



People Make Our Country Strong

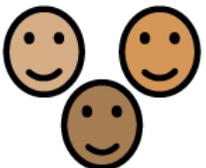
This Social Studies unit focuses on leaders who have fought against discrimination in our country by encouraging the involvement of people from various cultures, races and ethnicities in a wide range of activities. The United States is a country built on its diverse population. Unit lessons introduces several famous people from various backgrounds, who have contributed to the American heritage. Real-world applications are developed from meal planning of culturally represented foods.

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Standards Connection High School Content

Instructional Targets	
	<p>Social Studies Standards for History</p> <ul style="list-style-type: none"> • Describe how society allows for increased participation by people of various cultures, races and ethnicities. • Identify roles of leaders as peacekeepers in the community, state and country. • Recognize that attitudes can reflect prejudice and discrimination.

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will work collaboratively to identify a problem and develop a solution. • Students will describe how leaders help build good relationships in the community, state, country and world. • Students will recognize that attitudes of discrimination and prejudice will have a negative effect on a group or community. 	<ul style="list-style-type: none"> • Students will work collaboratively to complete a given task. • Students will identify roles of community, state and national leaders. • Students will identify examples of negative and positive attitudes toward others. 	<ul style="list-style-type: none"> • Students will participate in a group activity specifically related to U.S. history. • Students will identify leaders in the school, community and country (principal, mayor, governor, president, etc.). • Students will communicate a constructive and positive comment during a group activity.

	<p>Historical People and Events</p> <p>This unit focus on topics related to history. Students will learn about culture, race and ethnicity by learning about historical people and events. They will learn that people are different in many ways. That is why it is important to have strong leaders who understand people's differences and work hard to keep peace among the people. In Lesson 1, students will learn about the president and the important responsibilities he has. The Leveled Book in this lesson explains the qualities and job requirements the president must have in order to help keep the peace.</p>
	<p>People Make Our Country Strong</p> <p>In our chapter book, students will continue to explore culture, race and ethnicity by learning about historical leaders. Leaders in these chapters are noted for helping others and working towards equality for all people. Leaders selected for this unit also have different cultures, races and ethnicities. Highlighted leaders include Sacagawea, Johnny Appleseed, Cesar Chavez and Dr. Martin Luther King, Jr. The chapter book also addresses discriminatory attitudes of others and how people can work together to help all people be treated fairly.</p>
	<p>Multicultural Foods</p> <p>The Life Skills lessons in this unit continue the exploration of different cultures while addressing the transition skill of meal preparation. Students will plan, shop and carry out the needed steps to make a meal or dessert that is distinctly American, but has its origin in another country. For classes that do not have the means to cook weekly, alternative activities have been suggested and address different transition skills.</p>
	<p>Everyone Counts!</p> <p>Students will also practice self-advocacy skills in lessons like Lesson 13, "Everyone Counts!" Students will be encouraged to identify their race, celebrate what makes them different and express what they feel is fair and unfair treatment.</p>
	<p>The n2y Library has several books that may increase, extend and build the understanding of culture, race, ethnicity and leadership.</p> <ul style="list-style-type: none"> • Martin Luther King, Jr. (Level H/I) looks at the life of Dr. Martin Luther King, Jr. and his accomplishments in the fight for equality. • Around the USA (Level E) introduces people from different backgrounds who live in various states throughout the U. S. • Barack Obama (Level H/I) looks at the life of President Barack Obama. • Black History Month (Level E) presents the history of African-Americans in the U. S. • Cinco de Mayo (Level aa, C) looks at how Carla and her friends celebrate this holiday.

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. • Reading Fluency: Build relevant sight vocabulary in context; Read fluently in routinely used materials. • Acquisition of Vocabulary: Apply knowledge of words in the context of a topic.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Leveled Book: <i>The President of the United States</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 E Level D and Level aa (captioned). Read the highest level aloud to all students. Then select the level appropriate for each student for guided and independent reading.</p> <p>The content of the Leveled Book, <i>The President of the United States</i>, discusses the qualifications required to become the president of the United States and some of the job responsibilities. When they have finished the book, students should be able to describe what it takes to be president.</p> <ul style="list-style-type: none"> • Introduce the story by talking about Barack Obama. Ask, "Who is the current president?" • On the first reading, do a picture walk. Note pictures of the president's responsibilities. Emphasize that the president's job is very important. Discuss why the president must be a good leader and the ways in which he or she can be one. Ask, "Do you know a good leader? Would you like to be president?" • Read the story aloud to model fluency. After reading the story, ask questions about the responsibilities of the president. • 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 leadership. Ask, "What makes someone a good leader?" <p>Word-recognition cards for this lesson support high-frequency words within the unit reading materials.</p> <p>List 1: <i>good, some, work, many, she, who</i> List 2: <i>where, must, help, came, land, grow</i> List 3: <i>food, because, different, learn, people, every</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>The President of the United States</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?

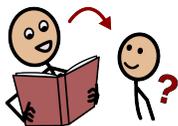


Who is the **illustrator** of this story?

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?

good

some

work

many

she

who

where

must

help

came

Grade Band: High School
Unit Target: History
Unit Topic: People Make Our Country Strong

Unit 2

land

grow

food

because

different

learn

people

every

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. • Reading Fluency: Build relevant sight vocabulary in context; Read fluently in routinely used materials. • Acquisition of Vocabulary: Apply knowledge of words in the context of a topic. • People in Society: Study people and events that contribute to cooperation and conflict.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Read and Answer: <i>The President of the United States</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>The President of the United States</i>, use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate format on the basis of each student’s skills and needs. Level 3 is text-only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.</p> <p>Build vocabulary knowledge of the identified words. Picture support cards are provided for reading recognition. Use the words in additional sentences for meaning. Make connections between vocabulary and each student’s experiences.</p> <p style="text-align: center;">peace leader vote four Washington, D.C.</p> <ol style="list-style-type: none"> 1. The president is our _____. (leader) 2. The president of the U.S.A. works in _____. (Washington, D.C.) 3. The president’s job is for _____ years. (four) 4. The president tries to keep the _____. (peace) 5. People _____ for the president. (vote) <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
Comprehension questions Standards Connection Lesson 2	

Standards Connection Lesson 2

Instructional Targets		
	Reading Standards for Literature <ul style="list-style-type: none"> • Key Ideas and Details: Summarize the main theme of a text and support it by citing details and a sequence of events. 	
	Standards for Speaking and Listening <ul style="list-style-type: none"> • Presentation of Knowledge and Ideas: Present information in an organized manner appropriate to a task, an audience or a situation. 	
Standards for Language <ul style="list-style-type: none"> • Knowledge of Language: Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts. 		
Differentiated Tasks		
Level 3	Level 2	Level 1
<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 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 1: Who Are the People in the U.S.A.?</p> <p>The title of the Chapter Book is <i>People Make Our Country Strong</i>. The first chapter, <i>Who Are the People in the U.S.A.?</i>, introduces students to the different cultures, races and ethnicities that make up the people of the United States.</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 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
Chapter 1: Who Are the People in the U.S.A. Communication board Comprehension questions (multiple-choice and fill-in); Advanced questions Standards Connection Lessons 3, 5, 7, 9, 11, 13		

Lesson 3, Chapter 1: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">America together Native Americans same slaves</p> <ol style="list-style-type: none"> Long ago _____ lived in America. (Native Americans) People came on ships to _____. (America) Some people were made to work as _____. (slaves) Some people do not think the _____ as others. (same) Everyone could live _____ in the new country. (together) 	<ol style="list-style-type: none"> What is this chapter about? (books, ships, people in America) Who lived in America long ago? (Native Americans, sharks, pirates) How did people come to America? (trains, ships, swim) Who were brought to America to work? (Native Americans, Pilgrims, slaves) What is important to know about this chapter? <ul style="list-style-type: none"> People can ride on ships. People come from many places. Native Americans live in tribes.
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"> The _____ were the first people to live in America. (Native Americans) Some people from _____ wanted to live in America. (Europe) Slaves were brought to America from _____. (Africa) The Europeans wanted to own _____. (land) Sometimes there were _____ between Native Americans and Europeans. (fight) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> What country did the new land become? (United States of America, France, China) What did the U.S. government want for their new country? (all people to live together, all people to be free, all people treated the same) How did people travel to America? (ships, walk, airplanes) What is a tribe? <ul style="list-style-type: none"> a house for a Native American a group of families living and working together a Native American dance Why did people from Europe come to America? <ul style="list-style-type: none"> to start new lives to cross the ocean to buy new clothes

Instructional Targets		
	<p>Reading Standards for Literature and Informational Text</p> <ul style="list-style-type: none"> • Integration of Knowledge and Ideas: Compare and contrast different genres; identify personal preferences. • Craft and Structure: Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the purpose of a text. 	
Differentiated Tasks		
Level 3	Level 2	Level 1
<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



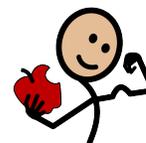
History



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

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



Main idea: What is the message in this story?



Key details:



Key details:



What is important to know?



Highlight key words you learned.



Circle key pictures that will help you remember.

Lesson 4

Instructional Targets
<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>Personal Life</p> <ul style="list-style-type: none"> Self-Advocacy: Demonstrate effective self-advocacy skills to maximize independence in home, community and employment.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Life Skills Application 1: Fair Is Fair</p> <p>Introduce this activity after students have read Chapter 1. In Chapter 1, students learned about the people who live in the United States. They learned that some people come from different countries, and do not all look or think the same. Students also learned that many people were treated unfairly because they were different. In this lesson students will learn about prejudice and discrimination. Begin the lesson by discussing the meaning of <i>prejudice</i>. Remind students of the different people in the first chapter. Explain to students that when people have a bad attitude about something that is different before they try it or know more about it, they are being prejudice. When someone treats another person differently because of the color of his or her skin, the group he or she belongs to or for other reasons, it is discrimination. When people are prejudice or discriminate against others, they are being unfair. We want to be fair to all people, even if they look and think differently than we do.</p> <p>For the first part of this activity, introduce the vocabulary words <i>fair</i> and <i>unfair</i>. Go over the definition of each. Throughout this activity, remind students that when people are unfair to others they are being prejudice and discriminatory. That is bad. Present each scenario card and have students discuss if the scenario is <i>fair</i> or <i>unfair</i>. Encourage each student to weigh in using his or her active participation mode, then place the card in the fair or unfair category. To extend the activity, have students explain how to make the scenarios that were determined unfair, fair.</p> <p>In the second part of this activity, students will share what they think is fair or unfair in a writing activity. Text-only and symbol-supported templates are provided.</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 unit topic words in conversation. Students/team members will share information and opinions, ask and answer questions and make comments during a discussion or conversation. 	<ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students/team members will share information, ask and answer questions and make comments using picture supports during a discussions or conversation. 	<ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students/team members will participate in conversational exchanges using communication technology and picture supports.

Resources and Materials	Additional Resources
Fair Is Fair sorting activity Scenario cards Fair Is Fair writing templates	

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: Sacagawea</p> <p>The title of the Chapter Book is <i>People Make Our Country Strong</i>. The second chapter, Sacagawea, introduces students to Sacagawea, a Native American, who showed leadership by helping others and keeping the peace. At a time when there was conflict between Native Americans and the early explorers, Sacagawea assisted Lewis and Clark as they moved across the western United States. In 2000 a gold dollar coin was released with her image on it by which to remember her.</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
Chapter 2: Sacagawea Communication board Comprehension questions (multiple-choice and fill-in); Advanced questions Standards Connection Lessons 3, 5, 7, 9, 11, 13		

Lesson 5, Chapter 2: Answer Key	
Fill-In	Multiple-Choice
<p>explorers Sacagawea Pacific Ocean coin helped</p> <ol style="list-style-type: none"> _____ was a Native American. (Sacagawea) Lewis and Clark were _____. (explorers) Lewis and Clark wanted to find the _____. (Pacific Ocean) Sacagawea _____ them find the Pacific Ocean. (helped) Sacagawea's picture is on a gold dollar _____. (coin) 	<ol style="list-style-type: none"> Who is this chapter about? (President Obama, slaves, Sacagawea) Where can you see Sacagawea's picture? (gold dollar coin, yearbook, stamp) What did Lewis and Clark want to find? (food, books, Pacific Ocean) Who were Lewis and Clark? (explorers, teachers, farmers) What is important to know about this chapter? <ul style="list-style-type: none"> Sacagawea liked money. Sacagawea helped. Sacagawea was a girl.
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"> _____ was a Native American. (Sacagawea) Sacagawea was a part of the _____ tribe. (Shoshone) She was taken from her _____. (family, tribe) Lewis and Clark were _____. (explorers) In 1804, they met Sacagawea in _____. (North Dakota) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> What did Lewis and Clark want to find? (Pacific Ocean, Atlantic Ocean, Native Americans) Who did Sacagawea see when she visited her tribe? (her dog, her sister, her brother) Where can you see Sacagawea's picture? (dollar bill, gold dollar coin, stamp) What did Sacagawea help Lewis and Clark do? <ul style="list-style-type: none"> talk to the Native Americans find the Pacific Ocean keep peace with the Native Americans Why was a coin made with Sacagawea's picture? <ul style="list-style-type: none"> Sacagawea was pretty. Sacagawea is important in U.S. history. Sacagawea helped Lewis and Clark.

Lesson 6

Instructional Targets
<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. • Informational Text: Understand informational text to achieve a purpose. <p>Daily Living</p> <ul style="list-style-type: none"> • Nutrition and Food Preparation: Recognize and prepare or select basic foods that make up a balanced meal. <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan				
<p>Life Skills Application 2: Native American Meal</p> <p>Introduce this activity after students have read Chapter 2. Many foods that have become traditionally American grew from the diversity of cultures. This unit will develop meal-planning activities that emphasize their different cultural starts. Students will plan, shop and eat meals each week based on the lesson activity. If students are unable to shop or cook meals, they should be encourage to create a recipe book from the meals provided. An additional activity has been suggested in the Note below.</p> <p>Week 1 Meal: Ham and Bean Soup, Corn Muffins</p> <p>Native Americans used corn and beans in many of their meals. The items for this meal include Great Northern beans and corn meal. Learn more about Native American food at http://www.indians.org/articles/native-american-food.html.</p> <ul style="list-style-type: none"> • Review the recipe and make a recipe card or page to add to the student’s recipe book. Stress vocabulary related to food preparation. As you review the recipe, determine if it is a balanced meal by using the “My Plate Poster” located in Core Task 2.4, Lunch Menu. • Make a grocery list of items to buy (see Lesson 17). If possible, plan for a means to purchase necessary items. Students may take turns grocery shopping for the meals. • Plan jobs that students will have during the food preparation. Support preparation based on individual abilities. Use Core Task 6.0 through Core Task 6.8 to help assign and provide visuals of how to carry out job responsibilities. • Share this meal with a family-style lunch in the classroom. <p>Note: If the class is unable to cook, replace the cooking activity with a craft activity. Have students make dreamcatchers. Explain to students that Native Americans made dreamcatchers to catch bad dreams. Dreamcatchers helped Native Americans sleep in peace. Discuss with students the concept of peace and why it is important. Make dreamcatchers by cutting out the middle of a paper plate and using the outer ring as the frame. Punch holes into the ring and thread yarn through the holes, going across the plate. Tie three longer pieces of yarn into three holes along the bottom of the rings and add beads.</p> <p><i>(Directions for recipes can be found within the lesson.)</i></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">You will need (Serves 6)</th> <th style="text-align: left;">You will need (Serves 6)</th> </tr> </thead> <tbody> <tr> <td> <p>Ham and Bean Soup</p> <ul style="list-style-type: none"> • 2 cans Great Northern beans • 1 can carrots • 1 C chopped ham • 2 C water • salt and pepper • slow cooker • spoon </td> <td> <p>Corn Muffins</p> <ul style="list-style-type: none"> • corn muffin mix • 1 egg • 1/3 C milk • cupcake liners • muffin pan • spoon </td> </tr> </tbody> </table>	You will need (Serves 6)	You will need (Serves 6)	<p>Ham and Bean Soup</p> <ul style="list-style-type: none"> • 2 cans Great Northern beans • 1 can carrots • 1 C chopped ham • 2 C water • salt and pepper • slow cooker • spoon 	<p>Corn Muffins</p> <ul style="list-style-type: none"> • corn muffin mix • 1 egg • 1/3 C milk • cupcake liners • muffin pan • spoon
You will need (Serves 6)	You will need (Serves 6)			
<p>Ham and Bean Soup</p> <ul style="list-style-type: none"> • 2 cans Great Northern beans • 1 can carrots • 1 C chopped ham • 2 C water • salt and pepper • slow cooker • spoon 	<p>Corn Muffins</p> <ul style="list-style-type: none"> • corn muffin mix • 1 egg • 1/3 C milk • cupcake liners • muffin pan • spoon 			

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 read and follow steps of the recipe. • Students will independently follow a multi-step sequence of directions to complete a daily living task. 	<ul style="list-style-type: none"> • Students will point to pictures of key vocabulary from unit topics as part of a discussion. • Students will follow directions to complete a daily living task, 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 state steps of a recipe using a voice output switch. • Students will use a consistent response to indicate choices during a daily living task.

Resources and Materials	Additional Resources
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Lesson 7, Chapter 3: Answer Key	
Fill-In	Multiple-Choice
<p>apple food traveled stamp (Johnny Appleseed)</p> <ol style="list-style-type: none"> _____ loved growing apple trees. (Johnny Appleseed) He planted _____ seeds in many places. (apple) People used the apples for _____. (food) Johnny _____ and met many people. (traveled) A _____ was made to remember Johnny. (stamp) 	<ol style="list-style-type: none"> Who is this chapter about? (Sacagawea, Johnny Appleseed, farmers) What did Johnny Appleseed plant? (apple seeds, peach trees, corn) How did people use the apples? (paint, trade, make food) What was made to remember Johnny Appleseed? (dollar coin, stamp, chair) What is important to know about this chapter? <ul style="list-style-type: none"> • Johnny Appleseed made a difference in the world. • Johnny Appleseed liked apples. • Johnny Appleseed helped others.
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"> Johnny Appleseed's real name was _____. (John Chapman) John Chapman was born in _____. (Massachusetts) Johnny loved growing _____ trees. (apple) Johnny often wore a cooking _____ on his head. (pot) He would tell _____ to people. (stories) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> Where did Johnny plant apple seeds? (Ohio, Indiana, Kentucky) What did Johnny carry with him when he traveled? (apple seeds, presents, books) What made Johnny happy? (when people helped him, apple pie, dancing) What was made to remember Johnny Appleseed? <ul style="list-style-type: none"> • Johnny Appleseed statue • Johnny Appleseed gold dollar coin • Johnny Appleseed stamp What can we learn from Johnny Appleseed? <ul style="list-style-type: none"> • Apples are red and yellow. • One person can make a difference in the world. • Seeds grow into trees.

Lesson 8

Instructional Targets
<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>Daily Living</p> <p>Nutrition and Food Preparation: Recognize and prepare or select basic foods that make up a balanced meal.</p>
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan				
<p>Life Skills Application 3: All-American Dessert</p> <p>Introduce this activity after students have read Chapter 3. Johnny Appleseed helped many people by planting apple seeds. Apples, along with many foods that have become traditionally American, grew from the diversity of cultures that are represented in the United States. In this unit students are developing meal-planning activities that emphasize different cultures. Students will plan, shop and eat meals each week based on the lesson activity. If students are unable to shop or cook meals, they should be encourage to create a recipe book from the meals provided. An additional activity has been suggested in the Note below. Remind students about Johnny Appleseed. Ask, "How did Johnny help others?" Explain that many people think of apples and apple pie as American foods. Ask, "Can you think of other foods that are American?"</p> <p>Week 2 Dessert: American Apple Pie</p> <ul style="list-style-type: none"> Review the recipe and make a recipe card or page to add to the student's recipe book. Stress vocabulary related to food preparation. As you review the recipe, determine if it is a balanced meal by using the "My Plate Poster" located in Core Task 2.4, Lunch Menu. Make a grocery list of items to buy (see Lesson 17). If possible, plan for a means to purchase necessary items. Students may take turns grocery shopping for the meals. Plan jobs that students will have during the food preparation. Support preparation based on individual abilities. Use Core Task 6.0 through Core Task 6.8 to help assign and provide visuals of how to carry out job responsibilities. Share this meal with a family-style lunch in the classroom. <p>Note: If the class is unable to cook, make the recipe card or page and replace the cooking activity with the "Good Apple Award" activity. Remind students that Johnny helped others by planting trees so they had apples to eat. Have students think of ways they can help others. Create a "Good Apple Award" certificate and explain that students who are caught being helpful will win the award.</p> <p><i>(Directions for recipe can be found within the lesson.)</i></p>				
<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">You will need:</th> <th style="text-align: right;">(Serves 8)</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> 2 pre-made pie crusts 8 apples peeler apple corer knife bowl </td> <td> <ul style="list-style-type: none"> 1 C sugar 1 t cinnamon 2 T butter 2 T flour spoon </td> </tr> </tbody> </table>	You will need:	(Serves 8)	<ul style="list-style-type: none"> 2 pre-made pie crusts 8 apples peeler apple corer knife bowl 	<ul style="list-style-type: none"> 1 C sugar 1 t cinnamon 2 T butter 2 T flour spoon
You will need:	(Serves 8)			
<ul style="list-style-type: none"> 2 pre-made pie crusts 8 apples peeler apple corer knife bowl 	<ul style="list-style-type: none"> 1 C sugar 1 t cinnamon 2 T butter 2 T flour spoon 			

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 read and follow steps of the recipe. Students will independently follow a multi-step sequence of directions to complete a daily living task. 	<ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will follow directions to complete a daily living task, 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 state steps of a recipe using a voice output switch. Students will use a consistent response to indicate choices during a daily living task.

Resources and Materials	Additional Resources
Recipe	

Lesson 9

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 locate information in text to support both the main idea and inferences drawn from the text.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan

Chapter 4: Cesar Chavez

The title of the Chapter Book is *People Make Our Country Strong*. The fourth chapter, Cesar Chavez, introduces students to Cesar, a Mexican-American, who wanted people to be treated fairly. He fought for farmers' rights. Use a map to identify the location of Mexico, as well as the states of Arizona and California where Cesar lived.

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

Read and Answer

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

- Select the level of comprehension questions appropriate 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

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

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

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



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

Differentiated Tasks		
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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 levels. • 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 levels. • 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 levels. • Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
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Chapter 4: Cesar Chavez Communication board Comprehension questions (multiple-choice and fill-in) Advanced questions Standards Connection Lessons 3, 5, 7, 9, 11, 13	
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Lesson 9, Chapter 4: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">farms law fields group money</p> <ol style="list-style-type: none"> Cesar worked on _____. (farms) Farm workers work in the _____. (fields) Farm workers did not make much _____. (money) Cesar wanted new _____. (laws) Cesar started a _____ to help farm workers. (group) 	<ol style="list-style-type: none"> Who is this chapter about? (Cesar Chavez, Sacagawea, Lewis and Clark) What was Cesar's job? (farm worker, factory worker, student) What did farm workers not make much of? (corn, money, school) What did Cesar start to help farm workers? (grocery store, group, school) What is important to know about this chapter? <ul style="list-style-type: none"> • Cesar did not like school. • Cesar helped farm workers. • Cesar made money.
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"> Cesar Chavez grew up in _____. (California) Cesar spoke _____. (Spanish) Cesar was a good _____ worker. (farm) He worked long hours in the _____. (fields) Cesar _____ a lot to help other farms. (moved) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> What do farm workers do in the fields? (plant, shop, pick) How did Cesar tell America about farm workers? (marches, strikes, telephone) What did Cesar start to help farm workers? (Boy Scouts, Red Cross, United Farm Workers) Why did Cesar want to help farm workers? <ul style="list-style-type: none"> • Farm workers ate apples. • Farm workers did not make much money. • Farm workers worked long hours. Why do we remember Cesar Chavez? <ul style="list-style-type: none"> • He made a cook book. • He helped farm workers. • He made a change.

Lesson 10

Instructional Targets
<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>Nutrition and Food Preparation</p> <ul style="list-style-type: none"> Recognize and prepare or select basic foods that make up a balanced meal.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan

Life Skills Application 4: Mexican-American Meal

Introduce this activity after students have read Chapter 4. Cesar Chaves was a Mexican-American, who worked hard as a farmer and wanted fair pay for his hard work. Many farmers grow lots of fruits and vegetables. Many foods that have become traditionally American have come from the diversity of cultures present in the United States. In this unit students are developing meal-planning activities that emphasize different cultures. Students will plan, shop and eat meals each week based on the lesson activity. If students are unable to shop or cook meals, they should be encouraged to create a recipe book from the meals provided. An additional activity has been suggested in the Note below. This week, students will make tacos. In Mexico, the word “taco” is used similarly to the way we refer to a sandwich.

Week 3 Meal: Tacos, Fruit Bowl (grapes, pineapple, melon)

- Review the recipe and make a recipe card or page to add to the student’s recipe book. Stress vocabulary related to food preparation. As you review the recipe, determine if it is a balanced meal by using the “My Plate Poster” located in Core Task 2.4, Lunch Menu.
- Make a grocery list of items to buy (see Lesson 17). If possible, plan for a means to purchase necessary items. Students may take turns grocery shopping for the meals.
- Plan jobs that students will have during the food preparation. Support preparation based on individual abilities. Use Core Task 6.0 through Core Task 6.8 to help assign and provide visuals of how to carry out job responsibilities.
- Share this meal with a family-style lunch in the classroom.

Note: If the class is unable to cook, make the recipe card or page and replace the cooking activity with the “I Can Do it” activity. Remind the students that Cesar started a group to help make a change. Ask students, “What would you like to change in our classroom?” Allow everyone to participate using their active participation mode. Once items for change are identified for groups of students, ask the groups to come up with a solution or change the targeted classroom problem. This lesson will align to the Transition standard for Personal Life, Problem Solving.

(Directions for recipes can be found within the lesson.)

You will need: (Serves 10)	You will need: (Serves 10)
<p>Tacos</p> <ul style="list-style-type: none"> 2 lbs ground beef 1 pkg taco seasoning 1 C water 10 taco shells 1 C tomatoes, chopped 1 C lettuce, chopped 1 C onion, chopped 1 C shredded cheese 1 jar of salsa 	<p>Fruit Bowl</p> <ul style="list-style-type: none"> 1 bunch of grapes 1 can pineapple chunks 1 melon, cut in chunks bowl spoon

Differentiated Tasks		
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Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use unit topic words in conversation. Students will independently read and follow steps of the recipe. Students will independently follow a multi-step sequence of directions to complete a daily living task. 	<ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will follow directions to complete a daily living task, 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 state steps of a recipe using a voice output switch. Students will use a consistent response to indicate choices during a daily living task.

Resources and Materials	Additional Resources
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Standards Connection Lessons 3, 5, 7, 9, 11, 13	
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Lesson 11, Chapter 5: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">together school law holiday dream</p> <ol style="list-style-type: none"> African-Americans could not go to _____ with white children. (school) Martin Luther King, Jr. had a _____. (dream) He wanted all people to live _____ in peace. (together) The president signed a new _____. (law) We remember Martin with a _____. (holiday) 	<ol style="list-style-type: none"> Who is this chapter about? (Cesar Chavez, President Obama, Martin Luther King, Jr.) What did Martin have? (boat, tree house, dream) What did the president sign? (new law, Declaration of Independence, birthday card) How do we remember Martin Luther King, Jr.? (coin, holiday, pillow) What is important to know about this chapter? <ul style="list-style-type: none"> Martin Luther King, Jr. went to school. Martin Luther King, Jr. helped people live together. Martin Luther King, Jr. liked to sleep.
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"> _____ was an African-American. (Martin Luther King, Jr.) Long ago, African-American children could not go to the same _____ as white children. (schools, stores) When he got older, Martin became a _____. (minister) Martin dreamed that all _____ could live together in peace. (people) Martin was a _____ in civil rights. (leader) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> How did Martin tell others about his dream? (speeches, telephone, marches) What did Martin want the president to sign? (new law, book, letter) When is the holiday to remember Martin Luther King, Jr.? (December, January, June) Why did Martin and the people want new laws? <ul style="list-style-type: none"> To help African-Americans be treated fairly. To help all people live together. To get a new president. Why do we remember Martin Luther King, Jr.? <ul style="list-style-type: none"> He helped African-Americans. He was a minister. He helped all people live together.

Lesson 12

Instructional Targets
<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>Daily Living</p> <ul style="list-style-type: none"> Nutrition and Food Preparation: Recognize and prepare or select basic foods that make up a balanced meal.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan

Life Skills Application 5: Martin Luther King, Jr. Breakfast

Introduce this activity after students have read Chapter 5. This breakfast meal honors Martin Luther King, Jr. and includes one of his favorite foods: pecans, which are optional for the recipe. This unit will develop meal-planning activities that emphasize foods that have become traditionally American. If students are unable to shop or cook meals, they should be encouraged to create a recipe book from the meals provided. An additional activity has been suggested in the Note below.

Week 4 Meal: Pancakes, Scrambled Eggs, Bacon

- Review the recipe and make a recipe card or page to add to the student's recipe book. Stress vocabulary associated with food preparation. As you review the recipe determine if it is a balanced meal by using the "My Plate Poster" located in Core Task 2.4, Lunch Menu.
- Make a grocery list of items to buy (see Lesson 17). If possible, plan for a means to purchase necessary items. Students may take turns doing the grocery shopping for the meals.
- Plan jobs that students will have during food preparation. Use the recipes to prepare the pancakes, scrambled eggs and bacon. Support preparation based on individuals' abilities. Use Core task 6.0 through Core task 6.8 to help assign and provide visuals of how to carry out job responsibilities.
- Share this meal as a family-style lunch in the classroom.

Note: If the class is unable to cook, make the recipe card or page and replace the cooking activity with the "I Have a Dream" activity. Remind students that Martin Luther King, Jr. had a dream. He dreamed that all people would be treated the same and live together in peace. Ask students what they dream about. Allow each student to participate in this activity by providing visual supports and choices as needed. Help each student record their dream on paper and encourage them to practice fine motor skills by decorating the page. Display the "I Have a Dream" activity in the classroom. Extend the activity by discussing steps each student can take to work toward reaching his or her dream. Consider making a dream chart and chart students' progress toward their dreams for the remainder of the year. This activity aligns to the Transition standard for Personal Life, Self-Advocacy.

(Directions for recipes can be found within the lesson.)

You will need:	(Serves 10-14)	You will need:	(Serves 1)	You will need:	(Serves 2)
Pancakes		Scrambled Eggs		Bacon	
<ul style="list-style-type: none"> 2 C pancake mix 1 ½ C milk 2 eggs pecans (optional) large bowl spoon 	<ul style="list-style-type: none"> griddle non-stick cooking spray ¼ C measuring cup spatula butter syrup 	<ul style="list-style-type: none"> 2 eggs 2 t milk fork microwave-safe bowl 		<ul style="list-style-type: none"> bacon microwave-safe plate paper towels hot pad 	

Differentiated Tasks		
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Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use unit topic words in conversation. Students will independently read and follow steps of the recipe. Students will independently follow a multi-step sequence of directions to complete a daily living task. 	<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 single steps of a recipe with assistance. Students will follow directions to complete a daily living task, 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 state steps of a recipe using a voice output switch. Students will use a consistent response to indicate choices during a daily living task.

Resources and Materials	Additional Resources
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Recipes	http://en.wikipedia.org/wiki/Soul_food
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Lesson 13

Instructional Targets

Reading Standards for Informational Text

- **Range and Level of Text Complexity:** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.
- **Key Ideas and Details:** Answer questions and locate information in text to support both the main idea and inferences drawn from the text..

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

Classroom Activities/Lesson Plan

Chapter 6: Everyone Counts!

The title of the Chapter Book is *People Make Our Country Strong*. The sixth chapter, Everyone Counts!, explains that everyone is important. It celebrates the different cultures, races and ethnicities that make up the United States. This chapter reinforces the peace that leaders from previous chapters have worked toward and reminds us that we can accomplish anything if we all work together.

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

Read and Answer

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

- Select the level of comprehension questions appropriate 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

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

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

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



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

Differentiated Tasks

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

Chapter 6: Everyone Counts!
 Communication board
 Comprehension questions (multiple-choice and fill-in)
 Advanced questions
 Standards Connection Lessons 3, 5, 7, 9, 11, 13

Additional Resources

Lesson 13, Chapter 6: Answer Key	
Fill-In	Multiple-Choice
<p>same countries leader different Everyone</p> <ol style="list-style-type: none"> 1. People from different _____ live in the United States. (countries) 2. People have _____ ideas. (different) 3. Treat everyone the _____. (same) 4. _____ counts! (Everyone) 5. A good _____ helps people. (leader) 	<ol style="list-style-type: none"> 1. What is this chapter about? (people in the United States, students in school, fish in water) 2. What kinds of ideas do people have? (same, good, different) 3. How should everyone treated? (bad, rude, same) 4. What does a good leader do? (yell at people, help people, fights with people) 5. What is important to know about this chapter? <ul style="list-style-type: none"> • We are all the same. • Everyone counts! • Some people came from Mexico.
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"> 1. Over _____ million people live in the United States. (300) 2. People from _____ countries live in the United States. (different) 3. People of different _____ live in the United States. (races) 4. We are _____ of the different people in the United States. (proud) 5. People have different _____. (traditions, ideas) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> 6. What can be different about people? (ideas, race, traditions) 7. What are people in the United States proud of? (differences, cake, being the same) 8. What were the characters in all chapters? (leaders, bankers, scientists) 9. What do the leaders teach us? <ul style="list-style-type: none"> • Help others. • Treat everyone the fairly. • Work together. 10. What can we learn from this chapter? <ul style="list-style-type: none"> • Everyone counts! • Only men can be president. • Everyone can make a difference.

Lesson 14

Instructional Targets
<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>Personal Life</p> <ul style="list-style-type: none"> • Social Skills: Demonstrate appropriate use of interpersonal communication skills in work, community and daily living situations.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Life Skills Application 6: We Are Different, We Are the Same</p> <p>Introduce this activity after students have read Chapter 6. Throughout this unit students are learning that all people are different but should all be treated fairly. Students are also learning that people with different cultures, races and ethnicities influence the United States. Food is a wonderful way to experience another person's culture. Throughout this unit, students are making a recipe book and cooking American foods that were influenced by other cultures. In this activity, students will put what they have learned about different cultures, races and ethnicities together, and make a banner celebrating people's differences and similarities.</p> <ul style="list-style-type: none"> • First have students fill out a survey that provides identifying information along with preferences. For students who require additional choices to fill out the form, additional symbols can be downloaded for free from SymbolStix Online. The survey is provided in print and interactive versions to provide practice in filling out forms by hand and electronically. • Once the electronic form is complete, print it out if needed, and cut apart each survey question. • Have students work together to create a "We are Different, We are the Same" banner. Help students place the title on the banner. • Allow each student to paste his or her survey answers on the banner. <p>Throughout the activity, stress important vocabulary words such as "race," "same," "different," "like" and "dislike" as you review the surveys on the banner. Display the banner and celebrate the differences and similarities.</p> <p>Extension: Review the survey answers and ask students if they agree or disagree/like or dislike the statements. Remind them that people don't all have to think or feel the same, they just have to treat each other fairly.</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 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 show appropriate social connections in various situations.

Resources and Materials	Additional Resources
<p>Survey question forms</p>	

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. • People in Society: Study contributions that shape the culture of the United States; Study interactions and diversity of people; Study people and events that contribute to cooperation and conflict.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Vocabulary Quiz Game: Helping Jobs</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 vocabulary related to diverse people in the community who help others.</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. The money amount cards may be affixed with a removable glue stick. • 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
Quiz game board and answer key Money amount cover cards Picture/word answer cards "What is" answer board Word definition cards Standards Connection Lesson 15	Additional ideas for vocabulary instruction are provided in the ULS Instructional Guides: Vocabulary . 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

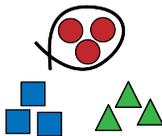
Standards Connection Lesson 15

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).

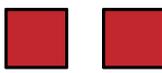
Making Meaning with Words

<p>What is the word?</p> <p>And It The WORDS Up</p>	<p>What is the definition?</p> 
<p>Add a picture.</p> 	<p>Write or tell a sentence.</p> 

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


 _____ and _____ are both _____.

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


 _____ and _____ are about the same.

Refer to this site for an online dictionary and thesaurus: www.wordcentral.com/home.html

Instructional Targets
<p>Standards for Language</p> <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. <p>Standards for Writing</p> <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.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Edit It: Leaders</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	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 Additional ideas for writing instruction are provided in the ULS Instructional Guides: Writing .

Standards Connection Lesson 16

Instructional Targets		
	<p>Standards for Writing</p> <ul style="list-style-type: none"> Text Types and Purposes: Generate informative paragraphs, including a topic sentence, supporting facts or details and a concluding sentence. 	
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. 	<ul style="list-style-type: none"> Students will select pictures with text to create a written document of factual sentences on a topic. 	<ul style="list-style-type: none"> Given errorless choices of pictures, students will make a selection to communicate facts on a given topic..

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

Day 1 Modeling



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

Day 2 Brainstorming



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

Day 3 Writing



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

Day 4 Reviewing and Revising



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

Day 5 Sharing



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

Instructional Targets
<p>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: Grocery Lists</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>Within this unit, there are several meal-planning and food preparation opportunities. Using the recipes for each meal, students will generate a grocery list of items needed to prepare the meal. Note that there may be some items that are already available in the classroom. This lesson encourages students to use the problem-solving process to determine what is already available, if there is enough or if more is needed. Once the items needed are written on the grocery list, use supermarket fliers or internet resources to record the prices of the items to determine the total cost for each week's recipe. The act of making a list of needed groceries and their prices is a valuable life skill that should be practiced. This activity can be done using scenarios if the class is not cooking or cannot go shopping. In this lesson, students will generate a grocery list by writing words or selected pictures.</p> <ul style="list-style-type: none"> • Picture and text versions are provided. • 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 reviewing the list of items and their cost. Discuss how coupons or looking for different name brands can lower the cost of groceries. • Refer to the meal lists in Lessons 6, 8, 10 and 12. <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>

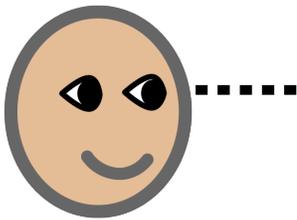
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing. • Students will gain information from two or more sources to reach a personal decision. • Students will 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
Writing template for grocery list Recipe Ingredient checklist Picture/word cards Standards Connection Lesson 17	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 17

Instructional Targets		
	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.	
	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.	
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?

Instructional Targets
<p>Standards for Writing</p> <ul style="list-style-type: none"> Text Types and Purposes: Generate informative paragraphs, including a topic sentence, supporting facts, details and a concluding sentence. <p>Standards for Language</p> <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.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Topic Paragraph: Newsletter and Activity Report</p> <p>The topic paragraph activity is a starting point for creating a class newsletter that will report to family and friends what the students have learned in this unit. Each student will contribute a single paragraph to the newsletter.</p> <ul style="list-style-type: none"> 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 outlines are available for three levels of ability. The outlines 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. <p> Standards Connection</p> <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. <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 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 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

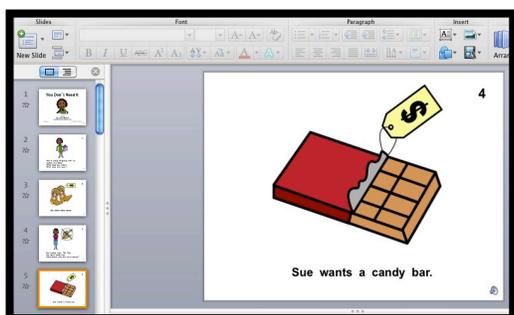
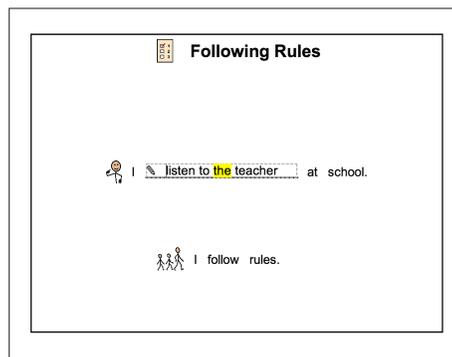
Instructional Targets		
 <p>Standards of Speaking and Listening</p> <ul style="list-style-type: none"> Presentation of Knowledge and Ideas: Present information in an organized manner appropriate to a task, audience or situation. Integrate media to enhance a presentation. Adapt communication using formal or informal language to effectively communicate in a variety of contexts and tasks. 		
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.

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: Apples, Apples and More Apples!</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. The scenarios in this lesson are focused on apples. Johnny Appleseed wanted to help people by planting apple seeds. We can help too. We can also do many things with apples.</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 are for students who may require manipulative or teacher support. Although tracing lines are available, hand-over-hand assistance may be appropriate. Numbers and manipulatives are available for all Level 1 activities. 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><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 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 Standards Connection Lesson 19</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>

Standards Connection Lesson 19

Instructional Targets		
	Math Standards for Algebra <ul style="list-style-type: none"> Building Blocks to Algebra: Recognize and compare numbers showing the symbols $>$, $<$ or $=$. 	
	Differentiated Tasks	
Level 3	Level 2	Level 1
<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).

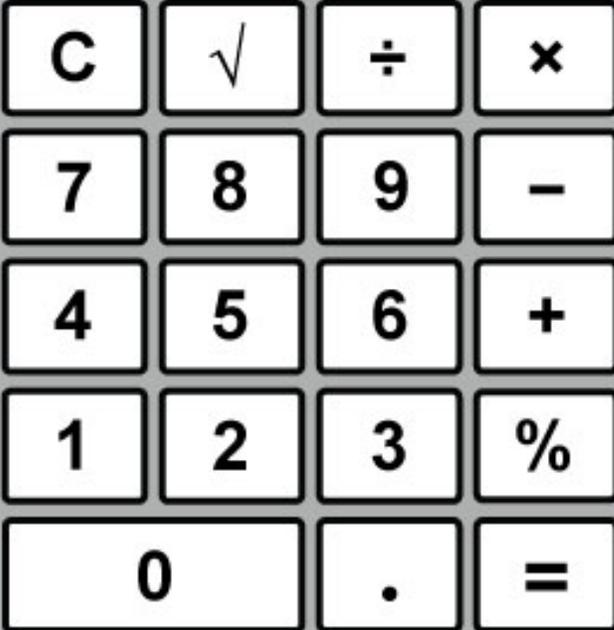
Comparing numbers is a skill with many applications in daily life. We compare a number of objects to determine whether we have enough for a required activity. We determine sets of objects that have more, less or equal amounts. However, this skill is often difficult for students. Using the scenario problems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

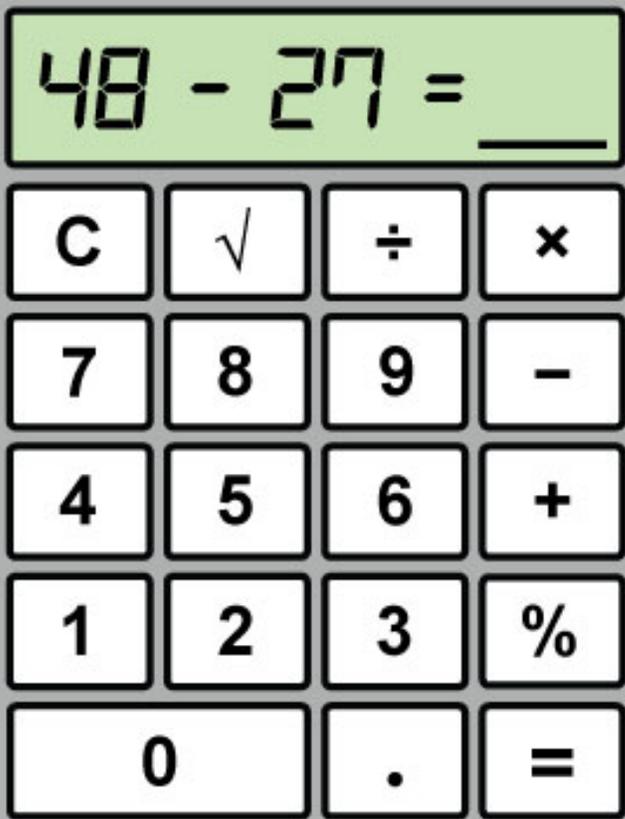
	$>$ greater than more	
	$<$ less than less	
	$=$ equal to same	

Standards Connection Lesson 19

Instructional Targets		
	Math Standards for Algebra/Seeing Structure in Expressions	
	<ul style="list-style-type: none"> Building Blocks to Algebra: 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> $\begin{array}{r} 48 \\ + 27 \\ \hline \end{array}$ <p>Step 2: What is the top number?</p> <p>48</p> <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> <p>4 8</p> <p>Note: If you make a mistake, push clear. C</p> <p>Step 4: What are you doing?</p> <p>Adding? + You are adding. Subtracting? - Push the plus sign. Multiplying? x Dividing? ÷</p> <p style="text-align: center;">+</p> <p>Step 5: What is the bottom number?</p> <p>27</p> <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> <p>2 7</p> <p>Note: If you make a mistake, push clear. C</p> <p>Step 7: Solve the problem.</p> <p>Push the equal sign. The answer is 75. 75 is on the screen.</p> <p style="text-align: center;">= 75</p>	<p>Step 1: Look at the subtraction problem.</p> $\begin{array}{r} 48 \\ - 27 \\ \hline \end{array}$ <p>Step 2: What is the top number?</p> <p>48</p> <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> <p>4 8</p> <p>Note: If you make a mistake, push clear. C</p> <p>Step 4: What are you doing?</p> <p>Adding? + You are subtracting. Subtracting? - Push the minus sign. Multiplying? x Dividing? ÷</p> <p style="text-align: center;">-</p> <p>Step 5: What is the bottom number?</p> <p>27</p> <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> <p>2 7</p> <p>Note: If you make a mistake, push clear. C</p> <p>Step 7: Solve the problem.</p> <p>Push the equal sign. The answer is 21. 21 is on the screen.</p> <p style="text-align: center;">= 21</p>

Step 1: Look at the addition problem.	
$\begin{array}{r} 48 \\ + 27 \\ \hline \end{array}$	
Step 2: What is the top number?	
48	
Step 3: Push the numbers.	
Find the 4. Push the 4. The 4 will show up on the screen. Find the 8. Push the 8. The 8 will show up on the screen.	
	
Note: If you make a mistake, push clear.	
Step 4: What are you doing?	
Adding? + You are adding. Subtracting? - Push the plus sign. Multiplying? x Dividing? ÷	
Step 5: What is the bottom number?	
27	
	Step 6: Push the numbers.
	Find the 2. Push the 2. The 2 will show up on the screen. Find the 7. Push the 7. The 7 will show up on the screen.
	
	Note: If you make a mistake, push clear.
	Step 7: Solve the problem.
	Push the equal sign. The answer is 75. 75 is on the screen.
	 

Step 1: Look at the subtraction problem.	
$\begin{array}{r} 48 \\ - 27 \\ \hline \end{array}$	
Step 2: What is the top number?	
48	
Step 3: Push the numbers.	
<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> <p><input type="text" value="4"/> <input type="text" value="8"/></p> <p>Note: If you make a mistake, push clear. <input type="text" value="C"/></p>	
Step 4: What are you doing?	Step 6: Push the numbers.
<p>Adding? + You are subtracting. Subtracting? - Push the minus sign. Multiplying? x Dividing? ÷</p> <p><input type="text" value="-"/></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> <p><input type="text" value="2"/> <input type="text" value="7"/></p> <p>Note: If you make a mistake, push clear.</p>
Step 5: What is the bottom number?	Step 7: Solve the problem.
27	<p>Push the equal sign. The answer is 21. 21 is on the screen.</p> <p><input type="text" value="="/> <input type="text" value="21"/></p>

Instructional Targets		
<p>Math Standards for Geometry–Geometric Measurement and Dimension</p> <ul style="list-style-type: none"> Visualize relationships between two-dimensional and three-dimensional objects: Identify and compare three-dimensional objects that have volume. <p>Math Standards for Measurement and Data</p> <ul style="list-style-type: none"> Life Skills for Measurement: Select units and use measurement tools accurately in the context of a daily living activity. Solve problems involving measurement. 		
<p>Which of your state standards are aligned to these instructional targets?</p>		
Classroom Activities/Lesson Plan		
<p>Measure It!: Baked Macaroni & Cheese</p> <p>Measuring is a count of how many units are needed to fill, cover or match an object or area being measured. Students need to understand what a unit of measure is and how it is used to find a measurement. They need to predict the measurement, find the measurement and then discuss the estimates, errors and the measuring process. Following a recipe is a real-world application of informational text (the recipe) and measurement tools.</p> <p>This lesson focuses on measurement skills and tools for volume (dry and liquid measure when cooking). Simple kitchen tools, such as measuring cups and spoons, allow students to experience the life skill of basic cooking. Cooking is also a participatory activity: Even those who do not eat by mouth can enjoy the activities. Explore adapted cooking tools that promote participation.</p> <p>Students will be baking an American favorite, macaroni and cheese. Discuss that macaroni is a type of pasta. Pasta dishes originated in Italy where they are a staple in the Italian culture. Ask students if they have ever made pasta or macaroni and cheese before. Explain that this is a baked macaroni dish and will be cooked in the oven.</p> <p>Note: Always consider student food allergies when making a recipe.</p>		
You will need	(serves 6)	Directions
<ul style="list-style-type: none"> water 2 C elbow macaroni 2 T butter ¼ C onion, chopped 2 T flour 2 C milk ¾ t salt ½ t dry mustard ¼ t pepper 2 C shredded, sharp cheddar cheese 6 slices American cheese, cut into strips large pot saucepan 2-quart baking dish 		<ol style="list-style-type: none"> Preheat oven to 350 degrees. Put water in pot and boil over medium heat. Add macaroni to boiling water and cook for 8-10 minutes. Drain. Put butter in saucepan and melt over medium heat. Add onion and cook for 2 minutes. Add flour and stir. Cook for 1 minute. Add milk, salt, mustard and pepper. Stir. Cook until mixture boils and thickens. Add cheese to mixture. Stir. Put macaroni and cheese mixture into baking dish. Stir. Bake for 30 minutes. Let cool. 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
Recipe Picture/word cards Recipe review Standards Connection Lesson 20		Additional ideas for measurement instruction are provided in the ULS Instructional Guides: Mathematics .

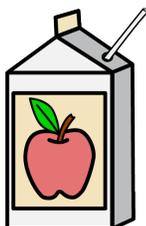
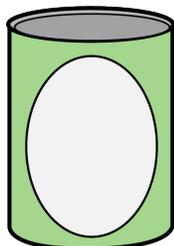
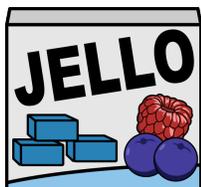
Instructional Targets		
	Math Standards for Geometry—Geometric Measurement and Dimension <ul style="list-style-type: none"> • <i>Visualize relationships between two-dimensional and three-dimensional objects:</i> Identify and compare three-dimensional objects that have volume. 	
	Differentiated Tasks	
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.

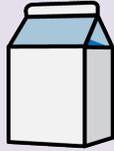
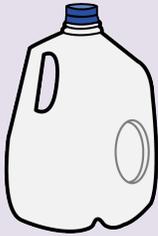
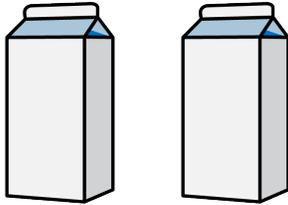
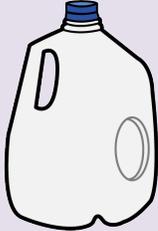
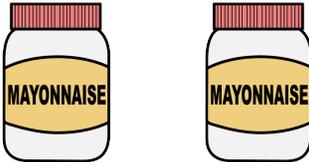
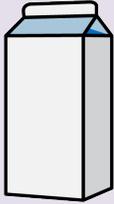
Find these items. How many ounces is each? (read the label)



**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.

<p>1 cup</p> 	<p>1/2 pint</p> 
<p>2 cups</p> 	<p>1 pint</p> 
<p>4 cups</p> 	<p>1 quart</p> 
<p>4 quarts</p> 	<p>1 gallon</p> 
<p>2 half gallons</p> 	<p>1 gallon</p> 
<p>2 quarts</p> 	<p>1/2 gallon</p> 

Making Comparisons Use the chart to compare two measurable items.

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

Lesson 21

Instructional Targets

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

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

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

Classroom Activities/Lesson Plan

Read This Chart: Celebrating Diversity

Charts and graphs are tools that provide useful information. In Lesson 14, the students completed a survey. In this lesson, we are going to take the answers from the survey and analyze to understand the concept of “majority.” Although these data computation processes are included with worksheet formats, it should be understood that this process may be best completed with wall charts and items that can be manipulated as a class activity. Student pictures may be added to charts for counting to determine “the most” in specific categories. This is the simplified technique for determining the majority.

- In the first part of this activity, students will read a chart containing specific information, then answer questions about it. The chart contains information of where Mr. Kinder’s students’ ancestors were from. Read the chart and answer the questions.
 - In the second part of the activity, students will conduct a related survey and record their findings on a picture graph. Through analysis of the gathered data, students will report findings and determine the probability of a particular outcome. Picture/word cards and picture cards for creating a graph on a poster or bulletin board are provided at the end of the lesson. The picture choices may be made into stickers by printing on a full sheet of label paper or the activity can be filled out interactively. Students will conduct a survey of favorite American foods that are influenced by culture.
- In the last activity, students will examine averages. Point out that the *median* is the middle point of data information and that the *mean* is the average of the data numbers.

Probability Quiz

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

Learn more about mean, mode and median with this interactive game: <http://tinyurl.com/cnqqbby>



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 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 Survey chart picture cards Survey cards Mean and Median activity Probability quiz	Interactive game: http://tinyurl.com/cnqqbby
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Lesson 22

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

Classroom Activities/Lesson Plan

Money: Let's Go to the History Museum

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. This lesson focuses on money skills for purchasing items at a gift shop in the American History Museum. This lesson allows students to strengthen individual skill areas. Students will learn to recognize coins and the values of coins and bills. They will also practice selecting specific money amounts and calculating costs. Choose the most appropriate activity on the basis of each student's skills and needs. Scenarios in this lesson may be used to help students understand the exchange of money for purchases.

Skills

- Money 1:** Counting Like Coins 1, 5, 10, 25
- Money 2:** Counting Mixed Coins to \$1.00
- Money 3:** Amounts to \$5.00
- Money 4:** Amounts to \$10.00
- Money 5:** Amounts to \$10.00/"One-Up" Method
- Money 6:** Adding Amounts to \$5.00
- Money 7:** Adding Amounts to \$10.00
- Money 8:** Adding Amounts to \$10.00; 3 Items
- Money 9:** Adding Amounts to \$20.00; 3 Items
- Money 10:** Adding Amounts Under \$100.00
- Money 11:** Adding Amounts Over \$100.00

- Money 12:** Making Change to \$5.00 – No Borrowing
- Money 13:** Making Change to \$5.00 – Borrowing
- Money 14:** Making Change to \$10.00 – No Borrowing
- Money 15:** Making Change to \$10.00 – Borrowing
- Money 16 and 17:** Problem Solving
- Money 18:** Problem Solving – Ratio With Multiplication
- Money 19:** Problem Solving – Ratio With Division
- Money 20:** Problem Solving – Percentage With Tip
- Money 21:** Problem Solving – Percentage With Discount

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

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



Standards Connection

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

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



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

Differentiated Tasks		
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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
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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.
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Standards Connection Lesson 22

Instructional Targets		
	Math Standards for Algebra <ul style="list-style-type: none"> • Building Blocks to Algebra: Recognize and compare numbers showing the symbols $>$, $<$ or $=$. 	
	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 Skills for Ratios and Proportional Relationships <ul style="list-style-type: none"> • Life Skills for Ratio and Proportional Relationships: Apply understanding of percent into real-world scenarios (e.g., 10% tip, 30% sale). 	
Differentiated Tasks		
Level 3	Level 2	Level 1
<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	\$ ____ . ____ ____

Standards Connection Lesson 22

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

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

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

Standards Connection Lesson 22

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

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

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

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

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

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

Classroom Activities/Lesson Plan
<p>Schedules and Times: Monthly Activities</p> <p>A calendar is an organizational system that helps us plan activities and keep scheduled appointments. Use a classroom calendar to record the activities for each month. Write activities on certain dates or use picture symbols to identify the activity and the date on which it will occur. Schedule periodic “calendar times” during which students will suggest items to be placed on the calendar. Ask, “What will we do tomorrow? This week? Next week? What should we do to plan and prepare for certain activities?” As unit activities are introduced in a lesson, add new activities to the calendar.</p> <ul style="list-style-type: none"> 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. <p> Standards Connection</p> <ul style="list-style-type: none"> The form included provides an extension for calculating elapsed time. <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>

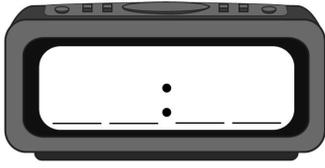
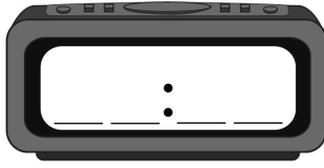
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will read time and apply it to a real-world activity. 	<ul style="list-style-type: none"> Students will represent times for morning, afternoon, evening in the context of a real-world scenario. 	<ul style="list-style-type: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

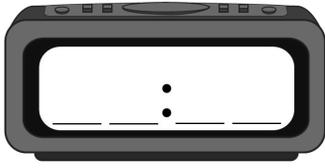
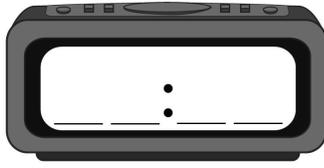
Standards Connection Lesson 23

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
			

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: Lunch!</p> <ul style="list-style-type: none"> Measuring for Area and Length <ul style="list-style-type: none"> This activity includes a model of a lunch tray 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>This site provides an online tool for exploring shapes with tools to rotate, flip and translate these shapes. illuminations.nctm.org/ActivityDetail.aspx?ID=35</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 . Shapes tool: illuminations.nctm.org/ActivityDetail.aspx?ID=35

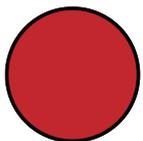
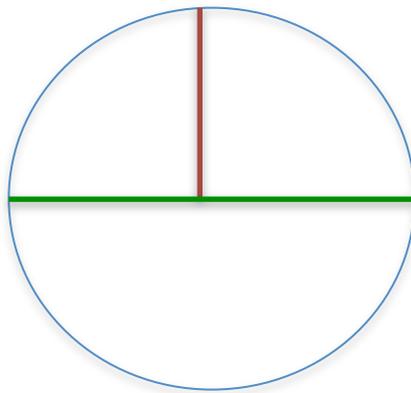
Instructional Targets		
	Math Standards for Geometry–Circles <ul style="list-style-type: none"> Understand and apply theorems about circles: Identify parts of a circle (radius, circumference, diameter) in real objects and areas. 	
	Differentiated Tasks	
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<ul 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

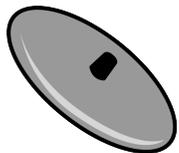
Circumference: The boundary line of a circle or the length of such a boundary line.

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

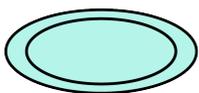
Diameter: A line segment that passes through the center of a circle and has its two endpoints on the circle. This term also represents the length of such a line segment.



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		
	<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. 	
	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. 	<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**.



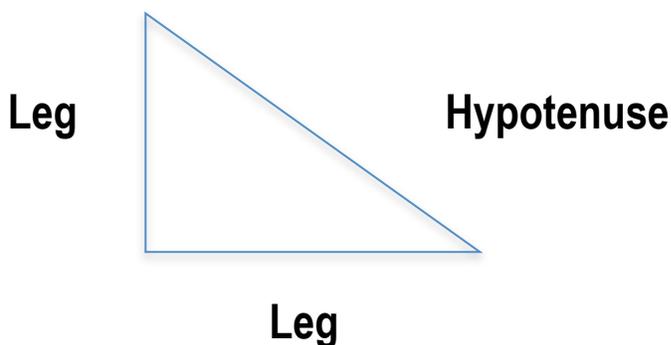
Daily living and vocational tasks that require an awareness of angles include folding clothing linens. Devise opportunities that allow students to have regular practice with folding, and encourage students to focus on achieving precise angles.

Instructional Targets		
	<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. 	
	Differentiated Tasks	
Level 3	Level 2	Level 1
<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.

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: Diverse Foods</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 have to do with foods that have become traditionally American, but that grew from the diversity of cultures in our country. The graph shows which foods were students' favorites.</p> <p>This lesson's real-world scenarios promote mathematical problem solving and the ability to write mathematical sentences. Students are asked to determine a mathematical process and write a math sentence that states the answer to the problem. Choose the most appropriate activity on the basis of each student's skills and needs.</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. <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 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
<p>Scenario cards for math sentences</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>

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.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Related Content: Trading Cards</p> <p>Collecting items such as stamps, coins or baseball cards is a hobby that some students may already enjoy. The trading cards used in this lesson are meant to encourage students to start such a collection or share their knowledge of collecting with the class.</p> <ul style="list-style-type: none"> 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. <p>These trading cards may be introduced along with the Chapter Book.</p> <ul style="list-style-type: none">

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
<p>Trading Cards: Sacagawea, Johnny Appleseed, Cesar Chavez, Martin Luther King, Jr.</p>	

Lesson 27

Instructional Targets
<p>Standards for Speaking and Listening</p> <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.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Related Content: Oral Report</p> <p>Students are often required to give oral or written reports. In this lesson, the students will generate a report on leaders. 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 style="margin-left: 40px;">This is a report about _____.</p> <p style="margin-left: 40px;">(Tell 2–3 sentences about a leader) _____.</p> <p style="margin-left: 40px;">(Why are leaders 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. <p> Standards Connection</p> <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
<p>Sample reports: <i>Leaders, People are Different</i> Planning template: text-only and symbol-supported Picture/word cards: <i>leader, rules, listen, people, different, fair</i> Standards Connection Lesson 27</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		
	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:



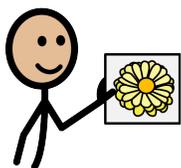
2. Time to research. Read books. Look on the Internet. Make notes or print pictures.



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.

Instructional Targets
<p>Standards for Scientific Inquiry</p> <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.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan	
<p>Science Experiment: Brown Apple</p> <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 we learn that when some fruits (like apples and bananas) are cut up, they will start to turn a brown color after some time. This does not look good in a fruit salad. Science has helped us learn how to keep fruit, like the apple, stay white and fresh looking, longer. In this experiment, the students will look at a chemical reaction that occurs when certain juices are put on a sliced apple.</p> <p>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"> Ask a question. Make a guess. Do an experiment. Organize data. Find the conclusion. 	
<p>You will need (per student)</p> <ul style="list-style-type: none"> 4 plates 4 labels apple knife water lemon orange 	<p>Directions</p> <ol style="list-style-type: none"> Label each plate with water, lemon juice, orange juice and nothing. Cut apple into 4 pieces and put one piece on each plate. Pour a small amount of water onto the apple piece on the plate labeled water. Cut a lemon slice and squeeze juice onto the apple piece on the plate labeled lemon juice. Cut an orange slice and squeeze juice onto the apple piece on the plate labeled orange juice. Observe after 2 hours. Record the results.

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	

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

Classroom Activities/Lesson Plan
<p>History Timeline: American Culture</p> <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 dates that apply to several events in history that were significant in the culture of the American people. Arrange the dates in chronological order.</p> <p>1524: Native American tribes fished and hunted in the Massachusetts area.</p> <p>1607: Pilgrims landed in Jamestown, Virginia and made this their new home.</p> <p>1690: Slaves were brought on ships from Africa to work on South Carolina farms.</p> <p>1776: The Declaration of Independence was signed in Philadelphia.</p> <p>1804: Sacagawea helped Lewis and Clark find the Pacific Ocean.</p> <p>1863: President Abraham Lincoln signed an order that all slaves would be free.</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
<p>Picture timeline cards</p>	

Instructional Targets
<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>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 skills and needs. Template A is symbol-supported. Students are encouraged to read and decide on a picture to complete a sentence. 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 C is blank, allowing students to write or use a computer 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. 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 Describing an Apple</p> <ul style="list-style-type: none"> When we describe something we use our senses to help us think of descriptive words. In this journal entry, students will describe their favorite apples. Provide a variety of apples (e.g., Red Delicious, Granny Smith) for your students to pick from. <p>Entry 3 Helping Others</p> <ul style="list-style-type: none"> Martin Luther King, Jr., Johnny Appleseed, Sacagawea and Cesar Chavez helped others. In this journal entry, ask students to write about a time they helped someone. <p>Entry 4 Fall Weather</p> <ul style="list-style-type: none"> Students can write about something they enjoy doing in the fall. Before writing, discuss things people like to do during this season. <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>

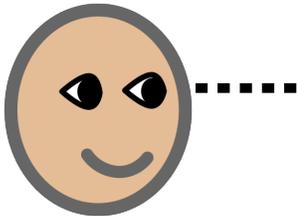
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will write routinely for a range of discipline-specific tasks, purposes and audiences. 	<ul style="list-style-type: none"> Students will participate routinely in supported writing activities for a range of discipline-specific 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
<p>Writing templates</p> <ul style="list-style-type: none"> 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 <p>Fill-in picture/word cards and fill-in word cards</p> <p>Illustration page</p> <p>Standards Connection Lesson 30</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 30

Instructional Targets		
	<p>Standards for Writing</p> <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. <p>Standards for Language</p> <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.	
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?