




Healthy Hygiene, Healthy Me

This unit focuses on grooming and health habits that are necessary to maintain a clean healthy lifestyle. A healthy lifestyle includes eating healthy food, proper grooming habits and participating in a regular exercise and sleep schedule. Unit lessons introduce these lifestyle routines while real-world applications reinforce these practices and behaviors.

Lesson	Activities	Description
1	Leveled Book	<i>Healthy Foods Keep You Strong</i>
2	• Read and Answer	Lesson 1 Comprehension
3	Chapter 1 • Read and Answer	Why Should I Take Care of My Body? Comprehension Questions
4	Life Skills Application 1	Handing Out a Compliment
5	Chapter 2 • Read and Answer	Grooming Habits Comprehension Questions
6	Life Skills Application 2	My Personal Grooming Chart
7	Chapter 3 • Read and Answer	Take Care of Your Teeth Comprehension Questions
8	Life Skills Application 3	Brush Your Teeth for a Beautiful Smile
9	Chapter 4 • Read and Answer	Take Care of Your Hair Comprehension Questions
10	Life Skills Application 4	Hairstyles: The Long and Short of It
11	Chapter 5 • Read and Answer	Take Care of Your Skin Comprehension Questions
12	Life Skills Application 5	Clean Skin Is Healthy Skin
13	Chapter 6 • Read and Answer	Food, Exercise and Sleep Comprehension Questions
14	Life Skills Application 6	Health and Wellness for Life
15	Vocabulary Quiz Game	Grooming and Health
16	Edit It	Healthy Habits for the New Year
17	Real-World Writing	My Profile
18	Topic Paragraph	Newsletter and Activity Report
19	Math Story Problems	Fitness Contest
20	Measure It!	Baked Sweet Potato Fries
21	Read This Chart	Let's Get Physically Active
22	Money	Good Grooming Purchases
23	Schedules and Times	Monthly Activities
24	Geometry	Laundry Day
25	Algebra	Snack Attack
26	Related Content	Trading Cards
27	Related Content	Oral Report
28	Science Experiment	What's Good for Your Teeth?
29	History Timeline	Healthy Habits
30	Journal Writing	Monthly Topics

Standards Connection High School Content

Instructional Targets		
	Standards for Life Science <ul style="list-style-type: none"> Investigate basic body organs and systems and recognize the function of each. Transition Standards for Daily Living <ul style="list-style-type: none"> Grooming and Hygiene: Recognize and apply appropriate grooming habits, practicing these on a regular basis. Nutrition and Food Preparation: Recognize and prepare or select basic foods that make up a balanced meal. 	
	Differentiated Tasks	
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will describe the components of a balanced diet and the impact that diet can have on life functions. Students will independently complete daily grooming tasks to maintain an appropriate personal appearance. Students will select food items to create a balanced meal. 	<ul style="list-style-type: none"> Students will identify basic food groups that contribute to a balanced diet. Students will complete daily personal grooming tasks, using picture or physical supports to do so. Students will use picture supports to select foods in particular food group categories. 	<ul style="list-style-type: none"> Students will identify plants and animals that contribute to a healthful diet. Students will actively participate in daily grooming tasks by indicating a "ready" signal for specific tasks. Students will give a consistent response to select a food choice.



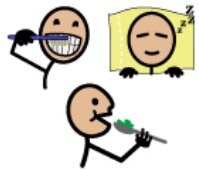
Healthy Foods Keep You Strong

The Leveled Book *Healthy Foods Keep You Strong* focuses on making good food selections at lunch to promote health and well-being. Students will be exposed to the concepts of choosing healthy foods and what the healthy foods do for their body throughout the day. Using a real-life situation, students are encouraged to make their own healthy choices during lunch and other mealtimes.



Taking Care of Me

In the Chapter Book, *Taking Care of Me*, grooming habits are reinforced as necessary and expected practices performed as a routine. Students are reminded of grooming habits and healthy hygiene procedures including showering, applying deodorant, brushing teeth and wearing clean clothes, to be performed on a daily schedule. Students are also introduced to an exercise and sleep regimen as a necessary means to a strong and healthy body.



Life Skills Applications


The life skills applications focus on practical applications of good grooming and healthy living habits. Students will set up grooming routines and review steps for grooming in Lessons 6, 8, 10 and 12. In the final life skills application, students will play a game to increase awareness of healthy living habits such as food choices, sleep, and exercise.

The n2y Library has several books that may build understanding of health and grooming habits:


- Food for Your Body** (Level H/I) builds on eating balanced meals consisting of the five main food groups.
- Scott Goes To The Dentist** (Level E) describes what a student should expect during a dental exam.
- Toothache** (Level F/G) identifies cavities and how to prevent them.
- We Can Do It!** (Level E) describes foods, drinks, and practices which promote tooth health.
- Watch Out for Sunburn!** (Level J/K) describes the damage the Sun can do to skin, as well as protective measures to take.
- Your Body** (Level H/I) identifies the various parts of the body and how nutrition, exercise, hygiene and rest are necessary in maintaining your health.
- Food For Thought** (Level F/G) provides an overview of why and how the body uses food, concentrating on the importance of eating breakfast.
- My Body** (Level H/I) provides an overview of the female and male body parts.



Lesson 1

Instructional Targets		
<p>Reading Standards for Literature</p> <ul style="list-style-type: none"> Range and Level of Text Complexity: Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level. <p>Which of your state standards are aligned to these instructional targets?</p>		
Classroom Activities/Lesson Plan		
<p>Leveled Book: <i>Healthy Foods Keep You Strong</i></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 B. 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>Healthy Foods Keep You Strong</i> exposes students to healthy foods and their effects on the body. When they have finished the book, students should be able to describe how healthy foods strengthen the body.</p> <ul style="list-style-type: none"> Introduce the story by talking about lunchtime. Ask, "What do you like to eat for lunch?" On the first reading, do a picture walk. Note pictures of the various types of food. Emphasize that students' plates should always have a balance of food items. Discuss what happens to a body when healthy food is not chosen. Ask, "How can we make sure to have a balanced meal?" Read the story aloud to model fluency. After reading the story, ask questions about Rachel and why her food choices were good. As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of the repeated line. Provide students with supports for page turning and interaction while they are reading. During independent or paired reading, focus on individual student reading abilities with text or supported-text versions. It is likely that students may read different levels for different purposes each day when building reading skills. Support student reading using text to speech and the communication board. Follow up reading with discussion on making healthy food choices when enjoying a snack. Ask, "When is it OK to have sweets, such as candy or ice cream? How much candy is too much? How often should a healthy person drink soda?" <p>Word-recognition cards for this lesson support high-frequency words within the unit reading materials.</p> <p>List 1: <i>have, much, on, them, to, when</i> List 2: <i>better, every, friend, morning, these, use</i> List 3: <i>brown, clean, face, goes, hard, wash</i></p> <p> Standards Connection</p> <ul style="list-style-type: none"> 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. <p>Additional ideas for word study instruction are provided in the ULS Instructional Guides: Word Study. For some students, the "learning to read" process continues in the higher grades. Word wall activities are included in this guide.</p> <p>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.</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"> Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.
Resources and Materials		Additional Resources
Leveled Book: <i>Healthy Foods Keep You Strong</i> Communication board Standards Connection Lesson 1		Additional ideas for word study instruction are provided in the ULS Instructional Guides: Word Study .

Standards Connection Lesson 1

Instructional Targets		
	<p>Reading Standards for Literature</p> <ul style="list-style-type: none">• Integration of Knowledge and Ideas: Compare and contrast various ways to read, listen and view stories and drama. Identify personal preferences. <p>Reading Standards for Speaking and Listening</p> <ul style="list-style-type: none">• Comprehension and Collaboration: Initiate and participate in grade and age-appropriate discussion on diverse topics to express an opinion, share ideas and information, and ask and respond to questions relevant to the topic.	
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none">• Students will describe similarities and differences between reading a story and experiencing a multimedia version of that story.• Students will share information and opinions, ask and answer questions and make comments during a group discussion.	<ul style="list-style-type: none">• Students will identify similarities and differences between features of reading a story and experiencing a multimedia version of that story.• Students will use picture supports to share information and opinions, ask and answer questions and make comments during group discussions.	<ul style="list-style-type: none">• When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story.• Students will participate in conversational exchanges using communication technology and picture supports.

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



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



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



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

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



Read by myself.



Read to me.



Listen on the computer.

How are these ways of reading the same? Different?

have

much

on

them

to

when

better

every

friend

morning

these

use

brown

clean

face



goes

hard

wash

Lesson 2


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

Classroom Activities/Lesson Plan
<p>Read and Answer: <i>Healthy Foods Keep You Strong</i></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>Healthy Foods Keep You Strong</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>muscles apple eyes bones energy</p> <ol style="list-style-type: none"> Healthy food gives your body ____. An ____ helps your heart to beat. Carrots help your ____ to see. Turkey makes your ____ strong. Milk helps your ____ stay strong. <p> Standards Connection</p> <ul style="list-style-type: none"> Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student. <p>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.</p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p> <p> Interactivity: 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"> Students will independently read questions about a story and write, speak or select an answer. 	<ul style="list-style-type: none"> Students will point to or select a picture from a choice of three in response to a question about a story. 	<ul style="list-style-type: none"> Students will respond to a question by choosing a single option or errorless picture.

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

Standards Connection Lesson 2







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

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





Main idea: What is the message in this story?

Arrange pictures or words to begin sentences.


	Who  or	What 	Action 
			
			
			

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

Lesson 3

Instructional Targets		
<p>Reading Standards for Literature</p> <ul style="list-style-type: none"> Range and Level of Text Complexity: Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level. Key Ideas and Details: Answer questions and use support from text to explain the main ideas, details and inferences of a story. <p>Which of your state standards are aligned to these instructional targets?</p>		
Classroom Activities/Lesson Plan		
<p>Chapter 1: Why Should I Take Care of My Body?</p> <p>The title of the Chapter Book is <i>Taking Care of Me</i>. The first chapter, <i>Why Should I Take Care of My Body?</i>, introduces a character who does not have healthy hygiene. She is dirty and smelly. The social implications for having poor hygiene are illustrated in this chapter and include ridicule, lack of friends and lack of employment.</p> <ul style="list-style-type: none"> 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. <p>Read and Answer</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"> 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. <p> Standards Connection</p> <ul style="list-style-type: none"> 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. <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> Interactivity: 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"> Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. Students will independently read questions about a story and write, speak or select an answer. 	<ul style="list-style-type: none"> Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. Students will point to or select a picture from a choice of three in response to a question about a story. 	<ul style="list-style-type: none"> Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. Students will respond to a question by choosing a single option or errorless picture.
Resources and Materials		Additional Resources
<p>Chapter 1: Why Should I Take Care of My Body?</p> <p>Communication board</p> <p>Comprehension questions (multiple-choice and fill-in);</p> <p>Advanced questions</p> <p>Fill-in cards</p> <p>Standards Connection Lessons 3, 5, 7, 9, 11, 13</p>		

Lesson 3, Chapter 1: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">stinks dirty Germs body job</p> <ol style="list-style-type: none"> Sidney's hair is _____. (dirty) Sidney cannot get a _____ if she smells. (job) _____ can make Sidney sick. (Germs) No one wants to sit by Sidney because she _____. (stinks) Sidney needs to take care of her _____. (body) 	<ol style="list-style-type: none"> Who is this chapter about? (teacher, Sidney, friends) What can't Sidney get if she stinks? (job, dog, food) What can make Sidney sick? (water, clothes, germs) Why don't others want to sit by Sidney? (She talks. She stinks. She reads.) What is important to know about this chapter? <ul style="list-style-type: none"> Take care of your books. Take care of your car. Take care of your body.
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"> Sidney does not take care of her _____. (body) Sidney's face is _____. (dirty) Sidney is called _____ because her body smells. (stinky) When you have a _____ body you can be healthy. (clean) _____ can make you sick. (Germs) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> How do Sidney's clothes look? (messy, yellow, dirty) What will Sidney have more of if she takes care of her body? (homework, friends, books) What will be hard for Sidney to get if she smells? (house, classroom, job) What is the best way to fight germs? <ul style="list-style-type: none"> Have a clean body. Have clean clothes. Wear the same clothes every day. Why should you take care of your body? <ul style="list-style-type: none"> So you can get a job. So you can make new friends. So you can be healthy.

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

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



What is the title of this chapter?

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

What do you think this chapter will be about?

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.

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

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


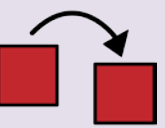
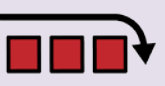


Main idea: What is the message in this story?




Key details:

Arrange pictures or words to tell the story.

	In the beginning...	
	Then...	
	At the end...	

Lesson 4



Instructional Targets
Standards for Language <ul style="list-style-type: none"> Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. Personal Life <ul style="list-style-type: none"> Social Skills: Demonstrate expressive skills to participate effectively in a social exchange.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan
Life Skills Application 1: Handing Out a Compliment <p>Introduce this activity after students have read Chapter 1. In this activity, students will work on paying compliments to others, rather than stating negative comments, which might be hurtful. Students will learn that it is OK to sometimes give a person kind feedback when asked. They will also learn that it is OK to point out something in private, which may cause another person embarrassment. However, students should focus on the positive qualities they see in other people and pay others compliments.</p> <ul style="list-style-type: none"> Discuss ways in which negative comments are hurtful to others. Ask, "How might we alert someone if we see something that could cause them embarrassment?" Continue discussion with the proper way to tell another person of an embarrassing situation (e.g., toilet paper on shoe, food stuck in teeth). Introduce the word "compliment." Define a compliment as a kind word or statement of praise we give to another person. Discuss how compliments are uplifting. Ask students if they have ever been paid a compliment and how it made them feel. Discuss how compliments are a good way to make and keep friends. Review the word and picture/word cards that can be used to pay compliments (e.g., nice, cool, pretty). Add sentence starters that can be combined with compliments (e.g., "Your hair looks ____"). Students will select sentence starters and compliment words to share with another person in the class. Instruct students to say the person's name and give them a compliment (e.g., Sydney, your hair looks shiny and clean.). Instruct students to respond to a compliment by stating "Thank you."  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"> Students will use unit topic words in conversation. Students will recognize and demonstrate appropriate social responses for various situations 	<ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will demonstrate appropriate social responses with direct cueing. 	<ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will demonstrate nonverbal behaviors that show appropriate social connections in various situations.

Resources and Materials	Additional Resources
Sentence Starter strips Word cards Picture/word cards	

Lesson 5

Instructional Targets		
<p>Reading Standards for Informational Text</p> <ul style="list-style-type: none"> 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. <p>Which of your state standards are aligned to these instructional targets?</p>		
Classroom Activities/Lesson Plan		
<p>Chapter 2: Grooming Habits</p> <p>The title of the Chapter Book is <i>Taking Care of Me</i>. The second chapter, Grooming Habits, is an informational text describing the hygiene procedures needed to look and smell good. The importance of maintaining grooming habits on a schedule throughout life is emphasized.</p> <ul style="list-style-type: none"> 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. <p>Read and Answer</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"> Select the level of comprehension questions appropriate to 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. <p> Standards Connection</p> <ul style="list-style-type: none"> 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. <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> Interactivity: 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"> Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level. Students will independently read questions about a story and write, speak or select an answer. 	<ul style="list-style-type: none"> Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level. Students will point to or select a picture from a choice of three in response to a question about a story. 	<ul style="list-style-type: none"> Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level. Students will respond to a question by choosing a single option or errorless picture.
Resources and Materials		Additional Resources
<p>Chapter 2: Grooming Habits Communication board Comprehension questions (multiple-choice and fill-in); 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>teeth Grooming habits Washing clean</p> <p>1. _____ makes your body look good. (Grooming)</p> <p>2. Putting on _____ clothes is a grooming habit. (clean)</p> <p>3. Grooming _____ are good things you do for your body. (habits)</p> <p>4. Brushing your _____ is a grooming habit. (teeth)</p> <p>5. _____ your hair is a grooming habit. (Washing)</p>	<p>1. What is this chapter about? (basketball, corn, grooming)</p> <p>2. What should we brush? (TV, teeth, clothes)</p> <p>3. What should we put on? (clean clothes, dirty clothes, smelly clothes)</p> <p>4. What should we wash? (hair, computer, book)</p> <p>5. What is important to know about this chapter?</p> <ul style="list-style-type: none"> Pizza tastes good. Dogs make good pets. Grooming habits are good for your body.
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <p>1. _____ is what you do to make your body look and smell good. (Grooming)</p> <p>2. Grooming _____ are things you do every day or every week. (habits)</p> <p>3. Taking a _____ every day is a grooming habit. (shower)</p> <p>4. Look at yourself in the _____ to check your grooming. (mirror)</p> <p>5. Make a _____ to keep your body clean and healthy. (plan)</p>	<p>These questions may have more than one correct answer.</p> <p>6. What should you brush every day? (hair, teeth, clothes)</p> <p>7. What clean clothes do you put on every day? (socks, toothbrush, underwear)</p> <p>8. What will make you look and smell good? (washing your face and hands, jumping on your bed, taking a shower)</p> <p>9. What grooming habit should you do for your hair every day?</p> <ul style="list-style-type: none"> Cut your hair. Brush your hair. Wash your hair. <p>10. Why is it good to have grooming habits?</p> <ul style="list-style-type: none"> So you can look and smell good. So you can be healthy. So you can run and play.

Lesson 6



Instructional Targets
Standards for Language <ul style="list-style-type: none"> Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. Daily Living <ul style="list-style-type: none"> Grooming and Hygiene: Recognize and apply appropriate grooming habits, practicing these on a daily basis.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan
Life Skills Application 2: My Personal Grooming Chart <p>Introduce this activity after students have read Chapter 2. Chapter 2 discusses the importance of a grooming routine. In this lesson, students will evaluate their own grooming routine. The chart becomes a checklist for daily or weekly grooming routines.</p> <ul style="list-style-type: none"> Discuss the areas of grooming. The Personal Grooming chart is provided in two formats. Choose the most appropriate format on the basis of each student's skills and needs. It might be necessary to set up a "school grooming chart" as well as a "home grooming chart." Have students check or mark the skills that are completed each day. If a task is performed more than once a day (e.g., teeth brushing), then additional checks or marks should be added to that day. Analyze the chart at the end of each week. Is there a routine or pattern being formed? Are there grooming tasks which need to be addressed on a more regular basis? The overall goal is to increase participation and independence in completing these basic grooming skills on a routine basis. Follow up by using the daily grooming checklist located in ULS Core Materials, Task 1.4.

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use unit topic words in conversation. Students will independently complete daily grooming tasks to maintain an appropriate personal appearance. 	<ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will complete daily personal grooming tasks, using picture or physical supports to do so. 	<ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will actively participate in daily grooming tasks by indicating a "ready" signal for specific tasks.

Resources and Materials	Additional Resources
My Personal Grooming chart Template C: text only Template B: one picture before sentence	


Lesson 7

Instructional Targets		
<p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • Range and Level of Text Complexity: Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level. • Key Ideas and Details: Answer questions and use support from text to explain the main ideas, details and inferences of a story. <p>Which of your state standards are aligned to these instructional targets?</p>		
Classroom Activities/Lesson Plan		
<p>Chapter 3: Take Care of Your Teeth</p> <p>The title of the Chapter Book is <i>Taking Care of Me</i>. The third chapter, Take Care of Your Teeth, addresses the importance of oral hygiene. A smile makes people socially attractive to others. Teeth that are unattractive and not well cared for cause people to ignore and ostracize people with poor oral hygiene. The importance of teeth brushing, flossing, and regular checkups at the dentist is emphasized in this chapter.</p> <ul style="list-style-type: none"> • 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. <p>Read and Answer</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"> • Select the level of comprehension questions appropriate to 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. <p> Standards Connection</p> <ul style="list-style-type: none"> • 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. <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> Interactivity: 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"> • Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will independently read questions about a story and write, speak or select an answer. 	<ul style="list-style-type: none"> • Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will point to or select a picture from a choice of three in response to a question about a story. 	<ul style="list-style-type: none"> • Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Students will respond to a question by choosing a single option or errorless picture.
Resources and Materials		Additional Resources
<p>Chapter 3: Take Care of Your Teeth Communication board Comprehension questions (multiple-choice and fill-in); Advanced questions Fill-in cards Standards Connection Lessons 3, 5, 7, 9, 11, 13</p>		

Lesson 7, Chapter 3: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">dentist teeth germs brushes floss</p> <ol style="list-style-type: none"> Ross has clean _____. (teeth) Ross _____ his teeth every day. (brushes) Ross moves the _____ between all of his teeth. (floss) Brushing teeth gets rid of _____. (germs) Ross goes to the _____ to check on his teeth. (dentist) 	<ol style="list-style-type: none"> What is this chapter about? (clothes, teeth, face) What does Ross move between all of his teeth? (oranges, candy, floss) What does brushing your teeth get rid of? (germs, candy, cookies) Who does Ross see to check on his teeth? (dog, teacher, dentist) What is important to know about this chapter? <ul style="list-style-type: none"> Do not brush your teeth. Clean teeth are healthy. Toothpaste tastes good.
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"> Ross likes to keep his _____ clean. (teeth) Ross brushes his teeth _____ times a day. (three) Ross swishes his mouth with _____. (mouthwash) Ross wants to get rid of plaque and _____. (tartar) Plaque and tartar can cause _____. (cavities) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> How long does Ross brush his teeth? (1 minute, 2 minutes, 2 hours) What does Ross put on his toothbrush? (toothpaste, soap, glue) What can you swish in your mouth to get rid of plaque and tartar? (toothpaste, mouthwash, floss) When does Ross brush his teeth? <ul style="list-style-type: none"> in the morning after lunch at night Why does Ross go to the dentist? <ul style="list-style-type: none"> The dentist cleans his teeth. The dentist checks for cavities. The dentist wears a white jacket.

Lesson 8



Instructional Targets
Standards for Language <ul style="list-style-type: none"> Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. Daily Living <ul style="list-style-type: none"> Grooming and Hygiene: Recognize and apply appropriate grooming habits and practices on a regular basis.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan
Life Skills Application 3: Brush Your Teeth for a Beautiful Smile <p>Introduce this activity after students have read Chapter 3. This lesson focuses on the proper way to brush teeth. Most people brush their teeth, but do not always do a thorough job. Use the Steps for Brushing Your Teeth poster to discuss and teach the correct process of brushing one's teeth. If possible, have a dental hygienist visit the classroom to talk about proper dental hygiene.</p> <ul style="list-style-type: none"> Ask students, "How long do you spend brushing your teeth? How often do you brush your teeth?" Teeth should be cleaned at least once a day. Instruct students that good teeth brushing should take two minutes. Use a stopwatch to help students gauge the correct amount of time or find a song that is two minutes long and instruct students to "brush until the music stops." Review the Steps for Brushing Your Teeth poster with students. Complete the Steps for Brushing Your Teeth sequencing activity by having students arrange proper teeth brushing steps in order. Grooming Skills: Set up a routine time during the school day (e.g., after lunch) for teeth brushing. Use this as instructional time so students may become more independent at teeth brushing. Use a task sequence if necessary. Grooming Check forms are provided in ULS Core Materials, Task 1.4. Allow students who require assistance to use their active response mode to indicate readiness before beginning the task. <div>  Interactivity: This lesson is available for interactive participation. See lesson for more details. </div>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use unit topic words in conversation. Students will independently complete daily grooming tasks to maintain an appropriate personal appearance. 	<ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will complete daily personal grooming tasks, using picture or physical supports to do so. 	<ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will actively participate in daily grooming tasks by indicating a "ready" signal for specific tasks.

Resources and Materials	Additional Resources
Steps for Brushing Your Teeth poster Steps for Brushing Your Teeth activity	

Lesson 9


Instructional Targets	
Reading Standards for Literature <ul style="list-style-type: none"> Range and Level of Text Complexity: Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level. Key Ideas and Details: Answer questions and use support from text to explain the main ideas, details and inferences of a story. 	
Which of your state standards are aligned to these instructional targets?	
Classroom Activities/Lesson Plan	
Chapter 4: Take Care of Your Hair The title of the Chapter Book is <i>Taking Care of Me</i> . The fourth chapter, Take Care of Your Hair, emphasizes the importance of clean, maintained and well-styled hair. When we meet someone new, they will form an opinion of us based on how we look, including how clean and combed our hair is. <ul style="list-style-type: none"> 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 <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. <ul style="list-style-type: none"> Select the level of comprehension questions appropriate to 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 <ul style="list-style-type: none"> 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. <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>  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"> Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. Students will independently read questions about a story and write, speak or select an answer. 	<ul style="list-style-type: none"> Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. Students will point to or select a picture from a choice of three in response to a question about a story. 	<ul style="list-style-type: none"> Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. Students will respond to a question by choosing a single option or errorless picture.
Resources and Materials		Additional Resources
Chapter 4: Take Care of Your Hair Communication board Comprehension questions (multiple-choice and fill-in) Advanced questions Fill-in cards Standards Connection Lessons 3, 5, 7, 9, 11, 13		

Lesson 9, Chapter 4: Answer Key	
Fill-In	Multiple-Choice
<p>shampoo hair healthy brushes barbershop</p> <p>1. Morgan's _____ is long and shiny. (hair)</p> <p>2. Morgan washes her hair with _____. (shampoo)</p> <p>3. Morgan _____ her hair every day. (brushes)</p> <p>4. Ryan gets a haircut at the _____. (barbershop)</p> <p>5. Morgan and Ryan have clean, _____ hair. (healthy)</p>	<p>1. What is this chapter about? (clothes, hair, teeth)</p> <p>2. What should we use to wash our hair? (soap, milk, shampoo)</p> <p>3. Where does Ryan go to get a haircut? (park, barbershop, school)</p> <p>4. What does Morgan do to her hair every day? (brush her hair, pull her hair, cut her hair)</p> <p>5. What is important to know about this chapter?</p> <ul style="list-style-type: none"> Everyone has the same hair color. Clean hair is healthy. Do not wash your hair.
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <p>1. Clean, shiny hair is _____. (healthy)</p> <p>2. Use _____ to wash your hair. (shampoo)</p> <p>3. Morgan uses a _____ to dry her hair. (towel, blow dryer)</p> <p>4. Ryan _____ his hair every morning before school. (combs)</p> <p>5. Everyone's hair is _____. (different)</p>	<p>These questions may have more than one correct answer.</p> <p>6. What color can hair be? (black, brown, blonde)</p> <p>7. What can you use to make your hair look nice? (spoon, brush, comb)</p> <p>8. Where can you go to get a haircut? (beauty shop, circus, barbershop)</p> <p>9. When should you brush your hair?</p> <ul style="list-style-type: none"> In the middle of the night. In the morning. When it is messy. <p>10. Why is it important to have healthy hair?</p> <ul style="list-style-type: none"> Your hair will be clean. Your hair will be shiny. Your hair will smell like cookies.

Lesson 10



Instructional Targets
Standards for Language <ul style="list-style-type: none"> Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. Daily Living <ul style="list-style-type: none"> Grooming and Hygiene: Recognize and apply appropriate grooming habits, practicing these on a regular basis.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan
Life Skills Application 4: Hairstyles: The Long and Short of It <p>Introduce this activity after students have read Chapter 4. Having clean and shiny hair is not the only thing important to teenagers; having a nice haircut is important as well. In this activity, students will look at various hairstyles, complete a survey of hairstyles, and identify and define ways to describe hair.</p> <ul style="list-style-type: none"> Discuss with students the importance of clean hair and how clean and dirty hair are perceived in society. Indicate to students that no matter what hairstyle or color, cleanliness is always the most important characteristic of hair. Review how to care for hair. Use the Caring for Your Hair poster to aid students. Ask students, "What is your favorite hairstyle or hair color?" Discuss the advantages and disadvantages of various hairstyles (e.g., long hair requires more time, short hair is easier to care for, etc.). Indicate how some realities make certain hairstyles unattainable for some people. Have each student fill out the Hairstyle survey. The Hairstyle survey is provided in 2 formats. Choose the most appropriate format on the basis of each student's skills and needs. This is a combination of basic information on their current hair color, length and style, and preferences for the future. Find hairstyles in magazines, books from a salon, barbershop or a library for students to review. Have students select hairstyles that appeal to them. Grooming Skills: Set up a routine time during the school day (e.g., after lunch) for combing or brushing hair. Use this as instructional time so students may become more independent at this task. Use a task sequence if necessary. Grooming Check forms are provided in ULS Core Materials, Task 1.4. Allow students who require assistance to use their active response mode to indicate readiness before beginning the task. <div style="display: flex; align-items: flex-start;">  <p>Interactivity: This lesson is available for interactive participation. See lesson for more details.</p> </div>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use unit topic words in conversation. Students will independently complete daily grooming tasks to maintain an appropriate personal appearance. 	<ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will complete daily personal grooming tasks, using picture or physical supports to do so. 	<ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will actively participate in daily grooming tasks by indicating a "ready" signal for specific tasks.

Resources and Materials	Additional Resources
Caring for Your Hair poster Hairstyle survey	Search for a virtual makeover website to "try on" various hairstyles and hair colors. Upload a teacher picture and apply different hairstyles and colors (Reminder: Do not use students' pictures without the permission of a parent/guardian).


Lesson 11

Instructional Targets		
<p>Reading Standards for Literature</p> <ul style="list-style-type: none"> Range and Level of Text Complexity: Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level. Key Ideas and Details: Answer questions and use support from text to explain the main ideas, details and inferences of a story. <p>Which of your state standards are aligned to these instructional targets?</p>		
Classroom Activities/Lesson Plan		
<p>Chapter 5: Take Care of Your Skin</p> <p>The title of the Chapter Book is <i>Taking Care of Me</i>. The fifth chapter, Take Care of Your Skin, discusses how skin should be maintained for cleanliness and good health. Teenagers will often experience acne, which is addressed in this chapter. Other areas of skin hygiene discussed in this chapter include makeup guidelines for females, showering, using deodorant, and applying sunscreen.</p> <ul style="list-style-type: none"> 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. <p>Read and Answer</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"> Select the level of comprehension questions appropriate to 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. <p> Standards Connection</p> <ul style="list-style-type: none"> 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. <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> Interactivity: 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"> Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. Students will independently read questions about a story and write, speak or select an answer. 	<ul style="list-style-type: none"> Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. Students will point to or select a picture from a choice of three in response to a question about a story. 	<ul style="list-style-type: none"> Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. Students will respond to a question by choosing a single option or errorless picture.
Resources and Materials		Additional Resources
<p>Chapter 5: Take Care of Your Skin Communication board Comprehension questions (multiple-choice and fill-in) Advanced questions Fill-in cards Standards Connection Lessons 3, 5, 7, 9, 11, 13</p>		

Lesson 11, Chapter 5: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">sunscreen skin shower pimples soap</p> <ol style="list-style-type: none"> Wash your face with ____ and water. (soap) Do not pop _____. (pimples) Take a _____ or bath every day. (shower) Wear _____ in the Sun. (sunscreen) Take care of your _____. (skin) 	<ol style="list-style-type: none"> What is this chapter about? (food, drinks, skin) What should we use to wash our face? (toothpaste, soap, lotion) How often should we take a shower? (every day, once a week, once a month) What should we not do to pimples? (put medicine on them, wash them, pop them) What is important to know about this chapter? <ul style="list-style-type: none"> Take care of your skin. The Sun is hot. Everyone gets pimples.
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"> Cole and Keisha's ____ is changing. (skin) Their skin changes because they are _____. (teenagers) They want to take _____ of their skin. (care) _____ your face two times a day. (Wash) In the Sun, put _____ on your face and body. (sunscreen) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> What do you use to wash your face? (warm water, soap, washcloth) What should you put under your arms after you shower? (soap, water, deodorant) Where can you get medicine for pimples? (library, pharmacy, school) What does Keisha learn about makeup? <ul style="list-style-type: none"> Don't wear too much. Don't wear it at all. Wash it off before going to bed. What do Cole and Keisha learn about pimples? <ul style="list-style-type: none"> Don't pop pimples. Get medicine for pimples. Only use a small amount of medicine on pimples.

Lesson 12



Instructional Targets
Standards for Language <ul style="list-style-type: none"> Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. Daily Living <ul style="list-style-type: none"> Grooming and Hygiene: Recognize and apply appropriate grooming habits, practicing these on a regular basis.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan
Life Skills Application 5: Clean Skin Is Healthy Skin <p>Introduce this activity after students have read Chapter 5. Students need to know how to care for their skin. This lesson focuses on healthy skin practices, with an emphasis on facial skin. The face is the main form of communication, and therefore the first thing the eye is drawn to. Having healthy facial skin is important for making good first impressions as well as having a healthy self-esteem.</p> <ul style="list-style-type: none"> Discuss why taking care of your skin and face is important. Ask students, "What is the first thing people see when they meet you for the first time?" Continue discussion with a review of good facial care steps. Use the Taking Care of My Skin poster to aid students. Discuss the different skin types: sensitive, oily, dry or normal. Review what steps students should take depending on their skin type (e.g., oily skin types should wash more often, dry skin types need to use moisturizer daily, sensitive skin types should apply pimple medicine in small amounts). Discuss various products available to students. If possible, have a professional who specializes in skin care come in and speak to students, offering suggestions for care and maintenance of different facial skin types. Have students complete the activity, Healthy Skin versus Unhealthy Skin, by reading various scenarios and deciding if they are healthy or unhealthy skin care practices. If possible and/or necessary, hold a discussion about the appropriateness of makeup and the amount of makeup to be worn. Grooming Skills: Set up a routine time during the school day for face washing (possibly after lunch or before dismissal). Use this as instructional time so that students can be more independent at this task. Use a task sequence if necessary. Allow students who require assistance to use their active response mode to indicate readiness before beginning the task. <div>  Interactivity: This lesson is available for interactive participation. See lesson for more details. </div>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use unit topic words in conversation. Students will independently complete daily grooming tasks to maintain an appropriate personal appearance. 	<ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will complete daily personal grooming tasks, using picture or physical supports to do so. 	<ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will actively participate in daily grooming tasks by indicating a "ready" signal for specific tasks.

Resources and Materials	Additional Resources
Taking Care of My Skin poster Healthy Skin versus Unhealthy Skin activity	

Lesson 13


Instructional Targets	
<p>Reading Standards for Informational Text</p> <ul style="list-style-type: none"> 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. <p>Which of your state standards are aligned to these instructional targets?</p>	
Classroom Activities/Lesson Plan	
<p>Chapter 6: Food, Exercise and Sleep</p> <p>The title of the Chapter Book is <i>Taking Care of Me</i>. The sixth chapter, Food, Exercise and Sleep, focuses on ways to stay healthy other than good grooming habits. Eating the right foods, getting plenty of exercise and sleeping for a normal amount of time are all good habits to maintain, as well as hygiene. Food, exercise and sleep should all be part of a daily routine, just like grooming habits.</p> <ul style="list-style-type: none"> 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. <p>Read and Answer</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"> Select the level of comprehension questions appropriate to 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. <p> Standards Connection</p> <ul style="list-style-type: none"> 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. <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> Interactivity: 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"> Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level. Students will independently read questions about a story and write, speak or select an answer. 	<ul style="list-style-type: none"> Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level. Students will point to or select a picture from a choice of three in response to a question about a story. 	<ul style="list-style-type: none"> Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level. Students will respond to a question by choosing a single option or errorless picture.
Resources and Materials		Additional Resources
<p>Chapter 6: Food, Exercise and Sleep Communication board Comprehension questions (multiple-choice and fill-in) 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 style="text-align: center;">exercise sleep healthy changes food</p> <p>1. A teenagers' body _____. (changes)</p> <p>2. Eat healthy _____. (food)</p> <p>3. Get eight or nine hours of sleep _____ each night. (sleep)</p> <p>4. Walking or running is good _____. (exercise)</p> <p>5. Good food, exercise and sleep will help you stay _____. (healthy)</p>	<p>1. What is this chapter about? (food, exercise and sleep, clothes and shoes, Sun, moon and stars)</p> <p>2. What is a healthy snack? (potato chips, soda, apple)</p> <p>3. What is a way to exercise every day to stay healthy? (sneeze, paint, walk)</p> <p>4. What should you do each night? (watch movies, sleep, play games)</p> <p>5. What is important to know about this chapter?</p> <ul style="list-style-type: none"> Teenagers need to watch movies. Teenagers need to have fun. Teenagers need to stay healthy.
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <p>1. When you are a teenager, your body is _____. (changing)</p> <p>2. Too many _____ foods are not good for you. (greasy, sugary)</p> <p>3. Drink _____ during the day to keep your body healthy. (water)</p> <p>4. An _____ is a healthy snack. (apple)</p> <p>5. Good habits keep the body _____. (healthy)</p>	<p>These questions may have more than one correct answer.</p> <p>6. How much exercise should you get each day? (1 minute, 60 minutes, 100 minutes)</p> <p>7. What can you do to exercise? (walk, run, dance)</p> <p>8. How many hours should you sleep each night? (five to six, eight to nine, eleven to twelve)</p> <p>9. Why does your body need sleep?</p> <ul style="list-style-type: none"> to make you feel your best to give you energy for the next day to make you tired <p>10. What is important for teenagers to know?</p> <ul style="list-style-type: none"> Chips taste good. Stay up late. Good food, exercise and sleep will keep you healthy.

Lesson 14

Instructional Targets
Standards for Language <ul style="list-style-type: none"> Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. Daily Living <ul style="list-style-type: none"> Medical, Health and Fitness: Recognize and apply appropriate health habits and practices, including nutrition, fitness and health care.
Which of your state standards are aligned to these instructional targets?



Classroom Activities/Lesson Plan
Life Skills Application 6: Health and Wellness for Life <p>Introduce this activity after students have read Chapter 6. Being healthy not only means looking and smelling good, but also increasing stamina and discipline for common activities. Increasing stamina and discipline can be done by making healthy food choices and maintaining an exercise and sleep routine. In this lesson, students will complete a health and wellness chart, explore exercise options, and identify healthy food choices.</p> <ul style="list-style-type: none"> Discuss how good health does not just include routine grooming habits, but also making healthy choices such as eating healthy foods, sleeping the appropriate amount of time and exercising to increase stamina. Describe what makes a healthy food choice. Use examples of fruits, vegetables, whole grains, lean proteins and dairy. Ask students, "What is your favorite healthy food? What do healthy foods do for our body?" Discuss the necessity of exercise and sleep. Ask students, "Why do we need to exercise? What does exercise do for our body? What does sleep do for our body?" Review the Steps to a Healthy You poster and post in the classroom. Complete the Healthy versus Unhealthy Choices activity by having students select if the scenario presented is a healthy or unhealthy choice. Personal Fitness Routines: Set up a routine time during the school day for physical activity (this could be a physical education class, a recess, or a morning stretch). Use this as instructional time so the students can create an independent exercise routine. Floor exercise and strength exercise posters are provided in ULS Core Materials, Task 7.0. Allow students who require assistance to use their active response mode to indicate readiness before beginning the task. <div>  Interactivity: This lesson is available for interactive participation. See lesson for more details. </div>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use unit topic words in conversation. Students will independently participate in personal health and fitness routines. 	<ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will participate in personal health and fitness routines, using picture or physical supports to do so. 	<ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will demonstrate active participation and responses during personal health and fitness routines.

Resources and Materials	Additional Resources
Steps to a Healthy You poster Healthy versus Unhealthy Choices activity	


Lesson 15

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





Classroom Activities/Lesson Plan
<p>Vocabulary Quiz Game: Grooming and Health</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>Build Word Meaning</p> <ul style="list-style-type: none"> Select a word or a picture. Name it. Write it. Use the word or have students use the word in a sentence. Present words or pictures on a chart or whiteboard. Describe each word for students to identify. Select a word to describe by acting it out. Identify words using the category wheel. Have students determine if the word is a person, a place, a thing, an action or a descriptor. 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. Use definition cards to provide students with additional practice in word meaning of vocabulary from the unit topic. <p>The content for this quiz game includes health and grooming categories related to basic grooming, teeth care, hair care, and exercise.</p> <ul style="list-style-type: none"> Create a quiz game board using the answers listed in the lesson (similar to the <i>Jeopardy</i>® game). Cover each of the answers on the quiz board with a money amount. 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?). 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. Continue until all cards are gone or a predetermined time period has ended. Students will count and add the total amount on their money cards. The player with the highest total wins the game. <p>The quiz cards may be enlarged for a large classroom board. The answer sheet may be used to support communication.</p> <p> Standards Connection</p> <ul style="list-style-type: none"> The standards connection activities build on skills that encourage students to use reference materials to extend word meaning from unit vocabulary. <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p> <p> Interactivity: 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"> Students will determine literal and figurative meanings of a word as it is used in a text. Students will match a unit topic word to a definition. Students will use unit topic words in conversation. 	<ul style="list-style-type: none"> Students will point to pictures or words to match words with same meanings in text. Students will point to pictures of key vocabulary from unit topics as part of a discussion. 	<ul style="list-style-type: none"> Students will identify a named picture related to the unit topic from a single option or errorless choice. Students will make a selection to indicate a picture of key vocabulary within a unit topic.

Resources and Materials	Additional Resources
<p>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</p>	<p>Additional ideas for vocabulary instruction are provided in the ULS Instructional Guides: Vocabulary.</p> <p>Additional supporting pictures may be downloaded from SymbolStix Online, which is available free to all Unique subscriber by clicking on the SymbolStix button at: n2y.com</p>

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

Making Meaning with Words

What is the word? 	What is the definition? 
Add a picture. 	Write or tell a sentence. 

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

Lesson 16


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

Classroom Activities/Lesson Plan
<p>Edit It: Healthy Habits for the New Year</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>Document 1: A Book Report</p> <ul style="list-style-type: none"> 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. <p>Document 2: Current Events</p> <ul style="list-style-type: none"> 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. <p>Document 3: A Letter</p> <ul style="list-style-type: none"> 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. <p>Document 4: A Report With Facts</p> <ul style="list-style-type: none"> 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. <p>Document 5: An Opinion</p> <ul style="list-style-type: none"> 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. <p>These documents may also be used for whole-class instruction using a projector.</p> <p> Standards Connection</p> <ul style="list-style-type: none"> 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.

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

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

Standards Connection Lesson 16

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

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.

Lesson 17


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

Classroom Activities/Lesson Plan
<p>Real-World Writing: My Profile</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>Good grooming, healthy habits and routine exercise are part of the “total person.” But having a positive attitude about oneself is also important. In this writing activity, students will write a short profile that explains and emphasizes their special features and talents. Profiles are important in the use of social media in today’s world. Profiles allow a person to present a quick snapshot of themselves for the public and are used in a vast amount of situations.</p> <ul style="list-style-type: none"> In this lesson, students will create a social media profile using the “My Profile” form. The forms are provided two formats. Please choose the most appropriate format on the basis of each student’s skills and needs. 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. Follow up by adding the student’s picture to the profile. Publish the profile in a PowerPoint® presentation. Allow students to view each other’s profiles and comment by “paying a compliment” on the profile. <p>Please Note: This activity does <u>NOT</u> suggest the creation of an actual online social media profile.</p> <p> Standards Connection</p> <ul style="list-style-type: none"> 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. <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>

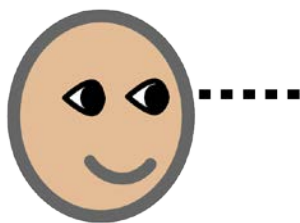
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing. Students will gain information from two or more sources to reach a personal decision. Students will write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

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

Standards Connection Lesson 17

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



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



- ☐ Do I have a **capital letter**
 - at the beginning of the sentence?
 - for names of people and places?
- ☐ Do I have punctuation at the end of the sentence?
 - **period**
 - **question mark**
 - **exclamation point**
- ☐ Does my sentence make sense when I say it out loud?
- ☐ Are there any spelling words to check?


Lesson 18

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

Classroom Activities/Lesson Plan
Topic Paragraph: Newsletter and Activity Report 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. <ul style="list-style-type: none"> 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. Assign the planning process and outline what is appropriate to 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"> Name of the Activity: Create a title for the paragraph. The Big Idea: Choose one topic sentence. Parts of the Activity: Sequence the steps of the activity. Reaction: Say what you think about this activity. Paragraph: Put the sentences together. Students may complete this exercise by writing notes, using pictures or dictating. Many pictures from the unit lessons may be used in this activity. 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. Have students share the newsletter at home and in school.  Standards Connection <ul style="list-style-type: none"> Have students review and revise their completed work. Use the guide in Lesson 17 for this purpose. You may wish to extend this activity by assigning oral presentations or having students add multimedia components.  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"> Students will create one or more paragraphs, including a topic sentence with supporting facts, details and a concluding sentence. Students will demonstrate conventions of grammar in spoken and written sentence forms. Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling. 	<ul style="list-style-type: none"> Students will select pictures with text to create a written text containing relevant facts to support a stated topic. Students will create simple sentence forms in a grammatically correct order when speaking or writing. Students will identify beginning capital letters and ending punctuation in a written sentence. Students will spell familiar words with letter-sound matches. 	<ul style="list-style-type: none"> Given errorless choices of pictures, students will make a selection to communicate facts on a given topic. With picture supports, students will combine two or more words during a shared writing or speaking activity. Students will locate capital letters and ending punctuation in a sentence.
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 SymbolStix Online , which is available free to all Unique subscriber by clicking on the SymbolStix button at: n2y.com

Standards Connection Lesson 18

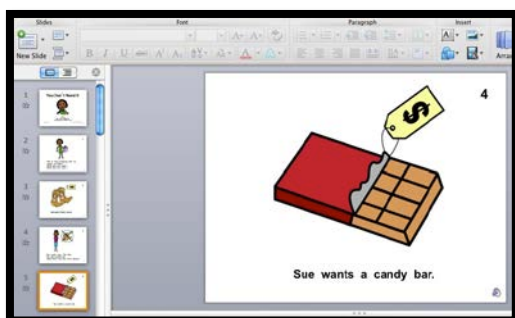
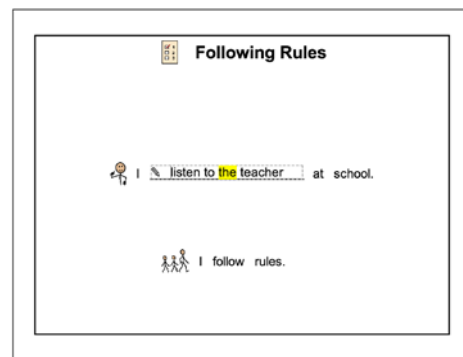
Instructional Targets			
	Standards of Speaking and Listening <ul style="list-style-type: none"><i>Presentation of Knowledge and Ideas:</i> Present information in an organized manner appropriate to a task, audience or situation. Integrate media to enhance a presentation. Adapt communication using formal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

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](#)), 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.


Lesson 19

Instructional Targets		
<p>Math Standards for Algebra</p> <ul style="list-style-type: none"> • Building Blocks to Algebra: Understand and use +, - and = in problems. Solve addition and subtraction problems. Model and solve problems involving multiplication or division. • Seeing Structure in Expressions–Interpret the structure of expressions: Represent a real-world situation with a numeric expression. • Seeing Structure in Expressions–Write expressions in equivalent forms to solve problems: Solve multi-step problems that include a sequence of operations to reach a solution. <p>Which of your state standards are aligned to these instructional targets?</p>		
Classroom Activities/Lesson Plan		
<p>Math Story Problems: Fitness Contest</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 Mrs. B's students helping to run a fitness contest put on by the gym class.</p> <ul style="list-style-type: none"> • These scenarios may also provide early number recognition and counting. • Although certain math concepts may appear complex to some students, the involvement in this math topic is important for all students. Teaching and Learning Guides are provided to build foundational skills, including how to add with carrying and how to subtract with borrowing. • Appropriate activities should be 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. <p>Scenario cards are provided to address these skills.</p> <ul style="list-style-type: none"> • Addition (with or without carrying) • Subtraction (with or without borrowing) • Multiplication • Division <p>Use of a calculator simplifies the process for some students.</p> <ul style="list-style-type: none"> • Create additional scenarios for further practice. • Use Unique's math scenarios with other math methods, for example, Touch Math. <p> Standards Connection</p> <ul style="list-style-type: none"> • Teaching guides are provided to build foundational skills: How to use a calculator. • Number comparisons may be drawn from this lesson's problem scenarios to determine greater than (>), less than (<) and equal to (=). <p>Pre- and post-assessments are available through Monthly Checkpoints.</p>		
<div>  <p>Interactivity: This lesson is available for interactive participation. See lesson for more details.</p> </div> <div>  <p>Number Journal: Click icon within the lesson to access the number journal.</p> </div>		
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will calculate addition and subtraction problems in the context of a real-world scenario. • Students will read, write and solve a math sentence. • Students will use a combination of operations to solve multi-step problems in the context of a real-world scenario. • Students will model multiplication and division with objects and numbers showing equal groups in the context of a real-world scenario. 	<ul style="list-style-type: none"> • Students will model addition and subtraction of two sets of objects in the context of a real-world scenario. • Students will select pictures and numbers to model a math sentence. • Students will use operations and models to solve a two-step problem in the context of a real-world scenario. • Students will count equal number of objects in selected groups or an array. 	<ul style="list-style-type: none"> • Students will count a set of objects in an addition or subtraction problem through an active participation response (e.g., voice output device, eye gaze choice board). • Students will select a number (errorless choice) within a math problem. • Students will select numbers and count within a two-step problem in the context of a real-world scenario. • Students will count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).
Resources and Materials	Additional Resources	
<p>Math story problem scenarios</p> <p>Standards Connection Lesson 19</p>	<p>Number Journal</p> <p>Number cards and symbol cards (+, – and =) are provided in the ULS Instructional Tools: Math Pack/Numbers.</p> <p>Additional ideas for math instruction are provided in the ULS Instructional Guides: Mathematics.</p>	

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

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

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

Instructional Targets		
	Math Standards for Algebra/Seeing Structure in Expressions <ul style="list-style-type: none"> <i>Building Blocks to Algebra:</i> Understand and use +, - and = in problems. Solve addition and subtraction problems. 	
	Differentiated Tasks	
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will calculate addition and subtraction problems in the context of a real-world scenario. 	<ul style="list-style-type: none"> Students will model addition and subtraction of two sets of objects in the context of a real-world scenario. 	<ul style="list-style-type: none"> Students will count a set of objects in an addition or subtraction problem through an active participation response (e.g., voice output device, eye gaze choice board).



Teaching How to Use a Calculator – Addition	Teaching How to Use a Calculator – Subtraction
<p>Step 1: Look at the addition problem.</p> <div> $\begin{array}{r} 48 \\ + 27 \\ \hline \end{array}$ </div> <p>Step 2: What is the top number?</p> <div> 48 </div> <p>Step 3: Push the numbers.</p> <p>Find the 4. Push the 4. The 4 will show up on the screen. Find the 8. Push the 8. The 8 will show up on the screen.</p> <div> <div>4</div> <div>8</div> </div> <p>Note: If you make a mistake, push clear.</p> <div>C</div> <p>Step 4: What are you doing?</p> <div> Adding? + You are adding. Subtracting? - Push the plus sign. Multiplying? x Dividing? ÷ </div> <div>+</div> <p>Step 5: What is the bottom number?</p> <div> 27 </div> <p>Step 6: Push the numbers.</p> <p>Find the 2. Push the 2. The 2 will show up on the screen. Find the 7. Push the 7. The 7 will show up on the screen.</p> <div> <div>2</div> <div>7</div> </div> <p>Note: If you make a mistake, push clear.</p> <div>C</div> <p>Step 7: Solve the problem.</p> <div> Push the equal sign. The answer is 75. 75 is on the screen. </div> <div>=</div> <div>75</div>	<p>Step 1: Look at the subtraction problem.</p> <div> $\begin{array}{r} 48 \\ - 27 \\ \hline \end{array}$ </div> <p>Step 2: What is the top number?</p> <div> 48 </div> <p>Step 3: Push the numbers.</p> <p>Find the 4. Push the 4. The 4 will show up on the screen. Find the 8. Push the 8. The 8 will show up on the screen.</p> <div> <div>4</div> <div>8</div> </div> <p>Note: If you make a mistake, push clear.</p> <div>C</div> <p>Step 4: What are you doing?</p> <div> Adding? + You are subtracting. Subtracting? - Push the minus sign. Multiplying? x Dividing? ÷ </div> <div>-</div> <p>Step 5: What is the bottom number?</p> <div> 27 </div> <p>Step 6: Push the numbers.</p> <p>Find the 2. Push the 2. The 2 will show up on the screen. Find the 7. Push the 7. The 7 will show up on the screen.</p> <div> <div>2</div> <div>7</div> </div> <p>Note: If you make a mistake, push clear.</p> <div>C</div> <p>Step 7: Solve the problem.</p> <div> Push the equal sign. The answer is 21. 21 is on the screen. </div> <div>=</div> <div>21</div>

<p>Step 1: Look at the addition problem.</p> <div style="text-align: center; margin: 20px 0;"> $\begin{array}{r} 48 \\ + 27 \\ \hline \end{array}$ </div> <p>Step 2: What is the top number?</p> <div style="text-align: center; margin: 20px 0;"> 48 </div> <p>Step 3: Push the numbers.</p> <p>Find the 4. Push the 4. The 4 will show up on the screen. Find the 8. Push the 8. The 8 will show up on the screen.</p> <div style="display: flex; justify-content: center; gap: 20px; margin: 10px 0;"> <div style="border: 1px solid black; padding: 10px; width: 40px; text-align: center;">4</div> <div style="border: 1px solid black; padding: 10px; width: 40px; text-align: center;">8</div> </div> <p>Note: If you make a mistake, push clear.</p> <div style="text-align: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">C</div> </div> <p>Step 4: What are you doing?</p> <div style="display: flex; justify-content: space-between; margin: 10px 0;"> <div> Adding? + Subtracting? - Multiplying? x Dividing? ÷ </div> <div style="text-align: center;"> You are adding. Push the plus sign. </div> </div> <div style="text-align: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 10px; width: 60px; text-align: center;">+</div> </div> <p>Step 5: What is the bottom number?</p> <div style="text-align: center; margin: 20px 0;"> 27 </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> $48 + 27 = \underline{\quad}$ </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>C</td><td>√</td><td>÷</td><td>×</td></tr> <tr> <td>7</td><td>8</td><td>9</td><td>-</td></tr> <tr> <td>4</td><td>5</td><td>6</td><td>+</td></tr> <tr> <td>1</td><td>2</td><td>3</td><td>%</td></tr> <tr> <td>0</td><td>.</td><td>=</td><td></td></tr> </table> <p>Step 6: Push the numbers.</p> <p>Find the 2. Push the 2. The 2 will show up on the screen. Find the 7. Push the 7. The 7 will show up on the screen.</p> <div style="display: flex; justify-content: center; gap: 20px; margin: 10px 0;"> <div style="border: 1px solid black; padding: 10px; width: 60px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 10px; width: 60px; text-align: center;">7</div> </div> <p>Note: If you make a mistake, push clear.</p> <p>Step 7: Solve the problem.</p> <div style="display: flex; justify-content: space-between; margin: 10px 0;"> <div> Push the equal sign. </div> <div> The answer is 75. 75 is on the screen. </div> </div> <div style="display: flex; justify-content: center; gap: 20px; margin: 10px 0;"> <div style="border: 1px solid black; padding: 10px; width: 60px; text-align: center;">=</div> <div style="border: 1px solid black; padding: 10px; width: 60px; text-align: center; background-color: #d4edda;">75</div> </div>	C	√	÷	×	7	8	9	-	4	5	6	+	1	2	3	%	0	.	=	
C	√	÷	×																		
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<p>Step 1: Look at the subtraction problem.</p> <div style="text-align: center; margin: 20px 0;"> $\begin{array}{r} 48 \\ - 27 \\ \hline \end{array}$ </div> <p>Step 2: What is the top number?</p> <div style="text-align: center; margin: 20px 0;"> 48 </div> <p>Step 3: Push the numbers.</p> <p>Find the 4. Push the 4. The 4 will show up on the screen. Find the 8. Push the 8. The 8 will show up on the screen.</p> <div style="text-align: center; margin: 20px 0;"> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin: 5px;">4</div> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin: 5px; margin-left: 20px;">8</div> </div> <p>Note: If you make a mistake, push clear.</p> <div style="text-align: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">C</div> </div> <p>Step 4: What are you doing?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Adding? + Subtracting? - Multiplying? x Dividing? ÷ </td> <td style="width: 50%; border: none;"> You are subtracting. Push the minus sign. </td> </tr> </table> <div style="text-align: center; margin: 20px 0;"> <div style="border: 1px solid black; padding: 10px; display: inline-block;">-</div> </div> <p>Step 5: What is the bottom number?</p> <div style="text-align: center; margin: 20px 0;"> 27 </div>	Adding? + Subtracting? - Multiplying? x Dividing? ÷	You are subtracting . Push the minus sign .	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px; background-color: #d9ead3;"> $48 - 27 = \underline{\quad}$ </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>C</td><td>√</td><td>÷</td><td>×</td></tr> <tr> <td>7</td><td>8</td><td>9</td><td>-</td></tr> <tr> <td>4</td><td>5</td><td>6</td><td>+</td></tr> <tr> <td>1</td><td>2</td><td>3</td><td>%</td></tr> <tr> <td>0</td><td>.</td><td>=</td><td></td></tr> </table> <p>Step 6: Push the numbers.</p> <p>Find the 2. Push the 2. The 2 will show up on the screen. Find the 7. Push the 7. The 7 will show up on the screen</p> <div style="text-align: center; margin: 20px 0;"> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin: 5px;">2</div> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin: 5px; margin-left: 20px;">7</div> </div> <p>Note: If you make a mistake, push clear.</p> <p>Step 7: Solve the problem.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Push the equal sign. </td> <td style="width: 50%; border: none;"> The answer is 21. 21 is on the screen. </td> </tr> </table> <div style="text-align: center; margin: 20px 0;"> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin: 5px;">=</div> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin: 5px; margin-left: 20px; background-color: #d9ead3;">21</div> </div>	C	√	÷	×	7	8	9	-	4	5	6	+	1	2	3	%	0	.	=		Push the equal sign .	The answer is 21 . 21 is on the screen.
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Lesson 20

Instructional Targets
<p>Math Standards for Geometry–Geometric Measurement and Dimension</p> <ul style="list-style-type: none"> <i>Visualize relationships between two-dimensional and three-dimensional objects:</i> Identify and compare three-dimensional objects that have volume. <p>Math Standards for Measurement and Data</p> <ul style="list-style-type: none"> <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.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan		
Measure It!: Baked Sweet Potato Fries Measuring is a count of how many units are needed to fill, cover or match an object or area being measured. Students need to understand what a unit of measure is and how it is used to find a measurement. They need to predict the measurement, find the measurement and then discuss the estimates, errors and the measuring process. Following a recipe is a real-world application of informational text (the recipe) and measurement tools. This lesson focuses on measurement skills and tools for volume (dry and liquid measure when cooking). Simple kitchen tools, such as measuring cups and spoons, allow students to experience the life skill of basic cooking. Cooking is also a participatory activity: Even those who do not eat by mouth can enjoy the activities. Explore adapted cooking tools that promote participation. Most people love to eat french fries, but they are not a healthy choice. Baked sweet potato fries offer the satisfying crispiness of a french fry, but the healthy choice of a superfood. Sweet potatoes are full of fiber, iron, vitamin A and vitamin C. Sweet potato fries are an acceptable snack from www.choosemyplate.gov Note: Always consider student food allergies when making a recipe.		
You will need	(serves 6)	Directions
<ul style="list-style-type: none">• 2 T extra virgin olive oil• 1 t paprika• 2 t salt• 1 t pepper• 2 t garlic powder• 1 t ground cinnamon• 6 small sweet potatoes (about 2 lbs), peeled and sliced• cooking spray• large bowl• spoon• 2 baking sheets• spatula		<ol style="list-style-type: none">1. Preheat oven to 450 degrees.2. Put oil into bowl.3. Put paprika, salt, pepper, garlic powder and cinnamon into bowl. Stir.4. Put sweet potato slices into bowl. Stir to coat evenly.5. Spray cooking spray onto baking sheets.6. Spread sweet potatoes onto baking sheets in a single layer.7. Spray cooking spray on potatoes.8. Bake for 10 minutes.9. Remove fries from oven.10. Flip fries over using spatula.11. Spray more cooking spray on fries.12. Bake for 10 more minutes.13. Eat.
<p>Recipes may be used over several days of instruction.</p> <p>Day 1 Discuss ingredients. Ask, "What will we need to buy?"</p> <p>Day 2 Teach measurement tools. Have students identify cups and spoons.</p> <p>Day 3 Discuss the sequence. Have students cut apart steps and put them in order.</p> <p>Day 4 Make the recipe. Prepare and enjoy.</p> <p> Standards Connection</p> <ul style="list-style-type: none">• 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. <p>Additional ideas for measurement instruction are provided in the ULS Instructional Guides: Mathematics.</p> <p> Interactivity: 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">Students will use standard measurement tools and units to measure the volume of an object.Students will apply use of volume measurements in real-world scenarios.	<ul style="list-style-type: none">Students will select a volume measurement tool appropriate to a real-world task.Students will match objects with same volume measurements.	<ul style="list-style-type: none">Students will compare two measured volumes to determine which is larger.Students will match objects of same size and shape.

Resources and Materials	Additional Resources
<p>Recipe</p> <p>Recipe review</p> <p>Picture/word cards</p> <p>Standards Connection Lesson 20</p>	<p>Additional ideas for measurement instruction are provided in the ULS Instructional Guides: Mathematics.</p> <p>For more information on healthy food choices, visit http://www.choosemyplate.gov</p>

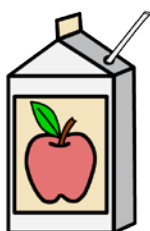
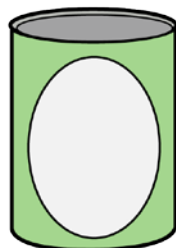
Instructional Targets		
	<p>Math Standards for Geometry–Geometric Measurement and Dimension</p> <ul style="list-style-type: none"><i>Visualize relationships between two-dimensional and three-dimensional objects:</i> Identify and compare three-dimensional objects that have volume.	
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none">Students will use standard measurement tools and units to measure the volume of an object.Students will apply use of volume measurements in real-world scenarios.	<ul style="list-style-type: none">Students will select a volume measurement tool appropriate to a real-world task.Students will match objects with same volume measurements.	<ul style="list-style-type: none">Students will compare two measured volumes to determine which is larger.Students will match objects of same size and shape.



Learning About Ounces!

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

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









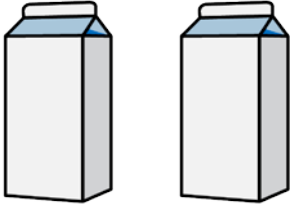


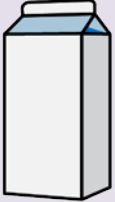


Make estimates: Choose two items. Which one do you think is heavier?
Compare the items in ounces to see which item(s) is heavier.

Standards Connection Lesson 20

Equivalent Volumes Present empty containers of these sizes.

Focus on one measurement unit or equivalent each week. Estimate, measure and demonstrate equivalents.


1 cup		$\frac{1}{2}$ pint	
2 cups		1 pint	
4 cups		1 quart	
4 quarts		1 gallon	
2 half gallons		1 gallon	
2 quarts		$\frac{1}{2}$ gallon	

Making Comparisons Use the chart to compare two measurable items.

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

Lesson 21

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



Classroom Activities/Lesson Plan
<p>Read This Chart: Let's Get Physically Active</p> <p>Charts and graphs are tools that provide useful information. In this lesson, students are reading and creating charts based on physical activities and exercise.</p> <ul style="list-style-type: none"> In the first part of this activity, students will read a chart containing specific information, then answer questions about it. Display the bar graph and discuss the information the chart provides. Note the choices in each bar. Ask, "Which bar looks the longest? Which exercise is most popular? Which exercise is least popular?" Analyze the graph and answer the questions. 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 exercises are most popular. Record data and discuss. 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. <p>Probability Quiz</p> <ul style="list-style-type: none"> 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. <p>Learn more about mean, mode and median with this interactive game: www.bbc.co.uk/schools/ks2bitesize/maths/data/mode_median_mean_range/play.shtml</p> <p> Interactivity: 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"> Students will design survey questions and collect, organize and report data presented on a graph. Students will compare data from tables and graphs to report specific information. Students will calculate an average (mean) from data. On the basis of information gathered, students will determine the probability that something is likely or unlikely to occur. 	<ul style="list-style-type: none"> Students will ask questions to gather data information and display the data on a graph. Students will identify specific data information from a table or graph. Students will identify a middle point (average) in a set of data. On the basis of available information, students will determine that something is likely to happen. 	<ul style="list-style-type: none"> Students will ask a question and select pictures as part of a data-gathering process. Students will report data information that is presented in a table or graph. Students will communicate data information that describes an average. Students will select an activity that is likely to occur.

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

Lesson 22


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

Classroom Activities/Lesson Plan
Money: Good Grooming Purchases 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 will practice money skills for purchasing grooming products. 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.
<div> <div> Skills Money 1: Counting Like Coins 1, 5, 10, 25 Money 2: Counting Mixed Coins to \$1.00 Money 3: Amounts to \$5.00 Money 4: Amounts to \$10.00 Money 5: Amounts to \$10.00/"One-Up" Method Money 6: Adding Amounts to \$5.00 Money 7: Adding Amounts to \$10.00 Money 8: Adding Amounts to \$10.00; 3 Items Money 9: Adding Amounts to \$20.00; 3 Items Money 10: Adding Amounts Under \$100.00 Money 11: Adding Amounts Over \$100.00 </div> <div> Money 12: Making Change to \$5.00 – No Borrowing Money 13: Making Change to \$5.00 – Borrowing Money 14: Making Change to \$10.00 – No Borrowing Money 15: Making Change to \$10.00 – Borrowing Money 16 and 17: Problem Solving Money 18: Problem Solving – Ratio With Multiplication Money 19: Problem Solving – Ratio With Division Money 20: Problem Solving – Percentage With Tip Money 21: Problem Solving – Percentage With Discount </div> </div> <p>Expanding problem-solving sequences: Students will learn to find a better price for an item and then determine whether they have enough money to make a purchase. They will also use a unit ratio for making a purchase. You may wish to use scenarios like these: (1) We paid \$6.00 for 3 pairs of socks. How much did each pair cost? (2) One hamburger costs \$1.50. How much will 4 hamburgers cost? In addition, students will calculate percentages as these are applied to sale items or tips.</p>
<ul style="list-style-type: none"> Vary the ways to apply these activities on the basis of each student's abilities. Encourage students to use a calculator.  <p>Standards Connection</p> <ul style="list-style-type: none"> 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. <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p>  <p>Interactivity: 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">Students will calculate the amount of money needed for a purchase and ascertain the coins and bills required to complete that purchase.Students will calculate addition and subtraction problems in the context of a real-world scenario.	<ul style="list-style-type: none">Students will match coins and bills to a given price.Students will model addition and subtraction of two sets of objects in the context of a real-world scenario.	<ul style="list-style-type: none">Students will exchange money for a purchase.Students will select a money amount in an addition or subtraction problem.

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

Standards Connection Lesson 22

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

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

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

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

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

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

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_tax_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)

Lesson 23


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

Classroom Activities/Lesson Plan
Schedules and Times: Monthly Activities <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"> 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. Use the time card provided to schedule the time for each daily activity and indicate the amount of time needed to complete that activity. Consult the daily schedule plan included with this lesson for additional information. Note that scheduling activities may also be completed by using the ULS Core Materials, Task 1.1 and Task 1.2.  Standards Connection <ul style="list-style-type: none"> The form included provides an extension for calculating elapsed time.

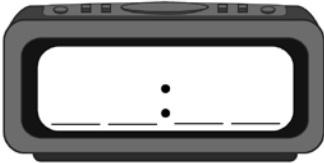
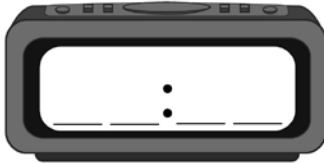
Differentiated Tasks		
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<ul style="list-style-type: none"> Students will read time and apply it to a real-world activity. 	<ul style="list-style-type: none"> Students will represent times for morning, afternoon, evening in the context of a real-world scenario.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

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



Standards Connection Lesson 23

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

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
			


Lesson 24

Instructional Targets
<p>Math Standards for Geometry–Congruence</p> <ul style="list-style-type: none"> Experiment with transformations in the plane: 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. <p>Math Standards for Geometry–Similarity, Right Triangles and Trigonometry</p> <ul style="list-style-type: none"> Understand similarity in terms of similarity transformations: Identify shapes by similar attributes (e.g., similar angles). Identify parts of a right triangle (right angle, legs) in real-world objects and areas. <p>Math Standards for Geometry–Modeling with Geometry</p> <ul style="list-style-type: none"> Apply geometric concepts in modeling situations: Identify the shape in real-world two-and three-dimensional objects. <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Geometry: Laundry Day</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. This lesson focuses on measuring a laundry basket into which dirty clothing will be collected.</p> <ul style="list-style-type: none"> Measuring for Area and Length <ul style="list-style-type: none"> This activity includes a model of laundry basket 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. Fit It in This Space <ul style="list-style-type: none"> 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. <p> Standards Connection</p> <ul style="list-style-type: none"> 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. <p>For more resources on Many tools are available online to explore shapes and measurements.</p> <p> Interactivity: 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"> Students will use lines and angles within shapes to solve a real-world problem. Students will identify properties of shapes to solve a real-world problem. Students will use a model representing two- and three-dimensional objects to solve real-world problems. 	<ul style="list-style-type: none"> Students will match like shapes in the context of a real-world problem. Students will identify shapes in the context of a real-world problem. Students will arrange two-dimensional figures on a model of a real-world scenario. 	<ul style="list-style-type: none"> Students will select objects of same shape in the context of a real-world problem. Students will select shapes in the context of a real-world problem. Students will match two-dimensional figures on a model of a real-world scenario.

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

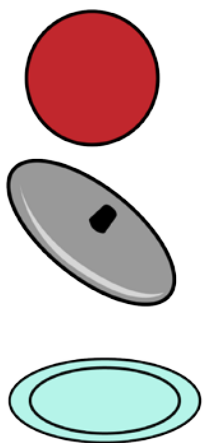
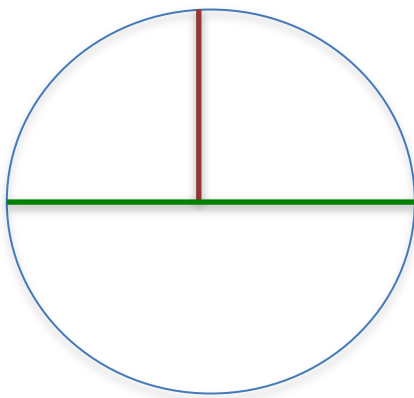
Instructional Targets		
	Math Standards for Geometry–Circles <ul style="list-style-type: none"> <i>Understand and apply theorems about circles:</i> Identify parts of a circle (radius, circumference, diameter) in real objects and areas. 	
	Differentiated Tasks	
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1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

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		
	Math Standards for Geometry–Congruence: <ul style="list-style-type: none"> <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. 	
	Differentiated Tasks	
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<ul style="list-style-type: none"> Students will use lines and angles within shapes to solve a real-world problem. 	<ul style="list-style-type: none"> Students will match like shapes in the context of a real-world problem. 	<ul style="list-style-type: none"> Students will select objects of same shape in the context of a real-world problem.

Terms to know about angles

Right angle: An angle that measures 90° . 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° and 90° .

Obtuse angle: An angle that measures between 90° and 180° .

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**.



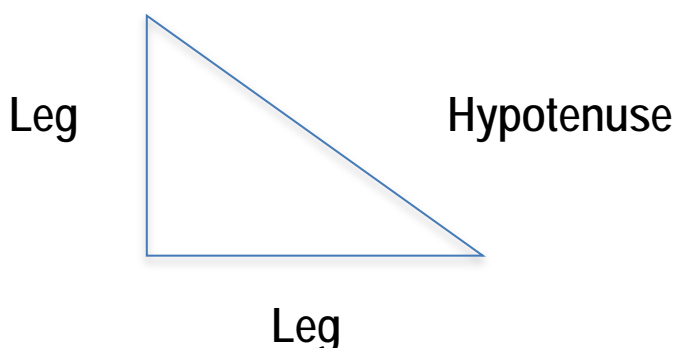
Daily living and vocational tasks that require an awareness of angles include folding clothing linens. Devise opportunities that allow students to have regular practice with folding, and encourage students to focus on achieving precise angles.

Instructional Targets		
	Math Standards for Geometry–Similarity, Right Triangles and Trigonometry: <ul style="list-style-type: none"> <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. 	
	Differentiated Tasks	
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<ul style="list-style-type: none"> Students will identify properties of shapes to solve a real-world problem. 	<ul style="list-style-type: none"> Students will identify shapes in the context of a real-world problem. 	<ul style="list-style-type: none"> Students will select shapes in the context of a real-world problem.

Terms to know about triangles

Right triangle: A triangle, one of whose interior angles is 90° .

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.

Lesson 25

Instructional Targets		
<p>Math Standards for Algebra</p> <ul style="list-style-type: none"> Building Blocks to Algebra: Understand and use +, - and = in problems. Solve addition and subtraction problems. Model and solve problems involving multiplication or division. <p>Math Standards for Algebra—Creating Equations</p> <ul style="list-style-type: none"> Create equations that describe numbers or relationships: Represent a real-world situation with an algebraic expression. <p>Math Standards for Algebra—Reasoning with Equations and Inequalities</p> <ul style="list-style-type: none"> Understand solving equations as a process of reasoning and explain the reasoning: Order a sequence of steps to solve an equation. Solve equations and inequalities in one variable: Use equations to solve real-world problems when a part is unknown. Use inequalities (e.g., < and >) to solve real-world problems where a part is unknown. <p>Which of your state standards are aligned to these instructional targets?</p>		
Classroom Activities/Lesson Plan		
<p>Algebra: Snack Attack</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"> Algebra: A generalization of arithmetic in which letter symbols are used to represent unknown quantities so that we can generalize specific arithmetic relationships and patterns. Algebraic expression: An algebraic expression is made up of three things: numbers, variables and operation signs, such as + and -. <p>The scenarios in this deal with choosing healthy foods for snacks. 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 abilities and needs. Interactive number journal supports and printable manipulative pictures allow teachers to create additional scenarios.</p> <ul style="list-style-type: none"> Simple Sentences and Write Sentences 1 and 2 <ul style="list-style-type: none"> Students will solve for an unknown in a simple addition or subtraction process. Problem Solving <ul style="list-style-type: none"> Students will use a chart to gather data for problem solving. Simple Sentences and Write Sentences 3 <ul style="list-style-type: none"> Students will multiply or divide a number of objects or numbers for a specific reason. Multi-Step Problem 1 and 2 <ul style="list-style-type: none"> Students will solve multiple-step problems involving more than one operation. 		
 Interactivity: This lesson is available for interactive participation. See lesson for more details.		 Number Journal: Click icon within the lesson to access the number journal.
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will calculate addition and subtraction problems in the context of a real-world scenario. Students will read, write and solve a math sentence. Students will use a combination of operations to solve multi-step problems in the context of a real-world scenario. Students will model multiplication and division with objects and numbers that show equal groups in the context of a real-world scenario. 	<ul style="list-style-type: none"> Students will model addition and subtraction of two sets of objects in the context of a real-world scenario. Students will select pictures and numbers to model a math sentence. Students will use operations and models to solve a two-step problem in the context of a real-world scenario. Students will count equal number of objects in selected groups or an array. 	<ul style="list-style-type: none"> Students will count a set of objects in an addition or subtraction problem through an active participation response (e.g., voice output device, eye gaze choice board). Students will select a number (errorless choice) within a math problem. Students will select numbers and count within a two-step problem in the context of a real-world scenario. Students will count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).
Resources and Materials		Additional Resources
Scenario cards for math sentences		<p>Number Journal</p> <p>Additional ideas for algebra instruction are provided in the ULS Instructional Guides: Mathematics.</p> <p>Samples of arrays to model multiplication and division are provided in the ULS Instructional Tools: Math Pack/Arrays.</p>

Lesson 26

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


Classroom Activities/Lesson Plan
Related Content: Trading Cards <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"> Display the larger poster in the classroom and use it to introduce and discuss the notable person or foundation shown. 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. 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. Perform a Google™ search for video clips of individuals. A few suggested websites are listed in the additional resources below. <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"> Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level. 	<ul style="list-style-type: none"> Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level. 	<ul style="list-style-type: none"> Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.

Resources and Materials	Additional Resources
Trading Cards: Quincy Symonds, Robby Novak, Mary Verdi-Fletcher	<p>The following are video clips that illustrate the physical hardships each person faces, and how they overcome them.</p> <p>Quincy Symonds: http://all-that-is-interesting.com/6-year-old-surfer</p> <p>Robby Novak: https://www.youtube.com/watch?v=ymbeZzj9McA</p> <p>Mary Verdi-Fletcher: http://www.dancingwheels.org/video13.asp</p>


Lesson 27

Instructional Targets
Standards for Speaking and Listening <ul style="list-style-type: none"> Presentation and Knowledge of Ideas: Present information in an organized manner appropriate to a task, audience or situation. Integrate media to enhance a presentation. Adapt communication using formal or informal language to effectively communicate in a variety of contexts and tasks.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan
Related Content: Oral Report <p>Students are often required to give oral or written reports. In this lesson, the students will generate a report on a grooming or health routine. 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"> 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 grooming or health routine) _____.</p> <p>(Why is a grooming or health routine important?) It is interesting because _____.</p> 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"> Build on each student's personal modes of communication, including verbal ability, AAC devices and communication boards. Consider ways to integrate multimedia formats, such as images on a poster, PowerPoint® slides and assistive technology software, to enhance the presentation. 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. Present the report orally or through videotaping.  Standards Connection <ul style="list-style-type: none"> Design this lesson as a research activity. Use the Standards Connection form to guide the process.

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

Resources and Materials	Additional Resources
Sample reports: <i>Skin Care, Exercise</i> Planning template: Template C: text only Template B: one picture before sentence Template A: symbol-supported Picture/word cards: wash face, shower, wash hair, brush teeth, wear deodorant, eat healthy food, exercise, sleep Standards Connection Lesson 27	Additional supporting pictures may be downloaded from SymbolStix Online , which is available free to all Unique subscriber by clicking on the SymbolStix button at: n2y.com

Instructional Targets		
	Standards for Writing <ul style="list-style-type: none"> Research to Build Knowledge: 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. 	
	Differentiated Tasks	
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will research and gather information from multiple print and digital sources to answer a question or solve a problem. Students will generate a report of one or more paragraphs to summarize information and list sources. 	<ul style="list-style-type: none"> Students will collect information from print or digital sources to answer a question or solve a problem. Students will generate multiple sentences to summarize information. 	<ul style="list-style-type: none"> Students will select a picture from an errorless choice to contribute to a shared research and writing task.

Refer students to this helpful research site: 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.

Lesson 28

Instructional Targets
Standards for Scientific Inquiry <ul style="list-style-type: none"> Identify questions to guide scientific investigations. Conduct simple scientific investigations. Use tools to gather data and information. Analyze and interpret data. Communicate and support findings.
Which of your state standards are aligned to these instructional targets?


Classroom Activities/Lesson Plan	
Science Experiment: What's Good for Your Teeth?	
<p>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." (<i>National Science Education Standards</i>) 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.</p> <p>In this science experiment, students will experiment with the effects of water, soda and fruit juice on teeth. The acids in many of the beverages we drink and foods we eat cause our tooth enamel to stain and break down. We brush our teeth to keep our teeth strong and healthy. 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.</p> <ol style="list-style-type: none">1. Ask a question.2. Make a guess.3. Do an experiment.4. Organize data.5. Find the conclusion.	
You will need (per student)	Directions
<ul style="list-style-type: none">• 3 clear glass jars or cups• dark-colored soda• fruit juice• water• 3 hard-boiled eggs• toothbrush• toothpaste	<ol style="list-style-type: none">1. Fill one jar $\frac{2}{3}$ full with water.2. Fill one jar $\frac{2}{3}$ full with soda.3. Fill one jar $\frac{2}{3}$ full with fruit juice.4. Put one egg in each jar.5. After 24 hours, take the eggs out of the jars. What differences do you see?6. Brush eggs with toothbrush and toothpaste. What happens?

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

Resources and Materials	Additional Resources
Science experiment Science experiment cards	

Lesson 29

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



Classroom Activities/Lesson Plan
History Timeline: Healthy Habits <p>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.</p> <p>This timeline shows significant times for a day of healthy grooming habits, eating choices and exercise.</p> <p>6:45 a.m. Sidney took a shower. She washed her hair, face and body. She put on clean clothes.</p> <p>7:30 a.m. Sidney ate a healthy balanced breakfast and brushed her teeth before she left for school.</p> <p>10:45 a.m. Sidney went to gym class. She ran three laps and jumped rope to get her exercise for the day.</p> <p>12:00 p.m. Sidney looks in the mirror to check her appearance. She brushes her hair and teeth. Sidney looks and smells nice.</p> <p>3:30 p.m. Sidney had a dentist appointment. She had clean healthy teeth and no cavities.</p> <p>9:15 p.m. Sidney is getting ready for bed. She washes her face and brushes her teeth. Eight hours of sleep is good for her body.</p> <p> Interactivity: 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"> Students will use multiple sources to create a description of a historical event or period of time. 	<ul style="list-style-type: none"> Students will use various sources to create a sequence of events in history. 	<ul style="list-style-type: none"> Students will select pictures to sequence a series of events in history.

Resources and Materials	Additional Resources
Picture timeline cards	

Lesson 30


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

Classroom Activities/Lesson Plan
<p>Journal Writing: Monthly Topics</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"> To write personal thoughts. To write memories of people and events. To improve writing skills. <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>Monthly Journal Topics</p> <p>Entry 1 Whole Group Entry</p> <ul style="list-style-type: none"> 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. <p>Entry 2 What I Like About Me</p> <ul style="list-style-type: none"> For this topic, students will write about their positive attributes to build self-esteem. <p>Entry 3 Let's Get Healthy</p> <ul style="list-style-type: none"> For this topic, students will set goals for what they want to do to be healthier. <p>Entry 4 Winter Is Here</p> <ul style="list-style-type: none"> For this topic, students will write about what they like about winter. Discuss some things they can do in the winter, depending on the area in which you are located. <p>Writing Conference</p> <ul style="list-style-type: none"> 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. <p> Standards Connection</p> <ul style="list-style-type: none"> Use the chart from this document to review and revise for conventions. <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>

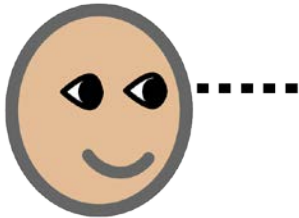
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will write routinely for a range of discipline-specific tasks, purposes and audiences. 	<ul style="list-style-type: none"> Students will participate routinely in supported writing activities for a range of discipline-specific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

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

Standards Connection Lesson 30

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

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



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

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

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

- ☐ Are there any spelling words to check?