student will take a turn and select a category and money amount card to respond to (no buzz-in for answering). If the question is answered correctly, that student gets the card with a money amount.</li> <li>• Continue until all cards are gone or a predetermined time period has ended.</li> <li>• Students will count and add the total amount on their money cards. The player with the highest total wins the game.</li> </ul> <p>The quiz cards may be enlarged for a large classroom board. The answer sheet may be used to support communication.</p> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• The standards connection activities build on skills that encourage students to use reference materials to extend word meaning from unit vocabulary.</li> </ul> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will determine literal and figurative meanings of a word as it is used in a text.</li> <li>• Students will match a unit topic word to a definition.</li> <li>• Students will use unit topic words in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will point to pictures or words to match words with same meanings in text.</li> <li>• Students will point to pictures of key vocabulary from unit topics as part of a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify a named picture related to the unit topic from a single option or errorless choice.</li> <li>• Students will make a selection to indicate a picture of key vocabulary within a unit topic.</li> </ul>

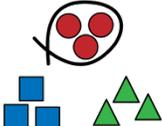
Resources and Materials	Additional Resources
Quiz game board and answer key Money amount cover cards Picture/word answer cards "What is" answer board Word definition cards Standards Connection Lesson 15	Additional ideas for vocabulary instruction are provided in the <b>ULS Instructional Guides: Vocabulary</b> .  Additional supporting pictures may be downloaded from <b>SymbolStix Online</b> , which is available free to all Unique subscriber by clicking on the SymbolStix button at: <a href="http://n2y.com">n2y.com</a>

Instructional Targets		
	<p>Standards for Language:</p> <ul style="list-style-type: none"> <li><b>Vocabulary Acquisition and Use:</b> Use context clues, word structures or reference materials to determine the meaning of unknown words.</li> </ul>	
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will match a unit topic word to a definition.</li> <li>Students will use reference materials, such as a glossary, or a dictionary, to determine the meaning of an unknown word.</li> <li>Students will identify the meaning of words with multiple meanings and recognize figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>Students will point to pictures or words to match a description within a text passage.</li> <li>Students will match words and pictures with similar meanings.</li> <li>Students will point to pictures of key vocabulary from unit topics as part of a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify a named picture related to the unit topic from a single option or errorless choice.</li> <li>Students will make a selection to indicate a picture of a word with a meaning similar to that of another word (errorless choice).</li> </ul>

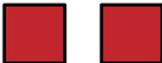
**Making Meaning with Words**

<p>What is the word?</p> 	<p>What is the definition?</p> 
<p>Add a picture.</p> 	<p>Write or tell a sentence.</p> 

Words in groups (For example, cars and trucks are both vehicles.)


 \_\_\_\_\_ and \_\_\_\_\_ are both \_\_\_\_\_.

Words about the same: (For example, truck and semi)


 \_\_\_\_\_ and \_\_\_\_\_ are about the same.

Refer to this site for an online dictionary and thesaurus: [www.wordcentral.com/home.html](http://www.wordcentral.com/home.html)

Instructional Targets
<p><b>Standards for Language</b></p> <ul style="list-style-type: none"> <li>• <i>Conventions of Standard English:</i> Apply conventions of grammar when speaking or writing. Apply correct capitalization, punctuation and spelling in sentences.</li> </ul> <p><b>Standards for Writing</b></p> <ul style="list-style-type: none"> <li>• <i>Production and Distribution of Writing:</i> With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Edit It: Conflicts and Compromises in History</b></p> <p>Editing is the process of examining a piece of writing to be sure that it conforms to the conventions and purposes of standard English grammar, usage and punctuation. In this lesson, students will learn the conventions of capitalization, punctuation and spelling in the context of unit topics. Students will also listen to the grammatical form of sentences in the examples. Some students may be able to locate and correct errors independently. Others will participate in this process by observing modeling done by the teacher. Talk through the process of editing as a learning strategy. Rules are written at the top of each document as the focus of the lesson instruction.</p> <p><b>Document 1: A Book Report</b></p> <ul style="list-style-type: none"> <li>• Read and discuss the rules at the top of the page. Read or have a student read the book report. Students will locate and revise words that require capitalization and periods needed to end a sentence.</li> </ul> <p><b>Document 2: Current Events</b></p> <ul style="list-style-type: none"> <li>• Read and discuss the rules at the top of the page. Read or have a student read the current events report. Students will locate and revise words that require capitalization and periods needed to end a sentence. Arrange the sentences in order.</li> </ul> <p><b>Document 3: A Letter</b></p> <ul style="list-style-type: none"> <li>• Read and discuss the rules at the top of the page. Read or have a student read the letter. Revisions for capitalization, periods and commas should be located. Additionally, misspelled words should be corrected.</li> </ul> <p><b>Document 4: A Report With Facts</b></p> <ul style="list-style-type: none"> <li>• Read and discuss the rules at the top of the page. Read or have a student read the facts report. Revisions for capitalization, punctuation (including periods, commas or question marks) and misspelled words should be located.</li> </ul> <p><b>Document 5: An Opinion</b></p> <ul style="list-style-type: none"> <li>• Read and discuss the rules at the top of the page. Read or have a student read the opinion report. Revisions for capitalization, punctuation (including periods, commas or question marks) and misspelled words should be located.</li> </ul> <p>These documents may also be used for whole-class instruction using a projector.</p> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• Extend this activity by having students create one of the listed documents. Follow the steps of the writing process to model writing, and have each student create a rough draft. Tell students to find and correct any punctuation, capitalization or spelling errors before they write a final draft.</li> </ul> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will demonstrate conventions of grammar in spoken and written sentence forms.</li> <li>• Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling.</li> <li>• Students will plan, edit and revise writing to strengthen written sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create simple sentence forms in a grammatically correct order when speaking or writing.</li> <li>• Students will identify beginning capital letters and ending punctuation in a written sentence.</li> <li>• Students will spell familiar words with letter-sound matches.</li> <li>• With support, students will use pictures and text to plan, edit and revise a written sentence idea.</li> </ul>	<ul style="list-style-type: none"> <li>• With picture supports, students will combine two or more words during a shared writing or speaking activity.</li> <li>• Students will locate capital letters and ending punctuation in a sentence.</li> <li>• Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea.</li> </ul>

Resources and Materials	Additional Resources
<p>Five documents for editing                      Standards Connection Lesson 16</p>	<p>Additional supporting pictures may be downloaded from <b>SymbolStix Online</b>, which is available free to all Unique subscriber by clicking on the SymbolStix button at: <a href="http://n2y.com">n2y.com</a></p> <p>Additional ideas for writing instruction are provided in the <b>ULS Instructional Guides: Writing</b>.</p>

Instructional Targets		
 <p><b>Standards for Writing</b></p> <ul style="list-style-type: none"> <li><i>Text Types and Purposes:</i> Generate paragraphs to analyze a topic, including supporting facts and evidence. <b>OR</b> Generate informative paragraphs, including a topic sentence, supporting facts or details and a concluding sentence. <b>OR</b> Generate narrative paragraphs, including a logical sequence of events, descriptive details and a reflective conclusion.</li> </ul>		
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will create one or more paragraphs, expressing an analysis of a topic or text with supporting reasons and clear evidence. <b>OR</b></li> <li>Students will create one or more paragraphs, including a topic sentence with supporting facts, details and a concluding sentence. <b>OR</b></li> <li>Students will create one or more paragraphs containing narrative elements, including a sequence of events and a reflective conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Students will select pictures with text to express an opinion with supporting reasons. <b>OR</b></li> <li>Students will select pictures with text to create a written document of factual sentences on a topic. <b>OR</b></li> <li>Students will select pictures with text to create a logical sequence of events that tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>Given errorless choices of pictures, students will make a selection of pictures to communicate an opinion. <b>OR</b></li> <li>Given errorless choices of pictures, students will make a selection to communicate facts on a given topic. <b>OR</b></li> <li>Given an errorless choice of pictures, students will make a selection to tell a story sequence.</li> </ul>

During **writing time**, students experience opportunities to see writing modeled, to explore the writing process and to be guided on ways to bring writing into a conventional form. Select one of the writing types in the lesson. Create a model and support students in writing their own story.

### Day 1 Modeling



Discuss the topic. Model and talk through the writing process: brainstorming words and ideas and drawing a picture to illustrate what the story is about, writing sentences on a whiteboard or poster paper, reviewing for revisions (capitals, periods, sentence order, spelling) and finally, sharing the written document by reading it aloud.

### Day 2 Brainstorming



Students will begin with the topic modeled for them on Day 1; however, students will generate their own ideas on the brainstorming prewriting chart. If necessary, add pictures for students. Some students may dictate words or ideas, and others will write ideas. When ideas have been added, students will draw a picture next to the topic to show what the story is about. Encourage students to write and draw, but support their work with picture choices as necessary. Some students may need to draw first to generate the vocabulary for this planning process.

### Day 3 Writing



Students will take the ideas from their prewriting chart and generate sentences or word combinations. Refer to the words from the word wall and encourage students to use these words in their writing. Support students in generating this written document through typical or adapted processes: using a keyboard for typing, dictating with support while viewing the writing of sentences, pointing to pictures, etc.

### Day 4 Reviewing and Revising



In a teacher conference setting, each student will review his or her document for capitalization at the beginning of sentences and names, for a period at the end of each sentence, for grammatical order of words in each sentence and for spelling. This one-on-one instructional time offers an individual level of support to each student's written work.

### Day 5 Sharing



Each student will have a turn to share his or her writing by reading aloud, by using a voice output device or by showing the document to classmates.

Instructional Targets
<p><b>Standards for Language</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge of Language:</b> Demonstrate conventions of language to effectively communicate when speaking or writing in varied contexts.</li> </ul> <p><b>Standards for Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension and Collaboration:</b> Identify information from multiple sources that contribute to making a decision.</li> </ul> <p><b>Standards for Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Range of Writing:</b> Participate routinely in supported writing activities, using conventional formats.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>

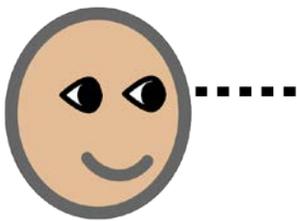
Classroom Activities/Lesson Plan
<p><b>Real-World Writing: Personal History</b></p> <p>When writing in real-world documents, it is often necessary to use resources to make a decision on what information is provided (e.g., what date and time on an invitation, what references to put on an application). In this activity, consider ways to enable students to seek information from a variety of resources that will contribute to this writing task.</p> <p>Many forms require individuals to give a “personal history” of themselves. A personal history includes name address, date of birth, city of birth, parents’ full names, telephone numbers, and email addresses.</p> <ul style="list-style-type: none"> <li>• In this lesson, students will complete their personal history by filling out a form with pertinent information.</li> <li>• Picture and text versions are provided.</li> <li>• Discuss the methods that students can use to fill out personal information: careful handwriting, copying from an ID card, dictating or using a communication device.</li> <li>• Follow up by creating various situations where this information is requested for students to practice and know all pertinent information. (Today, we are at the doctor’s office. Tomorrow, we are going to fill out a Passport application at the post office.)</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• Students must be especially accurate when writing notes, letters and invitations, filling out job applications or creating other real-world documents. Emphasize the importance of precise sentence structure and the correct use of capital letters, punctuation and spelling. Have students use the review guide to check and revise their work.</li> </ul> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.</li> <li>• Students will gain information from two or more sources to reach a personal decision.</li> <li>• Students will write routinely for a range of discipline-specific tasks, purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use conventions of language to generate a simple sentence when speaking or writing.</li> <li>• Students will gather and compare information from two sources.</li> <li>• Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use language to share an idea with others.</li> <li>• Students will make a choice when presented with two informational choices.</li> <li>• Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.</li> </ul>

Resources and Materials	Additional Resources
Personal History forms: Template C: text only Template B: one picture before sentence Standards Connection Lesson 17	Additional supporting pictures may be downloaded from <b>SymbolStix Online</b> , which is available free to all Unique subscriber by clicking on the SymbolStix button at: <a href="http://n2y.com">n2y.com</a>

Instructional Targets		
	<b>Standards for Writing</b> <ul style="list-style-type: none"><li>• <i>Production and Distribution of Writing:</i> With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document.</li></ul>	
	<b>Standards for Language</b> <ul style="list-style-type: none"><li>• <i>Conventions of Standard English:</i> Apply conventions of grammar when speaking or writing. Apply correct capitalization, punctuation and spelling in sentences.</li></ul>	
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"><li>• Students will plan, edit and revise writing to strengthen written sentences.</li><li>• Students will demonstrate conventions of grammar in spoken and written sentence forms.</li><li>• Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling.</li></ul>	<ul style="list-style-type: none"><li>• With support, students will use pictures and text to plan, edit and revise a written sentence idea.</li><li>• Students will create simple sentence forms in a grammatically-correct order when speaking or writing.</li><li>• Students will identify beginning capital letters and ending punctuation in a written sentence.</li><li>• Students will spell familiar words with letter-sound matches.</li></ul>	<ul style="list-style-type: none"><li>• Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea.</li><li>• Students will combine two or more words with picture support during a shared writing or speaking activity.</li><li>• Students will locate capital letters and ending punctuation in a sentence.</li></ul>

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?

Instructional Targets
<p><b>Standards for Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Text Types and Purposes:</b> Generate informative paragraphs, including a topic sentence, supporting facts, details and a concluding sentence.</li> </ul> <p><b>Standards for Language</b></p> <ul style="list-style-type: none"> <li>• <b>Conventions of Standard English:</b> Apply conventions of grammar when speaking or writing. Apply correct capitalization, punctuation and spelling in sentences.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Topic Paragraph: Newsletter and Activity Report</b></p> <p>The topic paragraph activity is a starting point for creating a class newsletter that will report to family and friends what the students have learned in this unit. Each student will contribute a single paragraph to the newsletter.</p> <ul style="list-style-type: none"> <li>• As a group, generate topics from the unit and put these on a web. Topics may include information gathered from chapter reading or learned by engaging in an activity that accompanied the chapters. When the web has been generated, each student will select a topic on which to focus his or her paragraph.</li> <li>• Assign the planning process and outline what is appropriate for each student. Planning processes and corresponding templates are available for three levels of ability. Only Template A includes interactive participation. The templates include these steps:                     <ol style="list-style-type: none"> <li>1. <b>Name of the Activity:</b> Create a title for the paragraph.</li> <li>2. <b>The Big Idea:</b> Choose one topic sentence.</li> <li>3. <b>Parts of the Activity:</b> Sequence the steps of the activity.</li> <li>4. <b>Reaction:</b> Say what you think about this activity.</li> <li>5. <b>Paragraph:</b> Put the sentences together.</li> </ol> </li> <li>• Students may complete this exercise by writing notes, using pictures or dictating. Many pictures from the unit lessons may be used in this activity.</li> <li>• Individualize the writing process. Writing, typing, copying, dictating or using pictures are acceptable formats that can be used for the topic paragraph. Use your own resources to develop this material in a newsletter format.</li> <li>• Have students share the newsletter at home and in school.</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• Have students review and revise their completed work. Use the guide in Lesson 17 for this purpose.</li> <li>• You may wish to extend this activity by assigning oral presentations or having students add multimedia components.</li> </ul> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will create one or more paragraphs, including a topic sentence with supporting facts, details and a concluding sentence.</li> <li>• Students will demonstrate conventions of grammar in spoken and written sentence forms.</li> <li>• Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will select pictures with text to create a written text containing relevant facts to support a stated topic.</li> <li>• Students will create simple sentence forms in a grammatically correct order when speaking or writing.</li> <li>• Students will identify beginning capital letters and ending punctuation in a written sentence.</li> <li>• Students will spell familiar words with letter-sound matches.</li> </ul>	<ul style="list-style-type: none"> <li>• Given errorless choices of pictures, students will make a selection to communicate facts on a given topic.</li> <li>• With picture supports, students will combine two or more words during a shared writing or speaking activity.</li> <li>• Students will locate capital letters and ending punctuation in a sentence.</li> </ul>

Resources and Materials	Additional Resources
Topic paragraph planner Template C: text only Template B: one picture before sentence Template A: one picture before sentence (interactive) Standards Connection Lesson 18	Additional supporting pictures may be downloaded from <b>SymbolStix Online</b> , which is available free to all Unique subscriber by clicking on the SymbolStix button at: <a href="http://n2y.com">n2y.com</a>

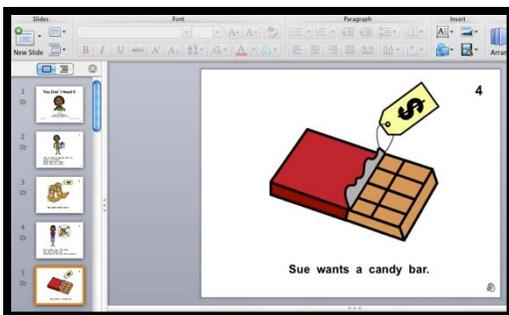
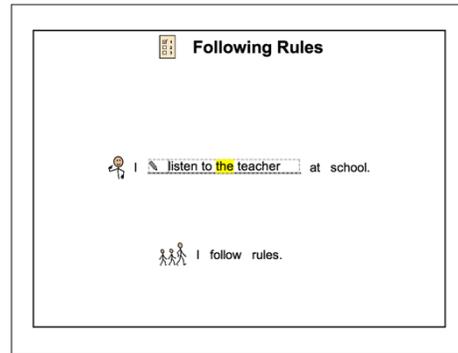
Instructional Targets		
	<p><b>Standards of Speaking and Listening</b></p> <ul style="list-style-type: none"> <li><b>Presentation of Knowledge and Ideas:</b> Present information in an organized manner appropriate to a task, audience or situation. Integrate media to enhance a presentation. Adapt communication using formal or informal language to effectively communicate in a variety of contexts and tasks.</li> </ul>	
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will communicate on a topic specific to the purpose and audience.</li> <li>Students will select and use multimedia components to enhance a presentation.</li> <li>Students will communicate using formal or informal language specific to the task/topic.</li> </ul>	<ul style="list-style-type: none"> <li>Students will communicate on a topic specific to the purpose and audience, using picture supports.</li> <li>With support, students will add multimedia components to a presentation.</li> <li>Students will effectively communicate in a variety of contexts and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Students will communicate basic information on a topic or experience, using communication technology and picture supports.</li> <li>Students will participate in creating multimedia components to support a presentation.</li> <li>Students will communicate by using supported modes of expression.</li> </ul>

Use the newsletter reports as a springboard for oral reports to the class. This activity will extend the writing process and build oral communication. Consider ways to make the presentation interactive by using multimedia tools.



Expand the topic by finding digital pictures. Many pictures are available on **SymbolStix® Online**. These pictures may also be used in other digital projects. Encourage students to insert pictures into a Storybook template (located on [SymbolStix® Online](http://SymbolStix.com)), a **Microsoft® Word** document, a **Microsoft PowerPoint®** slide show, or another format that allows for text entry. Generate sentences to go with these pictures. Students may combine all created pages to make a new book.

Can you make sentences talk? Have students use text boxes (indicated by the pencil icon) to enter words, phrases or sentences about a topic. Students can then listen to the generated text using the Unique Learning system's text-to-speech feature by clicking the "Speak" button at the top of the page. Encourage students to make edits and additions after listening to the generated text.



**Microsoft PowerPoint®** is a presentation tool that has multimedia features. Add pictures and text to a slide, animate the pictures or text and even add recorded speech messages to the slide. Combine all slides to make a class report. Want to make the PowerPoint presentation accessible for switch users? Simply utilize a switch interface and switch.

Instructional Targets
<p><b>Math Standards for Algebra</b></p> <ul style="list-style-type: none"> <li>• <b>Building Blocks to Algebra:</b> Understand and use +, - and = in problems. Solve addition and subtraction problems. Model and solve problems involving multiplication or division.</li> <li>• <b>Seeing Structure in Expressions–Interpret the structure of expressions:</b> Represent a real-world situation with a numeric expression.</li> <li>• <b>Seeing Structure in Expressions–Write expressions in equivalent forms to solve problems:</b> Solve multi-step problems that include a sequence of operations to reach a solution.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Math Story Problems: Military Surplus</b></p> <p>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. Interactive number journal supports and printable manipulative pictures allow teachers to create additional scenarios. The scenarios in this lesson have the students volunteering at a military surplus store. Military surplus stores provide soldiers with new or used items that they need when called to duty.</p> <ul style="list-style-type: none"> <li>• These scenarios may also provide early number recognition and counting.</li> <li>• 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.</li> <li>• Appropriate activities should be based on student 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 interactive number journal supports, printable manipulatives or teacher support. Although tracing lines are available, hand-over-hand assistance may be appropriate. For students using Level 1 activities, interactive number journal supports, 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.</li> </ul> <p>Scenario cards are provided to address these skills.</p> <ul style="list-style-type: none"> <li>• <b>Addition (with or without carrying)</b></li> <li>• <b>Subtraction (with or without borrowing)</b></li> <li>• <b>Multiplication</b></li> <li>• <b>Division</b></li> </ul> <p>Use of a calculator simplifies the process for some students.</p> <ul style="list-style-type: none"> <li>• Create additional scenarios for further practice.</li> <li>• Use Unique's math scenarios with other math methods, for example, Touch Math.</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• Teaching guides are provided to build foundational skills: How to use a calculator.</li> <li>• Number comparisons may be drawn from this lesson's problem scenarios to determine greater than (&gt;), less than (&lt;) and equal to (=).</li> </ul> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p>

 <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.	 <b>Number Journal:</b> Click icon within lesson to access the number journal.
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Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will calculate addition and subtraction problems in the context of a real-world scenario.</li> <li>• Students will read, write and solve a math sentence.</li> <li>• Students will use a combination of operations to solve multi-step problems in the context of a real-world scenario.</li> <li>• Students will model multiplication and division with objects and numbers showing equal groups in the context of a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will model addition and subtraction of two sets of objects in the context of a real-world scenario.</li> <li>• Students will select pictures and numbers to model a math sentence.</li> <li>• Students will use operations and models to solve a two-step problem in the context of a real-world scenario.</li> <li>• Students will count equal number of objects in selected groups or an array.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Students will select a number (errorless choice) within a math problem.</li> <li>• Students will select numbers and count within a two-step problem in the context of a real-world scenario.</li> <li>• Students will count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).</li> </ul>

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

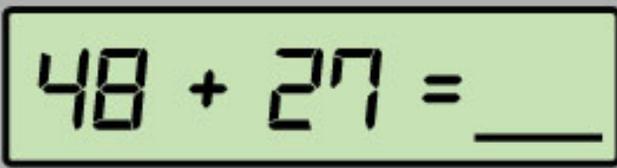
Instructional Targets		
	Math Standards for Algebra	
	<ul style="list-style-type: none"> <li>• <i>Building Blocks to Algebra</i>: Recognize and compare numbers showing the symbols <math>&gt;</math>, <math>&lt;</math> or <math>=</math>.</li> </ul>	
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will compare two numbers and use symbols to indicate <math>&gt;</math>, <math>&lt;</math> or <math>=</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will compare two groups of objects and determine which group is bigger, smaller or equal in amount.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will count objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).</li> </ul>

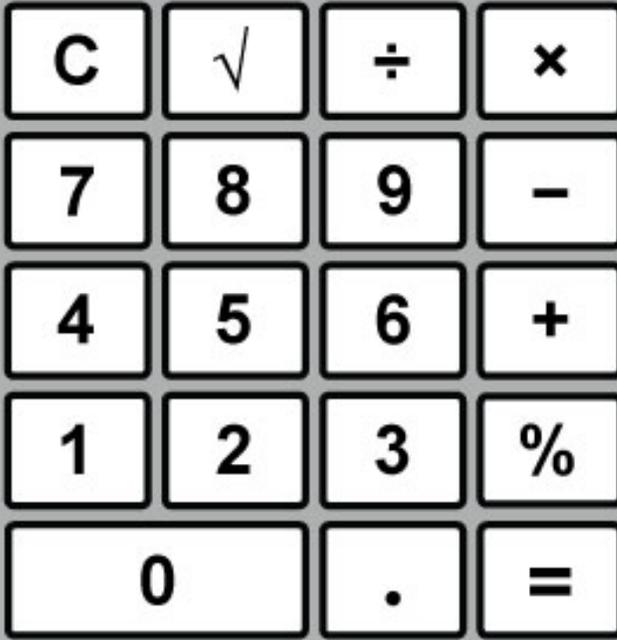
Comparing numbers is a skill with many applications in daily life. We compare a number of objects to determine whether we have enough for a required activity. We determine sets of objects that have more, less or equal amounts. However, this skill is often difficult for students. Using the scenario problems 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	

Instructional Targets		
	Math Standards for Algebra/Seeing Structure in Expressions	
	<ul style="list-style-type: none"> <li><i>Building Blocks to Algebra:</i> Understand and use +, - and = in problems. Solve addition and subtraction problems.</li> </ul>	
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will calculate addition and subtraction problems in the context of a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>Students will model addition and subtraction of two sets of objects in the context of a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>

Teaching How to Use a Calculator – Addition	Teaching How to Use a Calculator – Subtraction
<p><b>Step 1:</b> Look at the addition problem.</p> <div style="text-align: center;"> <math display="block">\begin{array}{r} 48 \\ + 27 \\ \hline \end{array}</math> </div> <p><b>Step 2:</b> What is the top number?</p> <div style="text-align: center;"> <math display="block">48</math> </div> <p><b>Step 3:</b> Push the numbers.</p> <p><b>Find the 4.</b> Push the 4. The 4 will show up on the screen. <b>Find the 8.</b> Push the 8. The 8 will show up on the screen.</p> <div style="text-align: center;"> <span style="border: 1px solid black; padding: 2px 10px;">4</span> <span style="border: 1px solid black; padding: 2px 10px;">8</span> </div> <p>Note: If you make a mistake, <b>push clear.</b> <span style="border: 1px solid black; padding: 2px 5px;">C</span></p> <p><b>Step 4:</b> What are you doing?</p> <p>Adding? +      You are <b>adding.</b>                  Subtracting? -      Push the <b>plus sign.</b>                  Multiplying? x                  Dividing? ÷</p> <div style="text-align: center;"> <span style="border: 1px solid black; padding: 2px 10px;">+</span> </div> <p><b>Step 5:</b> What is the bottom number?</p> <div style="text-align: center;"> <math display="block">27</math> </div> <p><b>Step 6:</b> Push the numbers.</p> <p><b>Find the 2.</b> Push the 2. The 2 will show up on the screen. <b>Find the 7.</b> Push the 7. The 7 will show up on the screen.</p> <div style="text-align: center;"> <span style="border: 1px solid black; padding: 2px 10px;">2</span> <span style="border: 1px solid black; padding: 2px 10px;">7</span> </div> <p>Note: If you make a mistake, <b>push clear.</b> <span style="border: 1px solid black; padding: 2px 5px;">C</span></p> <p><b>Step 7:</b> Solve the problem.</p> <p>Push the <b>equal sign.</b>      The answer is <b>75.</b>  <span style="border: 1px solid black; padding: 2px 10px;">=</span>      <span style="border: 1px solid black; padding: 2px 10px; background-color: #d9ead3;">75</span></p>	<p><b>Step 1:</b> Look at the subtraction problem.</p> <div style="text-align: center;"> <math display="block">\begin{array}{r} 48 \\ - 27 \\ \hline \end{array}</math> </div> <p><b>Step 2:</b> What is the top number?</p> <div style="text-align: center;"> <math display="block">48</math> </div> <p><b>Step 3:</b> Push the numbers.</p> <p><b>Find the 4.</b> Push the 4. The 4 will show up on the screen. <b>Find the 8.</b> Push the 8. The 8 will show up on the screen.</p> <div style="text-align: center;"> <span style="border: 1px solid black; padding: 2px 10px;">4</span> <span style="border: 1px solid black; padding: 2px 10px;">8</span> </div> <p>Note: If you make a mistake, <b>push clear.</b> <span style="border: 1px solid black; padding: 2px 5px;">C</span></p> <p><b>Step 4:</b> What are you doing?</p> <p>Adding? +      You are <b>subtracting.</b>                  Subtracting? -      Push the <b>minus sign.</b>                  Multiplying? x                  Dividing? ÷</p> <div style="text-align: center;"> <span style="border: 1px solid black; padding: 2px 10px;">-</span> </div> <p>Note: If you make a mistake, <b>push clear.</b> <span style="border: 1px solid black; padding: 2px 5px;">C</span></p> <p><b>Step 5:</b> What is the bottom number?</p> <div style="text-align: center;"> <math display="block">27</math> </div> <p><b>Step 6:</b> Push the numbers.</p> <p><b>Find the 2.</b> Push the 2. The 2 will show up on the screen. <b>Find the 7.</b> Push the 7. The 7 will show up on the screen.</p> <div style="text-align: center;"> <span style="border: 1px solid black; padding: 2px 10px;">2</span> <span style="border: 1px solid black; padding: 2px 10px;">7</span> </div> <p>Note: If you make a mistake, <b>push clear.</b> <span style="border: 1px solid black; padding: 2px 5px;">C</span></p> <p><b>Step 7:</b> Solve the problem.</p> <p>Push the <b>equal sign.</b>      The answer is <b>21.</b>  <span style="border: 1px solid black; padding: 2px 10px;">=</span>      <span style="border: 1px solid black; padding: 2px 10px; background-color: #d9ead3;">21</span></p>

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Instructional Targets
<p><b>Math Standards for Geometry–Geometric Measurement and Dimension</b></p> <ul style="list-style-type: none"> <li><i>Visualize relationships between two-dimensional and three-dimensional objects:</i> Identify and compare three-dimensional objects that have volume.</li> </ul> <p><b>Math Standards for Measurement and Data</b></p> <ul style="list-style-type: none"> <li><i>Life Skills for Measurement:</i> Select units and use measurement tools accurately in the context of a daily living activity. Solve problems involving measurement.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Measure It!: Depression Cake</b></p> <p>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.</p> <p>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.</p> <p>During the Great Depression, food was inexpensive, but many people did not have enough money to purchase a great variety of items. Food was bought in large quantities and used sparingly to make many meals. This Depression Cake was a sweet treat while remaining inexpensive.</p> <p><b>Note:</b> Always consider student food allergies when making a recipe.</p>

You will need	(serves 10-12)	Directions
<ul style="list-style-type: none"> <li>1 C packed brown sugar</li> <li>1 ½ C water</li> <li>⅓ C vegetable oil</li> <li>2 C raisins</li> <li>2 t cinnamon</li> <li>½ t ground cloves</li> <li>½ t ground nutmeg</li> <li>1 t baking soda</li> <li>1 t salt</li> </ul>	<ul style="list-style-type: none"> <li>2 t water</li> <li>2 C flour</li> <li>1 t baking powder</li> <li>cooking spray</li> <li>large saucepan</li> <li>large bowl</li> <li>spoon</li> <li>9-in square baking pan</li> </ul>	<ol style="list-style-type: none"> <li>Preheat oven to 325 degrees.</li> <li>Put brown sugar, 1 ½ C water, vegetable oil, raisins, cinnamon, cloves and nutmeg into saucepan. Stir.</li> <li>Put saucepan over medium heat.</li> <li>Boil for 3 minutes. Stir continuously.</li> <li>Take saucepan off heat. Let cool for 10 minutes.</li> <li>Put baking soda, salt and water into bowl. Stir.</li> <li>Pour mixture from bowl into saucepan. Stir.</li> <li>Put flour and baking powder into the saucepan. Stir until smooth.</li> <li>Spray cooking spray in square baking pan.</li> <li>Pour mixture from the saucepan into the baking pan.</li> <li>Bake for 55 minutes.</li> <li>Remove from oven and let cool.</li> <li>Eat.</li> </ol>

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
<ul style="list-style-type: none"> <li>Students will use standard measurement tools and units to measure the volume of an object.</li> <li>Students will apply use of volume measurements in real-world scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Students will select a volume measurement tool appropriate to a real-world task.</li> <li>Students will match objects with same volume measurements.</li> </ul>	<ul style="list-style-type: none"> <li>Students will compare two measured volumes to determine which is larger.</li> <li>Students will match objects of same size and shape.</li> </ul>

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

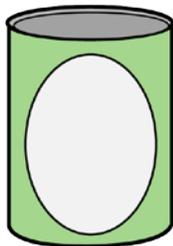
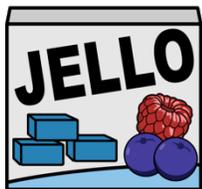
Instructional Targets		
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## Learning About Ounces!

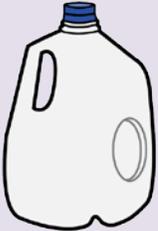
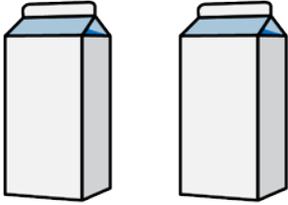
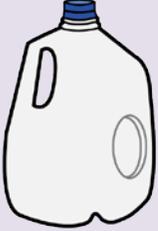
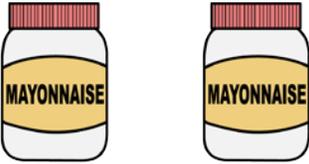
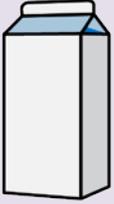
The list below shows several items that are measured in ounces. Present real examples of these items and have students determine each item's weight in ounces. Continue this activity and extend interest by introducing a variety of objects.

**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.

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

<p>1 cup</p> 	<p><math>\frac{1}{2}</math> pint</p> 
<p>2 cups</p> 	<p>1 pint</p> 
<p>4 cups</p> 	<p>1 quart</p> 
<p>4 quarts</p> 	<p>1 gallon</p> 
<p>2 half gallons</p> 	<p>1 gallon</p> 
<p>2 quarts</p> 	<p><math>\frac{1}{2}</math> gallon</p> 

**Making Comparisons** Use the chart to compare two measurable items.

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

Instructional Targets
<p><b>Math Standards for Statistics and Probability–Interpreting Categorical and Quantitative Data</b></p> <ul style="list-style-type: none"> <li>• <b>Summarize, represent and interpret data on a single count or measurement variable:</b> Create a bar graph to represent data. Interpret data from a bar graph. Compute the mean (average) and median of a data set.</li> <li>• <b>Summarize, represent and interpret data on two categorical and quantitative variables:</b> Compare data on a graph to show the relationship between two sets of data.</li> <li>• <b>Interpret linear models:</b> Describe a rate of change based on a line on a graph.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Read This Chart: American Occupations</b></p> <p>Charts and graphs are tools that provide useful information. In this lesson, students are reading and creating charts on common American occupations in colonial and current times.</p> <ul style="list-style-type: none"> <li>• In the first part of this activity, students will read a chart containing specific information, then answer questions about it.                      Display the pie chart and discuss the fictional information of percentages of occupations during colonial times. It may be necessary to explain the different occupations of colonial times to students. Also, students might be interested to know that working class people would go into these occupations at a young age – sometimes as young as 12 years old.                      Note the choices in each segment. Ask, “Which segment looks the largest? Which occupation is most popular? Which occupation is least popular?”                      Analyze the pie chart and answer the questions.</li> <li>• In the second part of the activity, students will design and conduct a related survey and record their findings on a bar graph. Through analysis of the gathered data, students will report findings and determine the probability of a particular outcome. The picture choices may be made into stickers by printing on a full sheet of label paper.                      Have students conduct a survey to see which of the three occupations are most popular for high school students. Record data and discuss.</li> <li>• In the last activity, students will examine averages. Point out that the <i>median</i> is the middle point of data information and that the <i>mean</i> is the average of the data numbers.</li> </ul> <p><b>Probability Quiz</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Learn more about mean, mode and median with this interactive game:  <a href="http://www.bbc.co.uk/schools/ks2bitesize/maths/data/mode_median_mean_range/play.shtml">www.bbc.co.uk/schools/ks2bitesize/maths/data/mode_median_mean_range/play.shtml</a></p> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will design survey questions and collect, organize and report data presented on a graph.</li> <li>• Students will compare data from tables and graphs to report specific information.</li> <li>• Students will calculate an average (mean) from data.</li> <li>• On the basis of information gathered, students will determine the probability that something is likely or unlikely to occur.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will ask questions to gather data information and display the data on a graph.</li> <li>• Students will identify specific data information from a table or graph.</li> <li>• Students will identify a middle point (average) in a set of data.</li> <li>• On the basis of available information, students will determine that something is likely to happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will ask a question and select pictures as part of a data-gathering process.</li> <li>• Students will report data information that is presented in a table or graph.</li> <li>• Students will communicate data information that describes an average.</li> <li>• Students will select an activity that is likely to occur.</li> </ul>

Resources and Materials	Additional Resources
Chart Chart questions Survey graph Survey questions Mean and Median activity Probability quiz Survey cards Picture/word cards and picture cards Survey graph picture cards	

Instructional Targets
<p><b>Math Standards for Measurement and Data</b></p> <ul style="list-style-type: none"> <li><i>Life Skills for Measurement:</i> Apply knowledge of money skills to real-world problem solving situations and scenarios.</li> </ul> <p><b>Math Standards for Algebra</b></p> <ul style="list-style-type: none"> <li><i>Building Blocks to Algebra:</i> Understand and use +, - and = in problems. Solve addition and subtraction problems. Model and solve problems involving multiplication or division.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
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**Money: Packing Up Some Care for Our Soldiers**

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 practice money skills while purchasing items to create care packages for soldiers. 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 needs. Scenarios in this lesson may be used to help students understand the exchange of money for purchases.

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



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

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will calculate the amount of money needed for a purchase and ascertain the coins and bills required to complete that purchase.</li> <li>• Students will calculate addition and subtraction problems in the context of a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will match coins and bills to a given price.</li> <li>• Students will model addition and subtraction of two sets of objects in the context of a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will exchange money for a purchase.</li> <li>• Students will select a money amount in an addition or subtraction problem.</li> </ul>

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

Instructional Targets		
	<b>Math Standards for Algebra</b> <ul style="list-style-type: none"> <li>• <i>Building Blocks to Algebra</i>: Recognize and compare numbers showing the symbols <math>&gt;</math>, <math>&lt;</math> or <math>=</math>.</li> </ul>	
	<b>Math Standards for Measurement and Data</b> <ul style="list-style-type: none"> <li>• <i>Life Skills for Measurement</i>: Apply knowledge of money skills to real-world problem-solving situations and scenarios.</li> </ul>	
<b>Math Skills for Ratios and Proportional Relationships</b> <ul style="list-style-type: none"> <li>• <i>Life Skills for Ratio and Proportional Relationships</i>: Apply understanding of percent into real-world scenarios (e.g., 10% tip, 30% sale).</li> </ul>		
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will compare two money amounts and use symbols to indicate <math>&gt;</math>, <math>&lt;</math> or <math>=</math>.</li> <li>• Students will calculate percentages in real-world scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will compare two money amounts and determine which amount is bigger, smaller or equal in amount.</li> <li>• Students will locate a percentage amount from a chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will state a money amount using a voice output device.</li> <li>• Students will identify a number that represents a percentage.</li> </ul>

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	\$ ____ . ____ ____

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.

<b>Item price</b>	<b>x</b>	<b>Percentage off (.00)</b>	<b>=</b>	<b>Amount of discount</b>
<b>Item price</b>	<b>-</b>	<b>Amount of discount</b>	<b>=</b>	<b>Price you pay</b>

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

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](http://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)

Instructional Targets
<p><b>Math Standards for Measurement and Data</b></p> <ul style="list-style-type: none"> <li><i>Life Skills for Measurement:</i> Apply knowledge of time skills to real-world, problem-solving situations and scenarios.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>

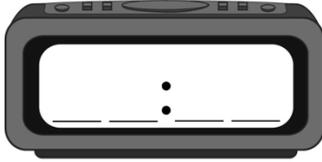
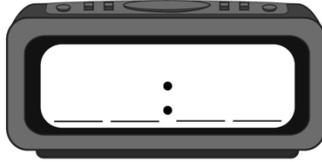
Classroom Activities/Lesson Plan
<p><b>Schedules and Times: Monthly Activities</b></p> <p>A calendar is an organizational system that helps us plan activities and keep scheduled appointments. Use a classroom calendar to record the activities for each month. Write activities on certain dates or use picture symbols to identify the activity and the date on which it will occur. Schedule periodic "calendar times" during which students will suggest items to be placed on the calendar. Ask, "What will we do tomorrow? This week? Next week? What should we do to plan and prepare for certain activities?" As unit activities are introduced in a lesson, add new activities to the calendar.</p> <ul style="list-style-type: none"> <li>Be sure to put a specific time next to each activity recorded on the calendar. Continue to give students practice in telling time, such as telling time to the hour or half hour.</li> <li>Use the time card provided to schedule the time for each daily activity and indicate the amount of time needed to complete that activity.</li> <li>Consult the daily schedule plan included with this lesson for additional information. Note that scheduling activities may also be completed by using the <b>ULS Core Materials, Task 1.1 and Task 1.2.</b></li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>The form included provides an extension for calculating elapsed time.</li> </ul>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will read time and apply it to a real-world activity.</li> </ul>	<ul style="list-style-type: none"> <li>Students will represent times for morning, afternoon, evening in the context of a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>Students will select a time for a personal activity of the day.</li> </ul>

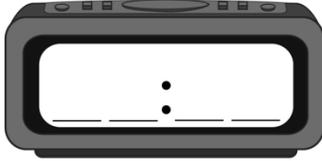
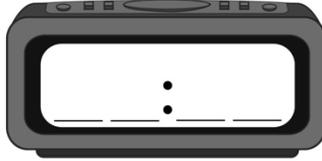
Resources and Materials	Additional Resources
<p>Calendar                      Daily schedule                      Standards Connection Lesson 23</p>	<p>Time cards and digital/analog clocks are provided in the <b>ULS Instructional Tools: Math Pack/Time.</b></p> <p>Additional ideas for time instruction are provided in the <b>ULS Instructional Guides: Mathematics.</b></p>

Instructional Targets		
	Math Standards for Measurement and Data <ul style="list-style-type: none"> <li><i>Life Skills for Measurement:</i> Apply knowledge of time skills to real-world, problem-solving situations and scenarios.</li> </ul>	
	Differentiated Tasks	
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<ul style="list-style-type: none"> <li>Students will read time and apply it to a real-world activity.</li> </ul>	<ul style="list-style-type: none"> <li>Students will represent times for morning, afternoon, evening in the context of a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>Students will select a time for a personal activity of the day.</li> </ul>

Consider real activities of the day or week. Have students calculate the amount of time an activity will take and recognize the end time.

Activity	Start time	How long?	End time
			

Consider real activities. Have students determine the time at which the activity will begin, calculate the time needed to prepare for or travel to this activity, as well as the time to start getting ready.

Activity	Activity time	How long to get ready or travel?	Time to prepare or leave
			

Instructional Targets
<p><b>Math Standards for Geometry–Congruence</b></p> <ul style="list-style-type: none"> <li>• <b>Experiment with transformations in the plane:</b> Identify points, lines, line segments and angles (right, acute, obtuse) within the context of real-world situations. Establish congruency by applying a turn (rotation), a flip (reflection), or a slide (translation) to match items of similar size and shape.</li> </ul> <p><b>Math Standards for Geometry–Similarity, Right Triangles and Trigonometry</b></p> <ul style="list-style-type: none"> <li>• <b>Understand similarity in terms of similarity transformations:</b> Identify shapes by similar attributes (e.g., similar angles). Identify parts of a right triangle (right angle, legs) in real-world objects and areas.</li> </ul> <p><b>Math Standards for Geometry–Modeling with Geometry</b></p> <ul style="list-style-type: none"> <li>• <b>Apply geometric concepts in modeling situations:</b> Identify the shape in real-world two-and three-dimensional objects.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Geometry: A Soldier’s Backpack</b></p> <p>Geometry is the branch of mathematics that studies properties of points, lines, curves, plane figures and solid shapes, as well as their measurement and relationships. Early learners begin to identify shapes and manipulate these shapes to recognize spatial positioning. Students learn about points, lines and angles and apply reasoning skills to measurement strategies. The coordinate plane is a framework for spatial organization and the foundation for geometric thinking. Scaled drawings can be designed to replicate real-world situations and problems involving shapes and measurement. Choose the level of activity that is most appropriate for each student.</p> <p>Soldiers during World War II had to carry their own personal items in a backpack. These backpacks could weigh 30-40 pounds. The items they carried included socks, T-shirts, gloves, a canteen, a toothbrush, toothpaste, a poncho, matches, sunglasses, a first aid kit, canned food, a fork, a knife, a spoon, a cup, pens, paper, soap and a hand shovel.</p> <ul style="list-style-type: none"> <li>• <b>Measuring for Area and Length</b> <ul style="list-style-type: none"> <li>• This activity includes a model of a World War II soldier’s backpack drawn to scale. The simplest task requires students to measure the model’s sides in inches. These scaled measurements may be converted to feet at the next level. Students will use the measurements to calculate perimeter and area of the model. Select skills for this activity on the basis of individual student abilities and needs. One-inch unit squares are provided to support area measurements.</li> </ul> </li> <li>• <b>Fit It in This Space</b> <ul style="list-style-type: none"> <li>• In this activity, students will determine how to fit a set of objects into a designated space. If possible, the scenario may be applied to real objects in the environment.</li> </ul> </li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• These lessons build on areas of geometry using the terminology associated with circles, angles and right triangles, while connecting life skills applications that can be applied on a regular basis.</li> </ul> <p>Many tools can be found online to explore shapes and measurements.</p> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will use lines and angles within shapes to solve a real-world problem.</li> <li>• Students will identify properties of shapes to solve a real-world problem.</li> <li>• Students will use a model representing two- and three-dimensional objects to solve real-world problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will match like shapes in the context of a real-world problem.</li> <li>• Students will identify shapes in the context of a real-world problem.</li> <li>• Students will arrange two-dimensional figures on a model of a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will select objects of same shape in the context of a real-world problem.</li> <li>• Students will select shapes in the context of a real-world problem.</li> <li>• Students will match two-dimensional figures on a model of a real-world scenario.</li> </ul>

Resources and Materials	Additional Resources
Built-to-scale models for area and space Fit It in This Space One-inch unit squares Standards Connection Lesson 24	Additional ideas for geometry instruction are provided in the <b>ULS Instructional Guides: Mathematics</b> .

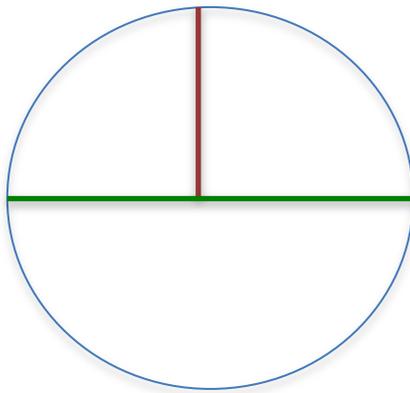
Instructional Targets		
	<p>Math Standards for Geometry–Circles</p> <ul style="list-style-type: none"> <li><i>Understand and apply theorems about circles:</i> Identify parts of a circle (radius, circumference, diameter) in real objects and areas.</li> </ul>	
	Differentiated Tasks	
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<ul style="list-style-type: none"> <li>Students will use circles and circle measurements to solve a real-world problem.</li> </ul>	<ul style="list-style-type: none"> <li>Students will match like circles in the context of a real-world problem.</li> </ul>	<ul style="list-style-type: none"> <li>Students will select objects with circles in the context of a real-world problem.</li> </ul>

## Terms to know about a circle

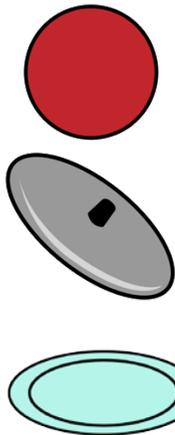
**Circumference:** The boundary line of a circle or the length of such a boundary line.

**Radius:** The distance from the center of a circle to any point on its circumference.

**Diameter:** A line segment that passes through the center of a circle and has its two endpoints on the circle. This term also represents the length of such a line segment.



## What can we do with circles?



Some jars and containers have circular lids. Collect containers and lids of various sizes, some large and some small. Direct students to determine which lid fits on which container. Some lids may fit on more than one container. This activity is a problem-solving process that involves making an estimated guess and then checking the guess by putting a lid on a container.

Most plates are circles. Collect a variety of paper plates and have students sort and stack them according to size.

Instructional Targets		
	<p>Math Standards for Geometry–Congruence:</p> <ul style="list-style-type: none"> <li>• <i>Experiment with transformations in the plane:</i> Identify points, lines, line segments and angles (right, acute, obtuse) within the context of real-world situations. Establish congruency by applying a turn (rotation), a flip (reflection), or a slide (translation) to match items of similar size and shape.</li> </ul>	
	Differentiated Tasks	
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<ul style="list-style-type: none"> <li>• Students will use lines and angles within shapes to solve a real-world problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will match like shapes in the context of a real-world problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will select objects of same shape in the context of a real-world problem.</li> </ul>

## Terms to know about angles

**Right angle:** An angle that measures  $90^\circ$ . It is the angle formed by two perpendicular lines, such as the corner of a square, or two perpendicular planes, such as a wall and the floor.

**Acute angle:** An angle that measures between  $0^\circ$  and  $90^\circ$ .

**Obtuse angle:** An angle that measures between  $90^\circ$  and  $180^\circ$ .

**Congruent:** Planar figures or solid shapes that have the same size and shape.

Right Angle



Obtuse Angle



Acute Angle



## What can we do with angles?



Folding paper for a purpose requires creating precise angles. The two sides of a sheet of paper folded in half should be the same, or congruent; that is, edges should meet and sides should align. Display examples of precisely folded papers, such as business letters or programs for a special event. Look for tasks that will allow students to learn about angles by folding. Folding jigs are provided in the **ULS Transition Passport Toolbox/Vocational/Bifold Jig and Trifold Jig**.



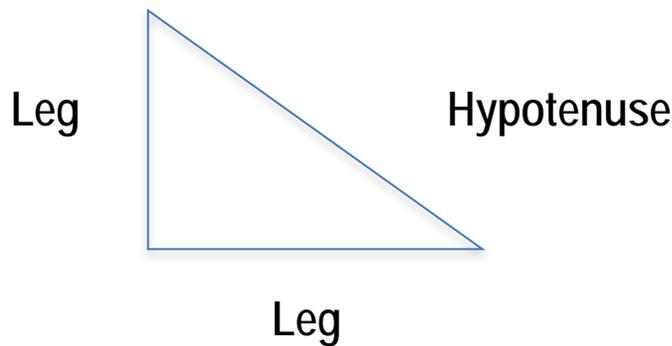
Daily living and vocational tasks that require an awareness of angles include folding clothing linens. Devise opportunities that allow students to have regular practice with folding, and encourage students to focus on achieving precise angles.

Instructional Targets		
	<p>Math Standards for Geometry–Similarity, Right Triangles and Trigonometry:</p> <ul style="list-style-type: none"> <li>• <i>Understand similarity in terms of similarity transformations:</i> Identify shapes by similar attributes (e.g., similar angles). Identify parts of a right triangle (right angle, legs) in real-world objects and areas.</li> </ul>	
	Differentiated Tasks	
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will identify properties of shapes to solve a real-world problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify shapes in the context of a real-world problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will select shapes in the context of a real-world problem.</li> </ul>

## Terms to know about triangles

**Right triangle:** A triangle, one of whose interior angles is  $90^\circ$ .

**Pythagorean Theorem:** A theorem in geometry stating that in a right triangle, the area of the square on the hypotenuse is equal to the sum of the areas of the squares drawn on the other two legs.



## What can we do with right triangles?



Have students position books on a shelf at a right angle. Remind students that they may need to place a bookend next to the last book to keep the books upright. Tell students to note the angle change when the books are allowed to lean.



Tell students that wall decorations, when hung correctly, are positioned at a right angle with the ceiling and the floor. Point out that sometimes this positioning requires the use of a level to keep the top edge straight and in exact alignment. After the item is hung, its position may need to be readjusted. To reinforce the concept, have students practice hanging real pictures and decorations.

Instructional Targets
<p><b>Math Standards for Algebra</b></p> <ul style="list-style-type: none"> <li>• <b>Building Blocks to Algebra:</b> Understand and use +, - and = in problems. Solve addition and subtraction problems. Model and solve problems involving multiplication or division.</li> </ul> <p><b>Math Standards for Algebra—Creating Equations</b></p> <ul style="list-style-type: none"> <li>• <b>Create equations that describe numbers or relationships:</b> Represent a real-world situation with an algebraic expression.</li> </ul> <p><b>Math Standards for Algebra—Reasoning with Equations and Inequalities</b></p> <ul style="list-style-type: none"> <li>• <b>Understand solving equations as a process of reasoning and explain the reasoning:</b> Order a sequence of steps to solve an equation.</li> <li>• <b>Solve equations and inequalities in one variable:</b> Use equations to solve real-world problems when a part is unknown. Use inequalities (e.g., &lt; and &gt;) to solve real-world problems where a part is unknown.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan		
<p><b>Algebra: Support Our Troops</b></p> <p>Algebraic thinking is a process of solving problems in situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.</p> <ul style="list-style-type: none"> <li>• <b>Algebra:</b> A generalization of arithmetic in which letter symbols are used to represent unknown quantities so that we can generalize specific arithmetic relationships and patterns.</li> <li>• <b>Algebraic expression:</b> An algebraic expression is made up of three things: numbers, variables and operation signs, such as + and -.</li> </ul> <p>The scenarios in this lesson include the students volunteering at a veteran's meeting. This lesson's real-world scenarios promote mathematical problem solving and the ability to write mathematical sentences. Students are asked to determine a mathematical process and write a math sentence that states the answer to the problem. Choose the most appropriate activity on the basis of each student's skills and needs. Interactive number journal supports and printable manipulative pictures allow teachers to create additional scenarios.</p> <ul style="list-style-type: none"> <li>• <b>Simple Sentences and Write Sentences 1 and 2</b> <ul style="list-style-type: none"> <li>• Students will solve for an unknown in a simple addition or subtraction process.</li> </ul> </li> <li>• <b>Problem Solving</b> <ul style="list-style-type: none"> <li>• Students will use a chart to gather data for problem solving.</li> </ul> </li> <li>• <b>Simple Sentences and Write Sentences 3</b> <ul style="list-style-type: none"> <li>• Students will multiply or divide a number of objects or numbers for a specific reason.</li> </ul> </li> <li>• <b>Multi-Step Problem 1 and 2</b> <ul style="list-style-type: none"> <li>• Students will solve multiple-step problems involving more than one operation.</li> </ul> </li> </ul>		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">  <p><b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p> </td> <td style="width: 50%; vertical-align: top;">  <p><b>Number Journal:</b> Click icon within the lesson to access the number journal.</p> </td> </tr> </table>	 <p><b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>	 <p><b>Number Journal:</b> Click icon within the lesson to access the number journal.</p>
 <p><b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>	 <p><b>Number Journal:</b> Click icon within the lesson to access the number journal.</p>	

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will calculate addition and subtraction problems in the context of a real-world scenario.</li> <li>• Students will read, write and solve a math sentence.</li> <li>• Students will use a combination of operations to solve multi-step problems in the context of a real-world scenario.</li> <li>• Students will model multiplication and division with objects and numbers that show equal groups in the context of a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will model addition and subtraction of two sets of objects in the context of a real-world scenario.</li> <li>• Students will select pictures and numbers to model a math sentence.</li> <li>• Students will use operations and models to solve a two-step problem in the context of a real-world scenario.</li> <li>• Students will count equal number of objects in selected groups or an array.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Students will select a number (errorless choice) within a math problem.</li> <li>• Students will select numbers and count within a two-step problem in the context of a real-world scenario.</li> <li>• Students will count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).</li> </ul>

Resources and Materials	Additional Resources
<p>Scenario cards for math sentences</p>	<p>Number Journal</p> <p>Additional ideas for algebra instruction are provided in the <b>ULS Instructional Guides: Mathematics</b>.</p> <p>Samples of arrays to model multiplication and division are provided in the <b>ULS Instructional Tools: Math Pack/Arrays</b>.</p>

Instructional Targets
<p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li><b>Range and Level of Text Complexity:</b> Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Related Content: Trading Cards</b></p> <p>Collecting items such as stamps, coins or baseball cards is a hobby that some students may already enjoy. The trading cards used in this lesson are meant to encourage students to start such a collection or share their knowledge of collecting with the class.</p> <ul style="list-style-type: none"> <li>Display the larger poster in the classroom and use it to introduce and discuss the notable person or foundation shown.</li> <li>Provide each student with a trading card. Print the pages provided on cardstock or heavier paper for durability. Consider options for collecting and trading cards.</li> <li>Discuss with students the accomplishments of each person or foundation shown on the cards. Note the times during which these people lived and indicate whether the person or foundation are still living.</li> </ul> <p>These trading cards may be introduced along with the Chapter Book.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.</li> </ul>	<ul style="list-style-type: none"> <li>Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.</li> </ul>

Resources and Materials	Additional Resources
<p>Trading Cards: Betsy Ross, Francis Scott Key, Harriet Tubman, Walt Disney</p>	

Instructional Targets
<p><b>Standards for Speaking and Listening</b></p> <ul style="list-style-type: none"> <li><b>Presentation and Knowledge of Ideas:</b> 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.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Related Content: Oral Report</b></p> <p>Students are often required to give oral or written reports. In this lesson, the students will generate a report on conflicts and compromise in American history and today. Additional research and reading may be needed before generating this report. The report may be generated in written or oral forms. The text-to-speech feature can be used to read sample reports aloud to students.</p> <ul style="list-style-type: none"> <li>Text-only and symbol-supported templates are provided for planning the report. Students will identify the topic in the first sentence.           <p>This is a report about _____.</p> <p>(Tell 2–3 sentences about conflicts in United States history) _____.</p> <p>(Why is it important to know about these conflicts?) It is important because _____.</p> </li> <li>The goal of this lesson is to encourage students' expressive skills. Encourage topic development through questions, discussion and guided research.           <ul style="list-style-type: none"> <li>Build on each student's personal modes of communication, including verbal ability, AAC devices and communication boards.</li> <li>Consider ways to integrate multimedia formats, such as images on a poster, PowerPoint® slides and assistive technology software, to enhance the presentation.</li> </ul> </li> <li>Two sample reports are provided for students who may need maximum support. If a student requires use of augmentative communication, be sure this mode is integrated in the reporting format.</li> <li>Present the report orally or through videotaping.</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>Design this lesson as a research activity. Use the Standards Connection form to guide the process.</li> </ul>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will communicate on a topic specific to the purpose and audience.</li> <li>Students will select and use multimedia components to enhance a presentation.</li> <li>Students will communicate by using formal or informal language specific to the task or topic.</li> </ul>	<ul style="list-style-type: none"> <li>Students will communicate on a topic specific to the purpose and audience using picture supports.</li> <li>With support, students will add multimedia components to a presentation.</li> <li>Students will effectively communicate in a variety of contexts and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Students will communicate basic information on a topic or experience using communication technology and picture supports.</li> <li>Students will participate in creating multimedia components to support a presentation.</li> <li>Students will communicate by using supported modes of expression.</li> </ul>

Resources and Materials	Additional Resources
<p>Sample reports: <i>Conflicts, The Revolutionary War</i>            Planning template: text-only and symbol-supported            Pictures/word cards: <i>conflict, fight, compromise, Revolutionary War, colonists, king, rights</i>            Standards Connection Lesson 27</p>	<p>Additional supporting pictures may be downloaded from <b>SymbolStix Online</b>, which is available free to all Unique subscriber by clicking on the SymbolStix button at: <a href="http://n2y.com">n2y.com</a></p>

Instructional Targets		
	<b>Standards for Writing</b> <ul style="list-style-type: none"><li>• <b>Research to Build Knowledge:</b> Research and gather information to answer a question or solve a problem. Generate a written text to summarize information from multiple sources; cite sources. Gather information from (adapted) literary or informational materials.</li></ul>	
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"><li>• Students will research and gather information from multiple print and digital sources to answer a question or solve a problem.</li><li>• Students will generate a report of one or more paragraphs to summarize information and list sources.</li></ul>	<ul style="list-style-type: none"><li>• Students will collect information from print or digital sources to answer a question or solve a problem.</li><li>• Students will generate multiple sentences to summarize information.</li></ul>	<ul style="list-style-type: none"><li>• Students will select a picture from an errorless choice to contribute to a shared research and writing task.</li></ul>

Refer students to this helpful research site: [www.kidsclick.org](http://www.kidsclick.org).

The unit chapter is meant to spark a variety of topics for students to research and learn more about.



1. Write a question about what you want to learn:



2. Time to research. Read books. Look on the Internet. Make notes or print pictures.



3. How will you make a report? Will you write it? Will you make a poster?



4. When you have your report ready, check it over.



5. Share what you have learned with someone else.

Instructional Targets
<p><b>Standards for Scientific Inquiry</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
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**Science Experiment: Rising Bread**

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 this science experiment, students will observe how yeast makes bread rise. In the days of the early settlers, women could not go to the store to buy a loaf of bread. They baked their own bread. They understood the bread needed yeast to rise and be fluffy. The yeast made bubbles of gas in the bread dough when it was heated. This is how the dough rises. The bubbles popped while the bread baked, making the small holes seen in bread. 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.

You will need	Directions
<ul style="list-style-type: none"> <li>1 T sugar</li> <li>1 T olive oil</li> <li>1 T dry yeast</li> <li>1 ¼ C warm water</li> <li>3 ½ C flour</li> <li>1 T salt</li> <li>cooking spray</li> <li>2 bowls</li> <li>fork</li> <li>2 towels</li> <li>bread pan</li> </ul>	<ol style="list-style-type: none"> <li>1. Put sugar, olive oil, yeast and water into a bowl. Stir with fork.</li> <li>2. Observe the mixture. It should begin to froth.</li> <li>3. Put flour and salt into second bowl.</li> <li>4. Put the liquid mixture into the second bowl. Stir with fork until dough is formed.</li> <li>5. Knead the dough with your hands until smooth.</li> <li>6. Split the dough into two balls.</li> <li>7. Put each ball of dough in a bowl.</li> <li>8. Cover each bowl with a towel.</li> <li>9. Put one bowl of dough in a warm place (room temperature).</li> <li>10. Put the other bowl of dough in a cool place (refrigerator).</li> <li>11. Wait 1 hour. Observe the dough.</li> </ol> <p>Baking the bread:</p> <ol style="list-style-type: none"> <li>1. Let the bowl of dough that was in the cool place (refrigerator) warm to room temperature.</li> <li>2. Preheat the oven to 425 degrees.</li> <li>3. Spray bread pan with cooking spray.</li> <li>4. Combine the two bowls of dough and put it in the bread pan.</li> <li>5. Bake for 40-50 minutes, or until the top is brown.</li> <li>6. Remove from oven and let cool.</li> <li>7. Take the loaf of bread out of the pan.</li> <li>8. Slice the bread and observe the holes where the bubbles were.</li> </ol>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will follow steps of a scientific process related to grades 9–12 science topics.</li> </ul>	<ul style="list-style-type: none"> <li>Students will follow steps of a scientific process with support related to grades 9–12 science topics.</li> </ul>	<ul style="list-style-type: none"> <li>Students will actively participate in a scientific process related to grades 9–12 science topics.</li> </ul>

Resources and Materials	Additional Resources
Science experiment Science experiment cards	

Instructional Targets
<b>Social Studies Standards for History</b> <ul style="list-style-type: none"> <li><b>American History:</b> Use multiple sources to create a sequence of events from a historical period.</li> </ul>
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan
<b>History Timeline: Major Events in United States History</b> Historical thinking begins with a clear sense of time—past, present and future—and becomes more precise as students progress. Through this thinking process, students can begin to understand the relationships among events and draw conclusions. This timeline shows significant dates that apply to major events in the history of the United States. <b>1776</b> Thomas Jefferson wrote the Declaration of Independence. <b>1789</b> George Washington became the first president of the United States. <b>1865</b> The American Civil War ended. <b>1917</b> The United States sent soldiers to Europe to help fight in World War I. <b>1941</b> The American soldiers were attacked in Hawaii and the United States entered World War II. <b>2001</b> Terrorists led by Osama bin Laden attacked the United States and the war on terror began.  <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will use multiple sources to create a description of a historical event or period of time.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use various sources to create a sequence of events in history.</li> </ul>	<ul style="list-style-type: none"> <li>Students will select pictures to sequence a series of events in history.</li> </ul>

Resources and Materials	Additional Resources
Picture timeline cards	

Instructional Targets
<b>Standards for Writing</b> <ul style="list-style-type: none"> <li>• <b>Range of Writing:</b> Participate routinely in supported writing activities, using conventional formats.</li> </ul>
Which of your state standards are aligned to these instructional targets?

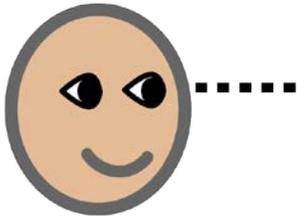
Classroom Activities/Lesson Plan
<p><b>Journal Writing: Monthly Topics</b></p> <p>In this lesson, students will be asked to write journal entries. The purposes of journal writing are these:</p> <ul style="list-style-type: none"> <li>• To write personal thoughts.</li> <li>• To write memories of people and events.</li> <li>• To improve writing skills.</li> </ul> <p>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 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.</p> <p><b>Monthly Journal Topics</b></p> <p><b>Entry 1 Whole Group Entry</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Entry 2 Conflicts</b></p> <ul style="list-style-type: none"> <li>• Everyone gets into conflicts. People must learn to understand that conflicts will arise because we are all different. Students will write about conflicts they have found themselves in, and how the conflict ended.</li> </ul> <p><b>Entry 3 Compromises</b></p> <ul style="list-style-type: none"> <li>• Compromises are key to people getting along. Students will write about a time they compromised with someone.</li> </ul> <p><b>Entry 4 Black History Month</b></p> <ul style="list-style-type: none"> <li>• This entry deals with February and Black History Month. Students should write about famous African-Americans and their contributions to society. Encourage students to add more famous figures if they know more.</li> </ul> <p><b>Writing Conference</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• Use the chart from this document to review and revise for conventions.</li> </ul> <p> <b>Interactivity:</b> This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will write routinely for a range of discipline-specific tasks, purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.</li> </ul>

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 <b>SymbolStix Online</b> , which is available free to all Unique subscriber by clicking on the SymbolStix button at: <a href="http://n2y.com">n2y.com</a>

Instructional Targets		
	<p><b>Standards for Writing</b></p> <ul style="list-style-type: none"><li>• <i>Production and Distribution of Writing:</i> With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document.</li></ul> <p><b>Standards for Language</b></p> <ul style="list-style-type: none"><li>• <i>Conventions of Standard English:</i> Apply conventions of grammar when speaking or writing. Apply correct capitalization, punctuation and spelling in sentences.</li></ul>	
Differentiated Tasks		
Level 3	Level 3	Level 3
<ul style="list-style-type: none"><li>• Students will plan, edit and revise writing to strengthen written sentences.</li><li>• Students will demonstrate conventions of grammar in spoken and written sentence forms.</li><li>• Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling.</li></ul>	<ul style="list-style-type: none"><li>• With support, students will use pictures and text to plan, edit and revise a written sentence idea.</li><li>• Students will create simple sentence forms in a grammatically correct order when speaking or writing.</li><li>• Students will identify beginning capital letters and ending punctuation in a written sentence.</li><li>• Students will spell familiar words with letter-sound matches.</li></ul>	<ul style="list-style-type: none"><li>• Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea.</li><li>• With picture supports, students will combine two or more words during a shared writing or speaking activity.</li><li>• Students will locate capital letters and ending punctuation in a sentence.</li></ul>

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?