




The Constitution and Me

This unit is based on a Social Studies Government topic. Students are introduced to the basic components of the U.S. Constitution, including the way the U.S. government was started and the rights that the U.S. people have under the Constitution.

| Lesson | Activities | Description |
|--------|---------------------------------------|--|
| 1 | Leveled Book | <i>Classroom Constitution</i> |
| 2 | • Read and Answer | Lesson 1 Comprehension |
| 3 | Chapter 1 • Read and Answer | What Is the Constitution? Comprehension Questions |
| 4 | Life Skills Application 1 | Basic Rights Game |
| 5 | Chapter 2 • Read and Answer | The United States Government Comprehension Questions |
| 6 | Life Skills Application 2 | U.S. Government Tree |
| 7 | Chapter 3 • Read and Answer | The Bill of Rights Comprehension Questions |
| 8 | Life Skills Application 3 | Which Right? |
| 9 | Chapter 4 • Read and Answer | Freedom for Slaves Comprehension Questions |
| 10 | Life Skills Application 4 | Constitution Day |
| 11 | Chapter 5 • Read and Answer | The Right to Vote Comprehension Questions |
| 12 | Life Skills Application 5 | My Vote Counts |
| 13 | Chapter 6 • Read and Answer | State Government Comprehension Questions |
| 14 | Life Skills Application 6 | This Is My State |
| 15 | Vocabulary Quiz Game | This Is the U.S.A. |
| 16 | Edit It | The Constitution at Work |
| 17 | Real-World Writing | Voter Registration |
| 18 | Topic Paragraph | Newsletter and Activity Report |
| 19 | Math Story Problems | Let's Vote On It! |
| 20 | Measure It! | Election Cake |
| 21 | Read This Chart | Incentive Vote |
| 22 | Money | Constitution Day Party |
| 23 | Schedules and Times | Monthly Activities |
| 24 | Geometry | Pin It to Win It! |
| 25 | Algebra | Incentives |
| 26 | Related Content | Trading Cards |
| 27 | Related Content | Oral Report |
| 28 | Science Experiment | Icing on the Cake |
| 29 | History Timeline | Our Constitution |
| 30 | Journal Writing | Monthly Topics |

Standards Connection High School Content

| Instructional Targets | | |
|---|---|--|
|  | Standards for Government American Government: <ul style="list-style-type: none"> Identify key principles of the Constitution that define the structure of the government. Identify key amendments to the Constitution that extend citizens' rights. Identify the three branches of the U.S. government and explain the function of each. Describe the basic rights of citizens as defined in the Bill of Rights and explain the responsibilities of citizens. Identify the basic structure of state government and how this structure works with that of the federal government. | |
| | Differentiated Tasks | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will recognize the process of voting to elect leaders as a foundation of democratic government. Students will describe the major structure and responsibilities of the three branches of United States government. Students will describe basic citizenship rights and responsibilities as defined in the Constitution (e.g., Bill of Rights). Students will describe major amendments to the Constitution and their implications. Students will recognize basic structure and responsibilities of the state government. | <ul style="list-style-type: none"> Students will recognize the process of voting for leaders. Students will identify the branches of the United States government and the members who make up each branch. Students will identify basic human and civil rights and recognize the responsibilities of U.S. citizens. Students will identify the Constitution as the basic structure of the U.S. government. Students will identify changes in the United States as the result of amendments to the Constitution (woman suffrage, the abolishment of slavery, etc.). Students will identify the leaders of the community and state (e.g., mayor, governor). | <ul style="list-style-type: none"> Students will make a selection through a voting process. Students will make a choice in daily living, demonstrating individual rights. Students will identify basic features of the United States government. Students will identify persons in authority in the school or community. |



Classroom Constitution

All classrooms need rules. To help us get back into our school routines, the Leveled Book, *Classroom Constitution*, follows Mrs. B's class as they create class rules. They use a democratic process to develop these rules, which provides an introduction to the Constitution of the United States in a real-world scenario. Students will be exposed to the concepts of voting, and the jobs performed by the three branches of government. Students are also encouraged to learn and discuss their classroom and school rules.



The Constitution of the United States and the Bill of Rights

In the Chapter Book, *The Constitution of the U.S.A.*, students are introduced to many components of American government. Students are exposed to the Constitution of the United States and the branches and functions of the government. They are also exposed to key amendments including the right to freedom of speech, citizenship and the abolishment of slavery.



Life Skill Applications

The life skills applications focus on practical applications of the introduced concepts of American government. Students will play a game that will help them become familiar with basic rights in Lesson 4, and in Lesson 8, will match the action to the right. They will also construct a visual representation of the three branches of government in Lesson 6. Students will also participate in many voting activities including those that can help identify classroom incentives. In the final life skill, Lesson 14, students are encouraged to identify the leaders in their state while constructing the "This Is My State" poster.



Constitution Day party

September 17th is Constitution Day. We celebrate the signing of the Constitution of the United States on this day. To celebrate, students will plan and carry out a Constitution Day party. Planning for this party includes voting for many items and events.

The **n2y Library** has several books that may build understanding of the concept of government and rights:


- United States** (Unleveled) presents facts about the United States.
- Around the U.S.A.** (Level E) looks at different regions in the United States.
- Inauguration Day** (Level F/G) introduces the process and events that occur on the president's Inauguration Day
- Washington D.C.** (Unleveled) presents facts about the nation's capital.

Each state is represented by a state book in the n2y library Search for your state book.



Lesson 1


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

| Classroom Activities/Lesson Plan |
|--|
| <p>Leveled Book: <i>Classroom Constitution</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 formats: Level F/G 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 follows Mrs. B's class as they create class rules. When they have finished the book, students should be able to describe the different roles the characters served in making and following classroom rules.</p> <ul style="list-style-type: none"> Introduce the story by talking about why rules are important for keeping peace among people. Ask, "What are examples of classroom rules?" On the first reading, do a picture walk. Note pictures of classroom rules. Emphasize that rules are important to follow. Discuss the possible consequences of following and not following the rules. Ask, "When was a time you were rewarded for following the rules?" Read the story aloud to model fluency. After reading the story, ask questions about how Mrs. B's class worked together. 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 of your classroom and school rules. Ask, "What are our class rules? What are the school rules? What rules would you like to change?" <p>Word-recognition cards for this lesson support high-frequency words within the unit reading materials.</p> <p>List 1: <i>make, the, will, new, can, not</i> List 2: <i>each, says, must, they, want, that</i> List 3: <i>help, could, every, change, first, please</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 text to speech 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>Classroom Constitution</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 | | |
|--|---|--|
|  | Reading Standards for Literature <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. | |
| | Reading Standards for Speaking and Listening <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?

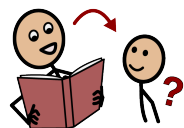


Who is the **illustrator** of this story?

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?

make

the

will

new

can

not

each

says

must

they

want

that

help

could

every



change

first

please

Lesson 2


| Instructional Targets |
|--|
| Reading Standards for Literature <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. |
| Which of your state standards are aligned to these instructional targets? |

| Classroom Activities/Lesson Plan |
|---|
| <p>Read and Answer: <i>Classroom Constitution</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>Classroom Constitution</i>, use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate worksheet on the basis of each student’s 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>judge vote Constitution president rule</p> <ol style="list-style-type: none"> The ____ is a set of rules. (Constitution) The class will make a new _____. (rule) The ____ makes sure the rule is followed. (president) Ask the ____ about the rule. (judge) To change the rule, the class will _____. (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 worksheets and sentence strips 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 | | |
|--|--|--|
| Reading Standards for Informational Text <ul style="list-style-type: none"> Range and Level of Text Complexity: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. Key Ideas and Details: Answer questions and use support from text to explain the main ideas, details and inferences of a story. | | |
| Which of your state standards are aligned to these instructional targets? | | |
| Classroom Activities/Lesson Plan | | |
| Chapter 1: What Is the Constitution? <p>The title of the Chapter Book is <i>The Constitution of the U.S.A.</i> The first chapter, What Is the Constitution?, introduces the Constitution of the United States of America.</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 L presented in a text format, and H/I presented in both text and symbol-supported formats. <p>Read and Answer Comprehension activities extend beyond “checking” what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to <i>who</i>, <i>what</i> and <i>where</i> formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students’ skills in multiple areas of comprehension.</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 1: What Is the Constitution? 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>rules Constitution states Leaders meeting</p> <ol style="list-style-type: none"> The United States needed _____. (rules) The new country had 13 _____. (states) _____ from the 13 states came to a meeting. (Leaders) Leaders wrote new rules at the _____. (meeting) The _____ says all Americans have rights. (Constitution) | <ol style="list-style-type: none"> What is this chapter about? (Constitution, books, England) What was the name of the new country? (England, New York, United States of America) What did the new country need? (pizza, rules, school) Who wrote the Constitution? (leaders, teachers, army) What is important to know about this chapter? <ul style="list-style-type: none"> Leaders like meetings. The Constitution is the rules for our country. The United States is our country. |
| 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"> In _____, the United States wanted to be a free country. (1776) The United States wanted to be free from _____. (England) The new country had _____ states. (13) The new country needed _____. (rules) The 13 states needed to work _____. (together) | <p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> Where did the leaders of the new country meet? (Philadelphia, Washington, D.C., New York) What do we call the leaders who were at this meeting? (presidents, governors, delegates) What were the rules for the new country called? (Constitution, United States, book) What did the Constitution do for the United States? <ul style="list-style-type: none"> The Constitution gave rights to all Americans. The Constitution helped states work together. The Constitution gave everyone cookies. Why did the United States need a Constitution? <ul style="list-style-type: none"> So all of the states would work together. So England was free. So the United States had a government. |

| Instructional Targets | | |
|---|--|---|
|  | Reading Standards for Literature and Informational Text <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

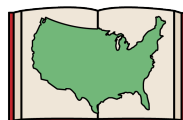
Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true.
 Nonfiction works tell facts about a topic. Nonfiction stories are true.

What is the chapter topic?

Biography



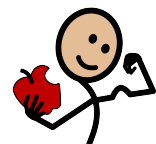
History



Science




Health



Compare this book to the Chapter Book from last month.

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

| Instructional Targets | | |
|---|--|---|
|  | Reading Standards for Informational Text <ul style="list-style-type: none"> • Key Ideas and Details: Summarize the central idea and specific supporting details of a text. | |
| | 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 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?



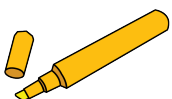
Key details:



Key details:



What is important to know?




Highlight key words you learned.



Circle key pictures that will help you remember.

Lesson 4



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

| Classroom Activities/Lesson Plan |
|--|
| Life Skills Application 1: Basic Rights Game <p>Introduce this activity after students have read Chapter 1. In this activity, students will be exposed to basic human rights through a board game. Basic human rights have been identified as the rights to a place to live, have food and drink, health care, education, be treated equally, work, be safe from violence and to make choices. Present pictures of these rights as they are discussed.</p> <ul style="list-style-type: none"> Provide students with access to the Basic Rights Game board. Give each student a Basic Rights Game card. Each student takes a turn rolling the dice and moving around the board. When they land on a "right," the student will name it and then cover that space on their Basic Rights Game card. Continue play with other players rolling the dice and moving to a "right." The winner is the first person to cover all "rights" on their Basic Rights game card. <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 describe basic citizenship rights and responsibilities as defined in the Constitution (e.g., Bill of Rights). | <ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will identify basic human and civil rights and recognize the responsibilities of U.S. citizens. | <ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will make choices in daily living, demonstrating individual rights. |

| Resources and Materials | Additional Resources |
|---------------------------------------|--|
| Basic Rights Game board Game cards | http://www.hrea.org/index.php?base_id=152 This site looks at basic rights from the perspective of a person with disabilities. |


Lesson 5

| Instructional Targets | | |
|---|--|--|
| Reading Standards for Informational Text <ul style="list-style-type: none"> • Range and Level of Text Complexity: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. • Key Ideas and Details: Answer questions and use support from text to explain the main ideas, details and inferences of a story. • Government: Examine the Constitution in relation to personal rights. | | |
| Which of your state standards are aligned to these instructional targets? | | |
| Classroom Activities/Lesson Plan | | |
| Chapter 2: The United States Government <p>The title of the Chapter Book is <i>The Constitution of the U.S.A.</i> The second chapter, The United States Government, describes the structure of the U.S. government, including the three branches of the government: legislative, executive and judicial. The basic functions of each are described in the chapter. Prior to the lesson, locate pictures of national and state leaders to support understanding while reading.</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 L presented in a text format, and H/I presented in both text and symbol-supported formats. <p>Read and Answer Comprehension activities extend beyond “checking” what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to <i>who</i>, <i>what</i> and <i>where</i> formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students’ skills in multiple areas of comprehension.</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: The United States Government Communication board Comprehension questions (multiple-choice and fill-in); Advanced questions Standards Connection Lessons 3, 5, 7, 9, 11, 13 | | http://bensguide.gpo.gov/3-5/government/branches.html This webpage offers a graphic organizer to illustrate the three branches of government. |

| Lesson 5, Chapter 2: Answer Key | |
|---|---|
| Fill-In | Multiple-Choice |
| <p>government laws president vote branches</p> <ol style="list-style-type: none"> The Constitution helped make the new _____. (government) There are three _____ of government. (branches) Congress makes the _____. (laws) The _____ is the leader of the executive branch. (president) People _____ for leaders. (vote) | <ol style="list-style-type: none"> What is this chapter about? (trees, rights, government) Who is the leader of the executive branch? (president, judge, Congress) Who votes for the president? (people, Congress, animals) What does the legislative branch do? (have tea parties, make laws, dance) What is important to know about this chapter? <ul style="list-style-type: none"> Washington, D.C. is a city. The president lives in a house. The government has many jobs. |
| 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"> Delegates signed the Constitution on September 17, _____. (1787) We call the legislative branch _____. (Congress) The leader of the executive branch is the _____. (president) _____ work in courts. (Judges) The government of the United States has _____ branches. (three) | <p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> Which of the following are the branches of the government? (legislative, executive, judicial) Which branch of the government makes the laws? (Congress, legislative, judicial) Which is part of the judicial branch? (teachers, judges, court system) What are the jobs of the government? <ul style="list-style-type: none"> to make rules or laws to make sure people obey the laws to settle disagreements about the laws How are people important to the government? <ul style="list-style-type: none"> The people cannot vote. The people vote for leaders. The people vote for changes to the Constitution. |

Lesson 6



| Instructional Targets |
|---|
| Standards for Language <ul style="list-style-type: none"> Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. Community Living <ul style="list-style-type: none"> Community Resources: <i>Explore opportunities for civic participation.</i> |
| Which of your state standards are aligned to these instructional targets? |

| Classroom Activities/Lesson Plan |
|--|
| Life Skills Application 2: U.S. Government Tree <p>Introduce this activity after students have read Chapter 2, which describes the branches of the government. This lesson will build a tree that provides a way to visualize the leaders of our country. The goal is to increase awareness of the vocabulary and structure of our government.</p> <ul style="list-style-type: none"> This tree includes branches and leaves that can be arranged on a bulletin board to make a U.S. Government Tree. Begin with the three branches of the government (legislative, executive and judicial) and discuss/describe the definition of each. Use the leaves to identify and discuss the components that may be included in a branch of government. Complete the branches by adding the corresponding leaves to each branch of government. Add pictures of government leaders in each branch to help reinforce the jobs within the branches of the government. Symbols of many current government leaders can be found on SymbolStix Online. Students can also search the internet for pictures of current leaders. Most pictures can be obtained by searching for the following: U.S. president, U.S. vice president, U.S. Senate (link to home pages), U.S. representatives, U.S. Secretary of _____. Support search efforts based on student skills. Print pictures and add to the bulletin board. <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 describe the major structure and responsibilities of the three branches of the United States government. | <ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will identify the branches of the United States government and the members who make up each branch. | <ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will participate in identification of basic features of the United States government. |

| Resources and Materials | Additional Resources |
|--|----------------------|
| Government tree branches: executive, legislative, judicial Leaves: selected personnel | |


Lesson 7

| 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 3: The Bill of Rights</p> <p>The title of the Chapter Book is <i>The Constitution of the U.S.A.</i> The third chapter, The Bill of Rights, describes the rights we have as Americans, how people should be treated and what they are allowed to do. Every person has rights. We often refer to these as human rights.</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 L presented in a text format, and H/I presented in both text and symbol-supported formats. <p>Read and Answer</p> <p>Comprehension activities extend beyond “checking” what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to <i>who</i>, <i>what</i> and <i>where</i> formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students’ skills in multiple areas of comprehension.</p> <ul style="list-style-type: none"> Select the level of comprehension questions appropriate to each student. Comprehension questions are also in three formats. Level 3 is text only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice. Build comprehension and vocabulary through discussions. <p> Standards Connection</p> <ul style="list-style-type: none"> These standards connection lessons are designed to build summarizing skills and are applicable to all chapters. Using the first standards connection form, determine whether this book is a work of fiction or nonfiction. Select the additional standards connection lesson based on whether the chapter is a fictional format that has a story line or an informational text that includes facts and historical events. <p>The first two sets of comprehension questions are derived from the lower levels of text. An advanced level of mixed questions is provided in text-only format.</p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p> <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p> | | |
| Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level. Students will independently read questions about a story and write, speak or select an answer. | <ul style="list-style-type: none"> Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level. Students will point to or select a picture from a choice of three in response to a question about a story. | <ul style="list-style-type: none"> Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level. Students will respond to a question by choosing a single option or errorless picture. |
| Resources and Materials | | Additional Resources |
| <p>Chapter 3: The Bill of Rights Communication board Comprehension questions (multiple choice and fill-in); Advanced questions Standards Connection Lessons 3, 5, 7, 9, 11, 13</p> | | |

| Lesson 7, Chapter 3: Answer Key | |
|--|--|
| Fill-In | Multiple-Choice |
| <p>Bill of Rights court rights ideas worship</p> <ol style="list-style-type: none"> The ____ is a special list of rights. (Bill of Rights) People have ____ in the United States. (rights) People can say their _____. (ideas) People can tell their story in _____. (court) People can ____ how they wish. (worship) | <ol style="list-style-type: none"> What is this chapter about? (church, home, Bill of Rights) What helps keep Americans free? (meetings, rights, songs) Where can Americans tell their story? (court, Mars, clouds) What are people free to do in the United States? (steal, worship, break laws) What is important to know about this chapter? <ul style="list-style-type: none"> People in the United States have rights. All people live in a house. All people break the law. |
| 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"> People must ____ to amend the Constitution. (vote) The Bill of Rights is a list of _____. (amendments, rights) Americans can _____ freely. (speak) Newspapers can write their _____. (ideas) The freedom to worship is called freedom of _____. (religion) | <p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> What is the list of rights for people in the United States? (Bill of Rights, letter, Congress) What is a change to the Constitution called? (trade, amendment, stamp) What is the Bill of Rights a part of? (science book, bank, Constitution) What are people's rights if they break the law? <ul style="list-style-type: none"> They can tell their story to a jury. They can have a lawyer. They can break the law again. Why is the Bill of Rights important? <ul style="list-style-type: none"> It makes sure people are free in the United States. It makes money for the president. It makes sure people are treated fairly. |

Lesson 8

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

| Classroom Activities/Lesson Plan |
|---|
| Life Skills Application 3: Which Right? <p>Introduce this activity after students have read Chapter 3. Rights can be a difficult concept to understand, yet, the understanding that all people have rights is important. Self-advocacy is based on the understanding that we all have rights.</p> <ul style="list-style-type: none"> Review the provided modified Bill of Rights list document with students. Present the Bill of Rights poster. Ask the question and read the multiple-choice questions aloud to the students. Discuss options and determine the appropriate answer. Picture cards are also provided to allow students who require picture choices or who use an active response mode, as a means to participate through choice making. <p>Extension: Extend knowledge by playing an additional game focused on the Bill of Rights. The National Constitution Center has a "Help restore the Bill of Rights" web activity to further explore these rights. This page is located at: constitutioncenter.org/billofrightsgame</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 describe basic citizenship rights and responsibilities as defined in the Constitution (e.g., Bill of Rights). | <ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will identify basic human and civil rights and recognize the responsibilities of U.S. citizens. | <ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will make choices in daily living, demonstrating individual rights. |

| Resources and Materials | Additional Resources |
|--|---|
| Modified Bill of Rights Bill of Rights poster Bill of Rights picture cards | http://constitutioncenter.org/billofrightsgame |

Lesson 9

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

| Classroom Activities/Lesson Plan |
|----------------------------------|
|----------------------------------|

Chapter 4: Freedom for Slaves

The title of the Chapter Book is *The Constitution of the U.S.A.* The fourth chapter, Freedom for Slaves, elaborates on the concept of people being treated fairly. Slaves are people who are owned by another person. This is not a fair way to treat people.

- 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 L presented in a text format, and H/I 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 | | Additional Resources |
| Chapter 4: Freedom For Slaves Communication board Comprehension questions (multiple-choice and fill-in); Advanced questions Standards Connection Lessons 3, 5, 7, 9, 11, 13 | | |

| Lesson 9, Chapter 4: Answer Key | |
|--|--|
| Fill-In | Multiple-Choice |
| <p>slave Changes law citizens fair</p> <ol style="list-style-type: none"> 1. A ____ is a person with no rights. (slave) 2. Owning a slave is not _____. (fair) 3. ____ were made to the Constitution. (Changes) 4. A ____ said all slaves were free. (law) 5. African-Americans became American _____. (citizens) | <ol style="list-style-type: none"> 1. What is this chapter about? (slaves, doctors, judges) 2. What can be made to the Constitution? (presidents, changes, drawing) 3. Who are people born in the United States? (citizens, slaves, teachers) 4. What said all slaves in America were free? (book, law, car) 5. What is important to know about this chapter? <ul style="list-style-type: none"> • Slaves worked hard. • Everyone must be treated fairly. • People can work. |
| 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. 200 years ago, most ____ were slaves. (African-Americans) 2. A slave is ____ by another person. (owned) 3. In 1863, a new law said slaves were _____. (free) 4. An American ____ is a person born in the United States. (citizen) 5. For many years, African-Americans were not treated _____. (fairly) | <p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> 6. Which amendment said people could not own slaves? (13th, 14th, 15th) 7. Which amendment said people born in the United States are citizens? (13th, 14th, 15th) 8. Which amendment said African-Americans can vote? (13th, 14th, 15th) 9. Why were these amendments important to America? <ul style="list-style-type: none"> • African-Americans could be treated fairly. • African-Americans could be free. • African-Americans could be slaves. 10. What does an African-American have the right to do? <ul style="list-style-type: none"> • Be free. • Own a slave. • Vote for the president. |

Lesson 10

| Instructional Targets | | |
|--|---|--|
| Standards for Language <ul style="list-style-type: none"> Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. Personal Life <ul style="list-style-type: none"> Self-Advocacy: Identify rights and responsibilities of citizens, including opportunities for civic participation. | | |
| Which of your state standards are aligned to these instructional targets? | | |
| Classroom Activities/Lesson Plan | | |
| Life Skills Application 4: Constitution Day Introduce this activity after students have read Chapter 4. The United States Constitution helps all people in the United States become free. It was signed on September 17, 1787. Although this day is not a national holiday we typically celebrate, September 17 th is known as Constitution Day. It is also known as Citizenship Day. These are both reasons to be proud to be an American. Plan a special classroom meal to celebrate Constitution Day (also known as Citizenship Day). The menu for this meal will be selected using a voting process. Menu ballots are provided for suggested meal items, however different meal items may be offered if desired. <ul style="list-style-type: none"> Students will use the meal ballot to select a sandwich, vegetable, salad, fruit, dessert and drink. Tally the votes and announce the meal that will be prepared for Constitution Day. Food items on the menu are fairly simple to prepare. Assign students jobs for preparing the meal items. | | |
| 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 the process of voting to elect leaders as a foundation of democratic government. | <ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will recognize the process of voting. | <ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will make a selection through a voting process. |
| Resources and Materials | | Additional Resources |
| Menu ballot – text and picture supported versions | | http://www.archives.gov/education/lessons/constitution-day/ http://www.constitutioncenter.org/ |


Lesson 11

| Instructional Targets | | |
|--|--|--|
| Reading Standards for Informational Text <ul style="list-style-type: none"> Range and Level of Text Complexity: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. Key Ideas and Details: Answer questions and use support from text to explain the main ideas, details and inferences of a story. | | |
| Which of your state standards are aligned to these instructional targets? | | |
| Classroom Activities/Lesson Plan | | |
| Chapter 5: The Right to Vote <p>The title of the Chapter Book is <i>The Constitution of the U.S.A.</i> The fifth chapter, The Right to Vote, describes how voting is a fair way to make a decision with groups of people who may or may not have differing opinions. Everyone will make a choice about their favorite item, and the item with the most votes is the winner. In the government, we vote to pick our leaders. This chapter tells us some of the things that the Constitution says about voting.</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 L presented in a text format, and H/I 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. <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 5: The Right to Vote Communication board Comprehension questions (multiple-choice and fill-in); Advanced questions Standards Connection Lessons 3, 5, 7, 9, 11, 13 | | |

| Lesson 11, Chapter 5: Answer Key | |
|--|--|
| Fill-In | Multiple-Choice |
| <p style="text-align: center;">vote women 18 fair men</p> <ol style="list-style-type: none"> Americans can ____ for the president. (vote) Long ago, only ____ could vote. (men) A new law said ____ could vote. (women) A new law said citizens could vote at _____. (18) The new laws were _____. (fair) | <ol style="list-style-type: none"> What is this chapter about? (singing, working, voting) Long ago, who were the only Americans that could vote? (men, slaves, women) A new law said citizens can vote at what age? (21, 18, 25) Who are people who vote in the United States? (citizens, children, dogs) What is important to know about this chapter? <ul style="list-style-type: none"> Citizens are people. Citizens work hard. Citizens can vote. |
| 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"> Americans ____ for our leaders. (vote) Long ago, ____ could not vote. (women) In _____, women were allowed to vote. (1920) Voting is a way to choose our _____. (leaders) You must be a ____ to vote. (citizen) | <p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> Which amendment gave women the right to vote? (15th, 18th, 19th) Which amendment said you can be 18 to vote? (26th, 19th, 20th) What year did the 26th Amendment pass? (1971, 1920, 1776) Who can vote for the president of the United States? <ul style="list-style-type: none"> men and women citizens of the United States citizens at least 18 years old What can citizens vote for? <ul style="list-style-type: none"> leaders of Congress president of the United States food for lunch |

Lesson 12



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

| Classroom Activities/Lesson Plan |
|---|
| Life Skills Application 5: My Vote Counts <p>Introduce this activity after students have read Chapter 5. Explain to students that there are a variety of ways to vote and a variety of things to vote on. One of the simplest ways to vote is by a "raised hand," where people raise their hand for a preferred choice. The "hands" are counted to determine the winner. In elections for government leaders, votes are by "secret" ballot. The voting date, time and place is decided and voters go to a designated location to vote. These votes are "secret" ballots where names are marked. Winners are announced after everyone votes and the ballots are counted.</p> <ul style="list-style-type: none"> When we vote, we should know something about what we are voting on. As citizens, we have a responsibility to learn about the persons or things we are voting on. <p>This activity presents a simple voting scenario. This sample is based on "Who Is Your Favorite Singer?" The vote is between Taylor Swift and Beyoncé, two famous pop stars. Students will learn about each singer and then vote on their personal favorite. Students can gather information in many ways. They can search online to learn more about each singer, play their music to hear how they sound, gather pictures to view, etc. The main point is that students will not make a vote without some knowledge of the people they are voting on.</p> <ul style="list-style-type: none"> Use the outline form to guide your study of the singer (picture, music, article). Evaluate what you have learned. Set a date and time for voting to determine the favorite. Set up procedures for voting. <p>After all students mark their ballots, the votes will be tallied to determine the winner. Announce the winner and post for everyone to see.</p> <p>Extension: Create your own voting scenario.</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 the process of voting to elect leaders as a foundation of democratic government. | <ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will recognize the process of voting for leaders. | <ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will make a selection through a voting process. |

| Resources and Materials | Additional Resources |
|-------------------------|---|
| Voting guide Ballots | Taylor Swift: http://en.wikipedia.org/wiki/Taylor_Swift Beyoncé: http://en.wikipedia.org/wiki/Beyoncé |


Lesson 13

| Instructional Targets | | |
|--|--|--|
| Reading Standards for Informational Text <ul style="list-style-type: none"> Range and Level of Text Complexity: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. Key Ideas and Details: Answer questions and use support from text to explain the main ideas, details and inferences of a story. | | |
| Which of your state standards are aligned to these instructional targets? | | |
| Classroom Activities/Lesson Plan | | |
| Chapter 6: State Government <p>The title of the Chapter Book is <i>The Constitution of the U.S.A.</i> The sixth chapter, State Government, asks the following questions: What do we know about the U.S. government? Who are the leaders? How do we pick the leaders? What are the jobs for the leaders?</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 L presented in a text format, and H/I 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 6: State Government Communication board Comprehension questions (multiple-choice and fill-in); Advanced questions Standards Connection Lessons 3, 5, 7, 9, 11, 13 | | |

| Lesson 13, Chapter 6: Answer Key | |
|---|--|
| Fill-In | Multiple-Choice |
| <p>state leader governor government laws</p> <ol style="list-style-type: none"> The president is the ____ of our country. (leader) Each state has its own _____. (government) The ____ is the leader of the state. (governor) Each ____ can make laws. (state) Each state follows ____ of the Constitution. (laws) | <ol style="list-style-type: none"> What is this chapter about? (states, city, tree) Who is the leader of our country? (teacher, governor, president) Who is the leader of a state? (teacher, governor, president) Who makes the laws in a state? (government, school, president) What is important to know about this chapter? <ul style="list-style-type: none"> People can vote. People live in a town. States have governments. |
| 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 ____ describes the government. (Constitution) Each ____ has its own laws. (state) Cities and ____ have governments too. (towns) Americans can ____ for senators and representatives. (vote) The ____ is the leader of all the states. (president) | <p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> What can the government in each state do? (make laws, go to bed, follow the Constitution) Who is the leader of a state? (president, mayor, governor) How do people pick the governor of a state? (vote, run, call) Who do people in the states vote for? <ul style="list-style-type: none"> teachers senators and representatives governor What does the Constitution tell us about? <ul style="list-style-type: none"> government of our country laws of our country rights for the people |

Lesson 14

| Instructional Targets |
|--|
| Standards for Language <ul style="list-style-type: none"> Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. Community Living <ul style="list-style-type: none"> Community Resources: Explore opportunities for civic participation. |
| Which of your state standards are aligned to these instructional targets? |



| Classroom Activities/Lesson Plan |
|---|
| Life Skills Application 6: This Is My State <p>Introduce this activity after students have read Chapter 6. In this activity, each student will be creating a poster with information about their state. A guide is provided showing the information that should be included in the poster. Items on the poster may be written or drawn, or text words and pictures can be glued on. Teachers may choose to have students gather information for their state using the Internet or through state fliers and brochures. The information can be collected prior to the activity and students may select text and pictures from the pre-selected materials to complete the poster.</p> <p>The poster should include:</p> <ul style="list-style-type: none"> State name. (may include a graphic representation of the state) State capital. (name of the capital city, picture of the state capitol building, etc.) Governor. (identify the leader of your state) Special things to know about the state. (things that make your state interesting) Special places. (places people might want to visit in your state) <p>Depending on the technology available, these “posters” may also be created in a digital format by inserting pictures into a Storybook template using SymbolStix Online or another program that allows for picture and text entry such as Microsoft® Word or Microsoft® PowerPoint.</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 basic structure and responsibilities of the state government. | <ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will identify the leaders of the community and state (e.g., mayor, governor). | <ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will identify persons in authority in the school or community. |

| Resources and Materials | Additional Resources |
|-------------------------|---|
| This Is My State guide | Sites about states: http://www.infoplease.com/states.html http://www.teachersfirst.com/getsource.cfm?id=3788 |

Lesson 15


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

| Classroom Activities/Lesson Plan |
|---|
| <p>Vocabulary Quiz Game: This Is the U.S.A.</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 the Constitution of the United States in the following four categories: leaders, rights, branches of government and voting.</p> <ul style="list-style-type: none"> Create a quiz game board using the answers listed in the lesson (similar to the <i>Jeopardy®</i> game). Cover each of the answers on the quiz board with a money amount. When students select a space, they will answer in the form of a question (e.g., What is a tool a farmer uses to plow a field?) One at a time, each student will take a turn and select a category and money amount card to respond to (no buzz-in for answering). If the question is answered correctly, that student gets the card with a money amount. Continue until all cards are gone or a predetermined time period has ended. Students will count and add the total amount on their money cards. The player with the highest total wins the game. <p>The quiz cards may be enlarged for a large classroom board. The answer sheet may be used to support communication.</p> <p> Standards Connection</p> <ul style="list-style-type: none"> The standards connection activities build on skills that encourage students to use reference materials to extend word meaning from unit vocabulary. <p>Pre- and post-assessments are available through Monthly Checkpoints.</p> <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p> |




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

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

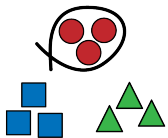
Standards Connection Lesson 15

| Instructional Targets | | |
|---|--|--|
|  | <p>Standards for Language:</p> <ul style="list-style-type: none">• <i>Vocabulary Acquisition and Use:</i> 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

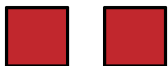
| | |
|---|--|
| <p>What is the word?</p> <p>And It The WORDS Up</p> | <p>What is the definition?</p>  |
| <p>Add a picture.</p>  | <p>Write or tell a sentence.</p>  |

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



_____ and _____ are both _____ z_____.

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





_____ and _____ are about the same.

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

Lesson 16


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

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

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

Standards Connection Lesson 16

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

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

Day 1 Modeling



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

Day 2 Brainstorming



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

Day 3 Writing



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

Day 4 Reviewing and Revising



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



Day 5 Sharing



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

Lesson 17


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

| Classroom Activities/Lesson Plan |
|--|
| Real-World Writing: Voter Registration <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>If you are 18 years old, you can register to vote in your state (except in North Dakota where registration is not required in order to cast a ballot). This lesson includes a practice activity on filling out a voter registration form. Practice on this form may assist students who are eligible, or will soon be eligible, to register to vote. (This is also good practice on personal ID information.)</p> <ul style="list-style-type: none"> If students are unable to write their personal information, they may tell it to another person. If students are over the age of 16 and do not have a legal ID card from their state, it may be a good time to explore applying for one. <p>Students will fill out the form with the following information:</p> <ul style="list-style-type: none"> Name (last, first and middle initial) Street address, City, State and Zip code ID or Driver's License Number Signature <p>Students will also need to note whether they are a citizen of the United States.</p>  Standards Connection <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.  Interactivity: This lesson is available for interactive participation. See lesson for more details. |

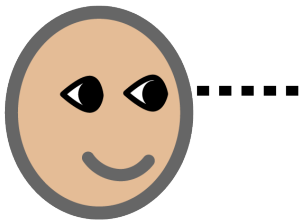
| Differentiated Tasks | | |
|---|--|---|
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing. Students will gain information from two or more sources to reach a personal 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 |
|--|--|
| Voter registration form (text only and symbol-supported) | Additional supporting pictures may be downloaded from SymbolStix Online , which is available free to all Unique subscribers by clicking on the SymbolStix button at: n2y.com |

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?


Lesson 18

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

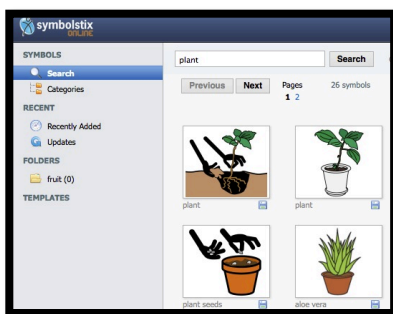
| Classroom Activities/Lesson Plan |
|---|
| Topic Paragraph: Newsletter and Activity Report <p>The topic paragraph activity is a starting point for creating a class newsletter that will report to family and friends what the students have learned in this unit. Each student will contribute a single paragraph 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. Level A (symbol-supported) only includes interactive participation. 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.  Standards Connection <ul style="list-style-type: none"> Have students review and revise their completed work. Use the guide in Lesson 17 for this purpose. You may wish to extend this activity by assigning oral presentations or having students add multimedia components.  Interactivity: This lesson is available for interactive participation. See lesson for more details. |

| Differentiated Tasks | | |
|---|---|--|
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will create one or more paragraphs, including a topic sentence with supporting facts, details and a concluding sentence. Students will demonstrate conventions of grammar in spoken and written sentence forms. Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling. | <ul style="list-style-type: none"> Students will select pictures with text to create a written text containing relevant facts to support a stated topic. Students will create simple sentence forms in a grammatically correct order when speaking or writing. Students will identify beginning capital letters and ending punctuation in a written sentence. Students will spell familiar words with letter-sound matches. | <ul style="list-style-type: none"> Given errorless choices of pictures, students will make a selection to communicate facts on a given topic. With picture supports, students will combine two or more words during a shared writing or speaking activity. Students will locate capital letters and ending punctuation in a sentence. |
| Resources and Materials | | Additional Resources |
| Topic paragraph planner Standards Connection Lesson 18 | | Additional supporting pictures may be downloaded from SymbolStix Online , which is available free to all Unique subscribers by clicking on the SymbolStix button at: n2y.com |

Standards Connection Lesson 18

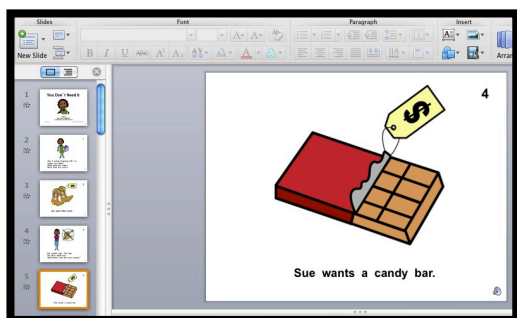
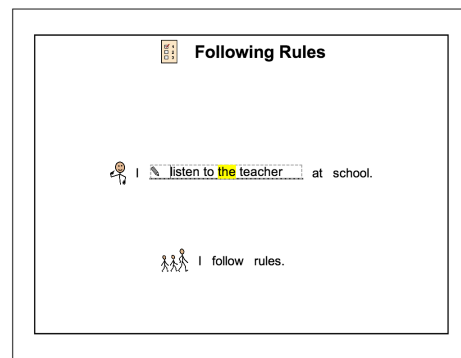
| Instructional Targets | | |
|---|---|---|
| <div data-bbox="99 247 337 472">  </div> <div data-bbox="345 304 695 336"> Standards of Speaking and Listening </div> <ul style="list-style-type: none"> Presentation of Knowledge and Ideas: Present information in an organized manner appropriate to a task, 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.

Lesson 19

| Instructional Targets | | |
|---|--|---|
| <p>Math Standards for Algebra</p> <ul style="list-style-type: none"> Building Blocks to Algebra: Understand and use +, - and = in problems. Solve addition and subtraction problems. Model and solve problems involving multiplication or division. Seeing Structure in Expressions–Interpret the structure of expressions: Represent a real-world situation with a numeric expression. Seeing Structure in Expressions–Write expressions in equivalent forms to solve problems: Solve multi-step problems that include a sequence of operations to reach a solution. <p>Which of your state standards are aligned to these instructional targets?</p> | | |
| Classroom Activities/Lesson Plan | | |
| <p>Math Story Problems: Let's Vote On It!</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 focus on counting votes for favorite food and favorite sport.</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 intended for those students who may require some 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 differentiated task 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. Students may be given multiple choices or one errorless number choice. <p>Scenario cards are provided to address these skills.</p> <ul style="list-style-type: none"> Addition (with or without carrying) Subtraction (with or without borrowing) Multiplication Division <p>Use of a calculator simplifies the process for some students.</p> <ul style="list-style-type: none"> Create additional scenarios for further practice. Use Unique's math scenarios with other math methods, for example, Touch Math. <p> Standards Connection</p> <ul style="list-style-type: none"> Teaching guides are provided to build foundational skills: How to use a calculator. Number comparisons may be drawn from this lesson's problem scenarios to determine greater than (>), less than (<) and equal to (=). <p>Pre- and post-assessments are available through Monthly Checkpoints.</p> <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 | |
| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> Students will compare two numbers and use symbols to indicate $>$, $<$ or $=$. | <ul style="list-style-type: none"> Students will compare two groups of objects and determine which group is bigger, smaller or equal in amount. | <ul style="list-style-type: none"> Students will count objects in a group through an active participation response (e.g., voice output device, eye gaze choice board). |

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

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

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>+ </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.</p> <p>Step 7: Solve the problem.</p> <p>Push the equal sign. The answer is 75. 75 is on the screen.</p> <p>= 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>- </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.</p> <p>Step 7: Solve the problem.</p> <p>Push the equal sign. The answer is 21. 21 is on the screen.</p> <p>= 21</p> |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| <p>Step 1: Look at the addition problem.</p> <div style="text-align: center; margin: 20px 0;"> $\begin{array}{r} 48 \\ + 27 \\ \hline \end{array}$ </div> <p>Step 2: What is the top number?</p> <div style="text-align: center; margin: 20px 0;"> 48 </div> <p>Step 3: Push the numbers.</p> <p>Find the 4. Push the 4. The 4 will show up on the screen. Find the 8. Push the 8. The 8 will show up on the screen.</p> <div style="text-align: center; margin: 20px 0;"> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin: 5px;">4</div> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin: 5px; margin-left: 20px;">8</div> </div> <p>Note: If you make a mistake, push clear.</p> <div style="text-align: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">C</div> </div> <p>Step 4: What are you doing?</p> <div style="display: flex; justify-content: space-between; align-items: center; margin: 20px 0;"> <div> Adding? + Subtracting? - Multiplying? x Dividing? ÷ </div> <div style="text-align: center;"> You are adding. Push the plus sign. </div> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin-left: 20px;">+</div> </div> <p>Step 5: What is the bottom number?</p> <div style="text-align: center; margin: 20px 0;"> 27 </div> | <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px; background-color: #e0f0e0;"> $48 + 27 = \underline{\quad}$ </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>C</td><td>√</td><td>÷</td><td>×</td></tr> <tr> <td>7</td><td>8</td><td>9</td><td>-</td></tr> <tr> <td>4</td><td>5</td><td>6</td><td>+</td></tr> <tr> <td>1</td><td>2</td><td>3</td><td>%</td></tr> <tr> <td>0</td><td>.</td><td>=</td><td></td></tr> </table> <p>Step 6: Push the numbers.</p> <p>Find the 2. Push the 2. The 2 will show up on the screen. Find the 7. Push the 7. The 7 will show up on the screen.</p> <div style="text-align: center; margin: 20px 0;"> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin: 5px;">2</div> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin: 5px; margin-left: 20px;">7</div> </div> <p>Note: If you make a mistake, push clear.</p> <p>Step 7: Solve the problem.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 20px 0;"> <div style="text-align: center;"> Push the equal sign. </div> <div style="border: 1px solid black; padding: 10px; display: inline-block; margin: 0 20px;">=</div> <div style="text-align: center;"> The answer is 75. 75 is on the screen. </div> <div style="border: 1px solid black; padding: 10px; display: inline-block; background-color: #c0ffc0; margin-left: 20px;">75</div> </div> | C | √ | ÷ | × | 7 | 8 | 9 | - | 4 | 5 | 6 | + | 1 | 2 | 3 | % | 0 | . | = | |
| C | √ | ÷ | × | | | | | | | | | | | | | | | | | | |
| 7 | 8 | 9 | - | | | | | | | | | | | | | | | | | | |
| 4 | 5 | 6 | + | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | % | | | | | | | | | | | | | | | | | | |
| 0 | . | = | | | | | | | | | | | | | | | | | | | |

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.

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

4 **8**

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

C

Step 4: What are you doing?

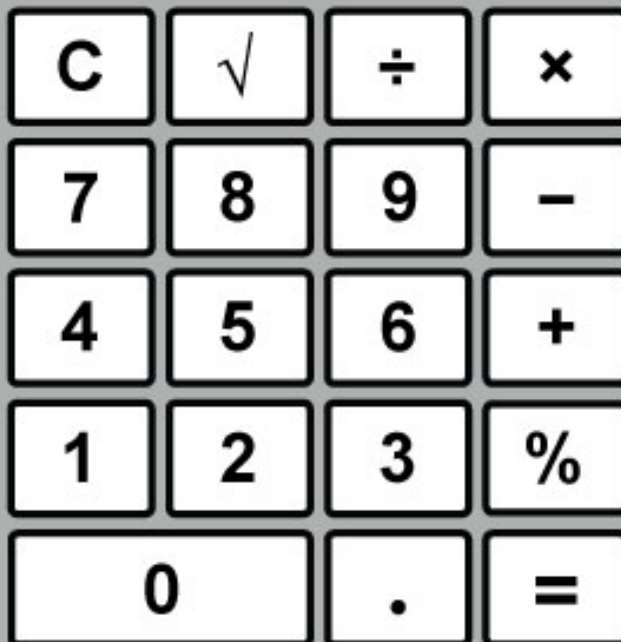
Adding? + You are **subtracting**.
 Subtracting? - Push the **minus sign**.
 Multiplying? x
 Dividing? ÷

-

Step 5: What is the bottom number?

27

48 - 27 =



Step 6: Push the numbers.

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

2 **7**

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

Step 7: Solve the problem.

Push the **equal sign**.

=

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

21

Lesson 20

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

| Classroom Activities/Lesson Plan |
|----------------------------------|
|----------------------------------|

Measure It!: Election Cake

Measuring is a count of how many units are needed to fill, cover or match an object or area being measured. Students need to understand what a unit of measure is and how it is used to find a measurement. They need to predict the measurement, find the measurement and then discuss the estimates, errors and the measuring process. Following a recipe is a real-world application of informational text (the recipe) and measurement tools.

This lesson focuses on measurement skills and tools for volume (dry and liquid measure when cooking). Simple kitchen tools, such as measuring cups and spoons, allow students to experience the life skill of basic cooking. Cooking is also a participatory activity: Even those who do not eat by mouth can enjoy the activities. Explore adapted cooking tools that promote participation.

In the early days of elections, election days were considered a holiday. The people took the day off work, went into town to vote and then got together with friends and family for a party. Early cookbooks reported a recipe for Election Cake. Many of the cakes contained fruits and nuts. So it seemed that over the years, cake was the favorite treat on these election day holidays. The recipe in this lesson is for Strawberry Supreme cake. However, you might have the students vote on the cake that will be made. The text-to-speech feature can be used to read directions aloud to students.

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

| You will need (serves 15) | Directions |
|--|--|
| <ul style="list-style-type: none"> 1 pkg strawberry cake mix 3 eggs 1½ C water ⅓ C cooking oil non-stick cooking spray mixing bowl mixer 9-in x 13-in cake pan | <ol style="list-style-type: none"> Preheat oven to 350 degrees. Put cake mix, eggs, water and oil into mixing bowl. Beat at medium speed for 2 minutes. Spray cake pan with cooking spray. Put batter into cake pan. Bake for 35 minutes. Let cool. Eat. <p>(Note: A recipe for icing is found in the Science Experiment – Lesson 28.)</p> |

Recipes may be used over several days of instruction.

Day 1 Discuss ingredients. Ask, “What will we need to buy?”

Day 2 Teach measurement tools. Have students identify cups and spoons.

Day 3 Discuss the sequence. Have students cut apart steps and put them in order.

Day 4 Make the recipe. Prepare and enjoy.



Standards Connection

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

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




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

| Differentiated Tasks | | |
|---|--|---|
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> 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 . |

Standards Connection Lesson 20

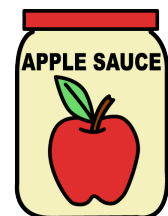
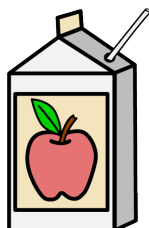
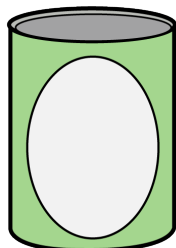
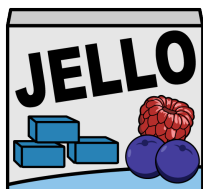
| Instructional Targets | | |
|---|---|---|
|  | Math Standards for Geometry–Geometric Measurement and Dimension <ul style="list-style-type: none"> <i>Visualize relationships between two-dimensional and three-dimensional objects:</i> Identify and compare three-dimensional objects that have volume. |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




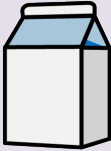



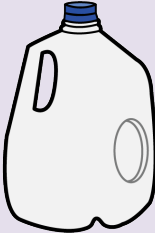
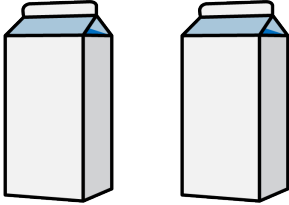
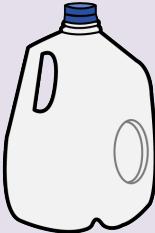
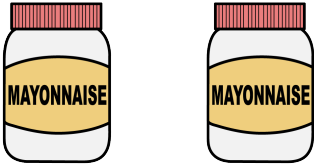



Make estimates: Choose two items. Which one do you think is heavier?
Compare the items in ounces to see which item(s) is heavier.

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>$\frac{1}{2}$ 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>$\frac{1}{2}$ gallon</p>  |


Standards Connection Lesson 20

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


| Classroom Activities/Lesson Plan |
|--|
| Read This Chart: Incentive Vote Charts and graphs are tools that provide useful information. In this lesson, students will vote for class incentives and tally votes for class president. <ul style="list-style-type: none"> In the first part of this activity, students will read a chart containing specific information about popular behavior incentives provided in Mrs. B's class. The chart (a horizontal bar graph) in this activity shows the most popular and least popular incentive choices. <ul style="list-style-type: none"> Display the bar graph and discuss what each section of the graph represents. Note the choices in each bar. Ask, "Which bar looks the longest? Which incentive is most popular? Which bar looks the shortest? Which incentive is least popular?" Analyze the bar graph by answering the worksheet questions. In the second part of the activity, students will vote for incentive choices and record their findings on a bar graph. Through analysis of the gathered data, students will report findings and determine the probability of a particular outcome. The picture choices may be made into stickers by printing on a full sheet of label paper. <ul style="list-style-type: none"> Have students conduct a survey to find which class incentive is most popular. Data is recorded and then discussed to see which incentive is preferred by the most students. In the last activity, students will examine averages. Point out that the <i>median</i> is the middle point of data information and that the <i>mean</i> is the average of the data numbers. Probability Quiz <ul style="list-style-type: none"> Use the bonus quiz question that involves a daily living probability situation. Three options are provided. Discuss the scenario and determine the probability of each option occurring. Learn more about mean, mode and median with this interactive game: www.bbc.co.uk/schools/ks2bitesize/maths/data/mode_median_mean_range/play.shtml |
|  Interactivity: This lesson is available for interactive participation. See lesson for more details. |

| Differentiated Tasks | | |
|--|---|---|
| Level 3 | Level 2 | Level 1 |
| <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 | | |

Lesson 22

| Instructional Targets | | | | | |
|---|--|---|--|--|---|
| Math Standards for Measurement and Data <ul style="list-style-type: none"> Life Skills for Measurement: Apply knowledge of money skills to real-world problem solving situations and scenarios. Math Standards for Algebra <ul style="list-style-type: none"> Building Blocks to Algebra: Understand and use +, - and = in problems. Solve addition and subtraction problems. Model and solve problems involving multiplication or division. | | | | | |
| Which of your state standards are aligned to these instructional targets? | | | | | |
| Classroom Activities/Lesson Plan | | | | | |
| Money: Constitution Day Party <p>This lesson focuses on money skills. The use of money is a problem-solving skill that requires several mathematical processes when applied to real-world situations. The scope of this lesson is limited to one or two problems in each skill area, but students who need additional practice may work on real-world scenarios provided by the teacher. In this lesson, students will focus on money skills related to buying items for the Constitution Day party. Some of the items will include food, drinks and decorations. This lesson allows students to strengthen individual skill areas. Students will learn to recognize coins and the values of coins and bills. They will also practice selecting specific money amounts and calculating costs. Choose the most appropriate activity on the basis of each student's needs. Scenarios in this lesson may be used to help students understand the exchange of money for purchases.</p> | | | | | |
| <table border="0"> <tr> <td style="vertical-align: top;"> 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 </td><td style="vertical-align: top;"> 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 </td><td style="vertical-align: top;"> 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. </td></tr> </table> | | | 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. |
| 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. | | | |
| <ul style="list-style-type: none"> Vary the ways to apply these activities on the basis of each student's abilities. Encourage students to use a calculator. | | | | | |
|  Standards Connection <ul style="list-style-type: none"> The lesson activities in this section focus on problem-solving processes that build financial literacy. Comparison of money amounts may be drawn from the lesson's problem scenarios to determine less than (<), greater than (>) and equal to (=). Students will calculate percentages for taxes, tips and sales items. Relate these skill to situations when planning money for an outing in the community. | | | | | |
| 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 calculate the amount of money needed for a purchase and ascertain the coins and bills required to complete that purchase. Students will calculate addition and subtraction problems in the context of a real-world scenario. | <ul style="list-style-type: none"> Students will match coins and bills to a given price. Students will model addition and subtraction of two sets of objects in the context of a real-world scenario. | <ul style="list-style-type: none"> Students will exchange money for a purchase. Students will select a money amount in an addition or subtraction problem. | | | |
| Resources and Materials | | Additional Resources | | | |
| Money scenario cards Standards Connection Lesson 22 | | Price tags, coins and bills are provided in the ULS Instructional Tools: Math Pack/Money. Additional ideas for money instruction are provided in the ULS Instructional Guides: Mathematics. | | | |

Standards Connection Lesson 22

| Instructional Targets | | |
|--|--|---|
|  | Math Standards for Algebra <ul style="list-style-type: none"><i>Building Blocks to Algebra:</i> Recognize and compare numbers showing the symbols $>$, $<$ or $=$. | |
| | Math Standards for Measurement and Data <ul style="list-style-type: none"><i>Life Skills for Measurement:</i> Apply knowledge of money skills to real-world problem-solving situations and scenarios. | |
| | Math Skills for Ratios and Proportional Relationships <ul style="list-style-type: none"><i>Life Skills for Ratio and Proportional Relationships:</i> Apply understanding of percent into real-world scenarios (e.g., 10% tip, 30% sale). | |
| | | |
| Differentiated Tasks | | |
| 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) |
|--------------------|----------------------------------|---------------------------|--|
| | | | |

Lesson 23


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

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

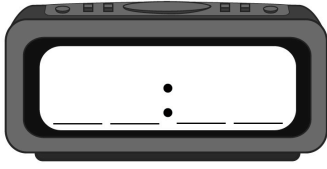
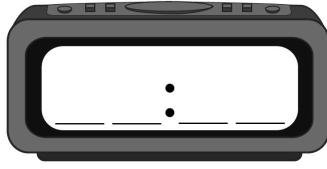
| Differentiated Tasks | | |
|--|--|---|
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will read time and apply it to a real-world activity. | <ul style="list-style-type: none"> Students will represent times for morning, afternoon, evening in the context of a real-world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

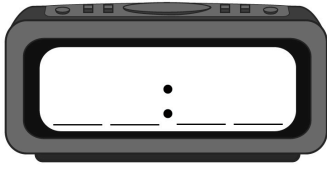
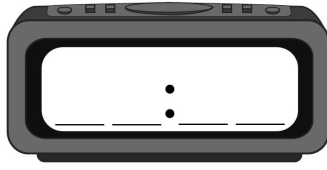
Standards Connection Lesson 23

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

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



| Activity | Start time | How long? | End time |
|----------|---|-----------|---|
| |  | |  |

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

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


Lesson 24

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

| Classroom Activities/Lesson Plan |
|---|
| <p>Geometry: Pin It to Win It!</p> <p>Geometry is the branch of mathematics that studies properties of points, lines, curves, plane figures and solid shapes, as well as their measurement and relationships. Early learners begin to identify shapes and manipulate these shapes to recognize spatial positioning. Students learn about points, lines and angles and apply reasoning skills to measurement strategies. The coordinate plane is a framework for spatial organization and the foundation for geometric thinking. Scaled drawings can be designed to replicate real-world situations and problems involving shapes and measurement. Choose the level of activity that is most appropriate for each student. This lesson focuses on measuring a bulletin board onto which students will place campaign advertisements for class president.</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 bulletin board 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. |

Standards Connection Lesson 24

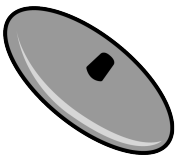
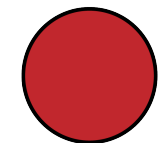
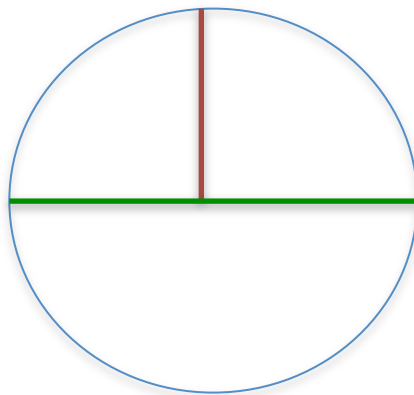
| Instructional Targets | | |
|--|--|---|
|  | Math Standards for Geometry–Circles <ul style="list-style-type: none"> Understand and apply theorems about circles: Identify parts of a circle (radius, circumference, diameter) in real objects and areas. | |
| | Differentiated Tasks | |
| <i>Level 3</i>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

Standards Connection Lesson 24

| Instructional Targets | | |
|---|--|--|
|  | Math Standards for Geometry–Congruence: <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

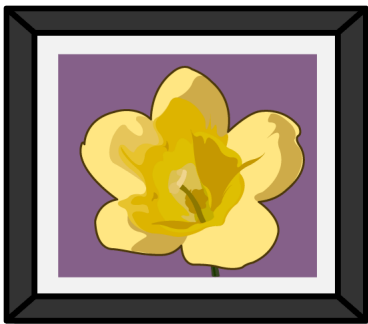
Right angle: An angle that measures 90° . It is the angle formed by two perpendicular lines, such as the corner of a square, or two perpendicular planes, such as a wall and the floor.

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



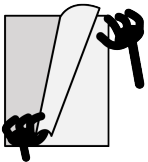
Obtuse Angle



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.

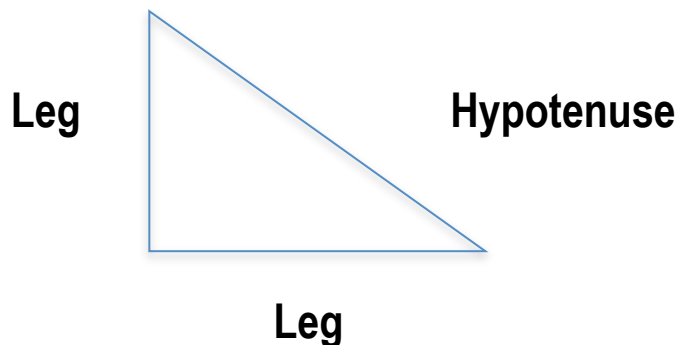
Standards Connection Lesson 24

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

Terms to know about triangles

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

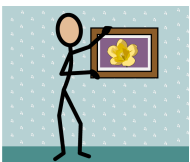
Pythagorean Theorem: A theorem in geometry stating that in a right triangle, the area of the square on the hypotenuse is equal to the sum of the areas of the squares drawn on the other two legs.



What can we do with right triangles?




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



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

Lesson 25

| Instructional Targets | | |
|--|--|---|
| <p>Math Standards for Algebra</p> <ul style="list-style-type: none"> Building Blocks to Algebra: Understand and use +, - and = in problems. Solve addition and subtraction problems. Model and solve problems involving multiplication or division. <p>Math Standards for Algebra—Creating Equations</p> <ul style="list-style-type: none"> Create equations that describe numbers or relationships: Represent a real-world situation with an algebraic expression. <p>Math Standards for Algebra—Reasoning with Equations and Inequalities</p> <ul style="list-style-type: none"> Understand solving equations as a process of reasoning and explain the reasoning: Order a sequence of steps to solve an equation. Solve equations and inequalities in one variable: Use equations to solve real-world problems when a part is unknown. Use inequalities (e.g., < and >) to solve real-world problems where a part is unknown. <p>Which of your state standards are aligned to these instructional targets?</p> | | |
| Classroom Activities/Lesson Plan | | |
| <p>Algebra: Incentives</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 lesson have students solving algebra problems involving stocking items for the school's Behavior Incentive store. 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 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 |
| Scenario cards for math sentences | | <p>Additional ideas for algebra instruction are provided in the ULS Instructional Guides: Mathematics.</p> <p>Samples of arrays to model multiplication and division are provided in the ULS Instructional Tools: Math Pack/Arrays.</p> |

Lesson 26

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


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

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

| Resources and Materials | Additional Resources |
|---|----------------------|
| Trading Cards: George Washington, John Adams, Thomas Jefferson, James Madison, Ben Franklin | |

Lesson 27


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

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

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

| Resources and Materials | Additional Resources |
|--|--|
| Sample reports: <i>The Constitution, Americans' Rights</i> Planning template: text-only and symbol-supported Pictures: <i>Constitution, leader, delegate</i> Standards Connection Lesson 27 | Additional supporting pictures may be downloaded from SymbolStix Online , which is available free to all Unique subscribers by clicking on the SymbolStix button at: n2y.com |

Standards Connection Lesson 27

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

Refer students to this helpful research site: www.kidsclick.org.

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



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



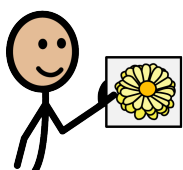
2. Time to research. Read books. Look on the Internet. Make notes or print pictures.



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



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



5. Share what you have learned with someone else.

Lesson 28

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


| Classroom Activities/Lesson Plan | |
|---|---|
| Science Experiment: Icing on the Cake | |
| <p>Scientific inquiry “refers to the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world.” (<i>National Science Education Standards</i>) This lesson follows the step of a scientific inquiry process to engage students in developing a hypothesis, conducting an experiment and arriving at a conclusion.</p> <p>In this science experiment, students will learn that food items can be combined to make a new food product. What ingredients are used to make icing? How much liquid is needed to make icing spreadable? The icing from this experiment can be used on the Election Cake in Lesson 20.</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">1. Ask a question.2. Make a guess.3. Do an experiment.4. Organize data.5. Find the conclusion. | |
| You will need | Directions |
| <ul style="list-style-type: none">• 2 C powdered sugar• ½ C butter• 3 T milk• mixing bowl• mixer | <ol style="list-style-type: none">1. Put sugar and butter into mixing bowl.2. Blend with mixer.3. Observe mixture. This will look lumpy.4. Add 1 tablespoon of milk. Mix.5. Observe mixture. Is it spreadable?6. If no, add 1 more tablespoon of milk. Mix.7. Observe mixture. Is it spreadable?8. If no, add 1 tablespoon of milk. Mix. |

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

| Resources and Materials | Additional Resources |
|--|----------------------|
| Science experiment Science experiment cards | |

Lesson 29



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

| Classroom Activities/Lesson Plan |
|--|
| History Timeline: Our Constitution <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 the Constitution of the U.S.A. The activities in this lesson include having students match the Constitution facts to the year in which they happened, and/or having students arrange the information in chronological order:</p> <p>1787: The Constitution of the United States was completed. It was signed by 39 delegates. 1791: The Bill of Rights was added to the Constitution. These were the first 10 amendments. They listed citizens' rights. 1865: The 13th Amendment said there would be no more slavery. 1868: The 14th Amendment said all people born in the United States were citizens. 1920: The 19th Amendment gave women the right to vote. 1971: The 26th Amendment said that citizens who are at least 18 years old can vote.</p> <div>  Interactivity: This lesson is available for interactive participation. See lesson for more details. </div> |


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

| Resources and Materials | Additional Resources |
|-------------------------|----------------------|
| Picture timeline cards | |

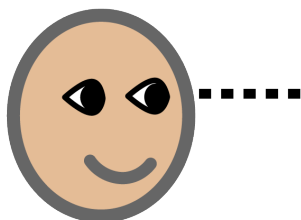
Lesson 30

| Instructional Targets | | |
|---|--|--|
| Standards for Writing <ul style="list-style-type: none"> Range of Writing: Participate routinely in supported writing activities, using conventional formats. | | |
| Which of your state standards are aligned to these instructional targets? | | |
| Classroom Activities/Lesson Plan | | |
| Journal Writing: Monthly Topics In this lesson, students will be asked to write journal entries. The purposes of journal writing are these: <ul style="list-style-type: none"> To write personal thoughts. To write memories of people and events. To improve writing skills. Each month, there will be four writing prompts. The first writing prompt will be a class journal writing activity. The other prompts will be either supported or independent writing activities. Journal entries may be dated and kept in a binder to follow growth. Students may use words or pictures to fill in a template or they may write independently. Journal entries may be shared orally. Choose the most appropriate writing template on the basis of each student's needs. Template C is blank, allowing students to use the most appropriate format to fill in the template with their own thoughts. This template may also be used if a student needs a scribe. Students are encouraged to fill in their own punctuation. Template B is text with one picture before a sentence. Students use picture cards, word cards or write a word to complete a sentence. Punctuation is deliberately omitted in the sentences so that students must provide it. Template A is symbol-supported. Students are encouraged to read and decide on a picture to complete a sentence. This lesson provides some pictures and words that will support those students who need help in completing the sentences. Students may also be allowed to illustrate the journal entry or attach a photo to it to help explain their experiences. An illustration page is available with this lesson. This page may not be appropriate for every journal entry. | | |
| Monthly Journal Topics Entry 1 Whole Group Entry <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. Entry 2 Feelings Entry <ul style="list-style-type: none"> It is a new school year. Everyone experiences different feelings at the start. Discuss what feelings students may have. Entry 3 If I Were President <ul style="list-style-type: none"> Discuss what the president does. What is fun about the president's job? What is hard? Ask students to write about what they would do as president. Entry 4 New Class rules <ul style="list-style-type: none"> Students can write about new class rules they would like to have implemented this school year. | | |
| Writing Conference <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. | | |
|  Standards Connection <ul style="list-style-type: none"> Use the chart from this document to review and revise for conventions. | | |
|  Interactivity: This lesson is available for interactive participation. See lesson for more details. | | |
| Differentiated Tasks | | |
| Level 3 <ul style="list-style-type: none"> Students will write routinely for a range of discipline-specific tasks, purposes and audiences. | Level 2 <ul style="list-style-type: none"> Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences. | Level 1 <ul style="list-style-type: none"> Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences. |
| Resources and Materials | | Additional Resources |
| Writing templates: Template C: starter sentence with writing lines Template B: one picture before sentence, no period at end of sentence Template A: pictures and symbols on sentence, period at end of sentence Fill-in picture/word cards and fill-in word cards Illustration page Standards Connection Lesson 30 | | Additional supporting pictures may be downloaded from SymbolStix Online , which is available free to all Unique subscribers by clicking on the SymbolStix button at: n2y.com |

Standards Connection Lesson 30

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

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



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

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

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

- ☐ Are there any spelling words to check?