




Changes All Around Us

This geography unit focuses on change and the impact of change on the environment. In geography, population is always increasing or decreasing. This fluctuation causes changes to how we live. It changes where we attend school, where we work and even where we live. Unit lessons introduce the idea of change and the impacts of change on our environment, while real-world applications allow students to acknowledge these changes and take advantage of them.

Lesson	Activities	Description
1	Leveled Book	<i>Small Town, Big Changes</i>
2	• Read and Answer	Lesson 1 Comprehension
3	Chapter 1 • Read and Answer	Small Town Life Comprehension Questions
4	Life Skills Application 1	My Town Inventory
5	Chapter 2 • Read and Answer	Changes to the Environment Comprehension Questions
6	Life Skills Application 2	Ways to Save the Earth
7	Chapter 3 • Read and Answer	Changes to the Town Comprehension Questions
8	Life Skills Application 3	My New Job
9	Chapter 4 • Read and Answer	A New Suburb Comprehension Questions
10	Life Skills Application 4	Meet and Greet
11	Chapter 5 • Read and Answer	Changes in Transportation Comprehension Questions
12	Life Skills Application 5	From Here to There
13	Chapter 6 • Read and Answer	Visiting the Big City Comprehension Questions
14	Life Skills Application 6	Neighborhood Block Party
15	Vocabulary Quiz Game	Changes Around the Town
16	Edit It	All About That Place
17	Real-World Writing	Applying for a Job
18	Topic Paragraph	Newsletter and Activity Report
19	Math Story Problems	New School, New Supplies
20	Measure It!	Chicago Deep-Dish Pizza
21	Read This Chart	How to Get There
22	Money	Earth Day Block Party
23	Schedules and Times	Monthly Activities
24	Geometry	Playing in the Park
25	Algebra	Creating Green Space in the City
26	Related Content	Trading Cards
27	Related Content	Oral Report
28	Science Experiment	Building Bridges
29	History Timeline	A Tale of Six Cities
30	Journal Writing	Monthly Topics

Standards Connection High School Content

Instructional Targets		
	<p>Geography</p> <ul style="list-style-type: none"> • Explain why communities change as a result of increasing or decreasing population (e.g., housing and other needs increase when people move into an area for employment). • Describe advantages and disadvantages of human activity that bring change to the environment (e.g., building or repairing infrastructure may benefit people but destroy animal habitat). • Describe past and present features of a city or region, using population, jobs, culture and transportation as the basis for a comparison. 	
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will describe how a community changes when large numbers of people move in or out. • Students will identify and describe positive and negative consequences that occur when people make changes to the environment. • Students will compare past and present characteristics of a region or city, indicating changes over time. 	<ul style="list-style-type: none"> • Students will identify local or state communities by size (small town, large city, etc.). • Students will identify areas of the community where the environment has changed because of changes made by people. • Students will identify basic characteristics of the local community (areas of work, homes, stores, recreation, etc.). 	<ul style="list-style-type: none"> • Students will identify the town or city in which they live. • Students will identify a new location, building or park area in the local community. • Students will identify basic human-made features of a community (stores, parks, schools, etc.).



Small Town, Big Changes

In the Leveled Book, *Small Town, Big Changes*, students are introduced to the idea of change as Val notices the changes in her growing town. Students will be exposed to how a small town changes, when a new business or new homes are added to the area. Discuss the possible changes that may occur, when a business or a large amount of people move in or out of an area.



Small Town Changes

In the Chapter Book, *Small Town Changes*, the idea of change to an area is expanded upon. Students are introduced to the differences between rural, urban and suburban areas. The changes that happen when more people and businesses move in is both negative and positive. The effects of change on the environment, change in an area, and change in transportation are all addressed. As you read, discuss how areas evolve or devolve, and ways in which we can see this happening.



Practical Skills in a Changing World

The life skills applications focus on practical skills and ideas students need to thrive in today's ever-changing and fast-growing world. In Lesson 10, students will be able to practice and hone their greeting skills. Students will be able to assess their job skills in Lesson 8 and apply critical thinking skills in Lesson 12. All of these skills will support students in entering the work force and society as young adults.



Earth Day


Earth Day is celebrated each year on April 22. In 1970, Senator Gaylord Nelson established this as a day to demonstrate support for the environment. This unit illustrates how building and growth can impact the environment in both negative and positive ways. Students will acknowledge how growth can affect the environment, and identify ways to live in a healthy environment.

The n2y Library has several books that may build understanding of the causes and effects of change to an area.

- *Around the Town* (Level E) provides a look at life in various areas of a community.
- *Factory* (Level E) identifies products made in factories and how factories create jobs.
- *The People in Town* (Level E) introduces various jobs for people who live in towns.
- *On the Go* (Level E) describes various forms of transportation.
- *Oil Spill* (Level F/G) describes how human activity can impact the environment.
- *Save The Trees!* (Level F/G) describes how human activity can impact the environment.
- *Global Warming* (Level F/G) provides an overview of the impact of global warming to our world.
- *Subway Train* (Level E) describes how to ride the subway.
- *Under Construction* (Level F/G) identifies various items used in construction as well as what can be constructed.




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

Classroom Activities/Lesson Plan
<p>Leveled Book: <i>Small Town, Big Changes</i></p> <p>Lesson 1 provides a simple book in three distinct reading levels. Early readers may engage in the same content when selecting the appropriate level based on individual abilities, needs or reading goals. This Leveled Book is presented in three leveled formats: Level D, Level C and Level A). Read the highest level aloud to all students. Then select the level appropriate for each student for guided and independent reading.</p> <p>The content of the Leveled Book <i>Small Town, Big Changes</i>, introduces the ideas of geographical changes due to population growth. When they have finished the book, students should be able to describe how humans change the land when more people move into an area.</p> <ul style="list-style-type: none"> Introduce the story by talking about why people move. Ask, "Have you ever moved before? Why have you moved? Where have you moved from? Where did you move to?" On the first reading, do a picture walk. Note pictures of the changes in Val's town. Emphasize that when an area has more and more people coming to live and work within it, it must change to accommodate the growth. Also, point out how an area changes when people move away because the area is not as necessary or interesting anymore. Discuss what some of these changes might be, such as adding homes, schools, community resources and roads to a town. Ask, "Have you seen our town change because of people moving in or out?" Read the story aloud to model fluency. After reading the story, ask questions about how Val's town changed. As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of the repeated line. Provide students with supports for page turning and interaction while they are reading. During independent or paired reading, focus on individual student reading abilities with text or supported-text versions. It is likely that students may read different levels for different purposes each day when building reading skills. Support student reading using text to speech and the communication board. Follow up reading with discussion on other ways humans change the landscape to accommodate population growth. Ask, "What are some other things people build or make when changes happen in a community?" <p>Word-recognition cards for this lesson support high-frequency words within the unit reading materials.</p> <p style="padding-left: 40px;"><i>List 1: big, see, this, up, were, what</i> <i>List 2: also, away, home, near, open, tree</i> <i>List 3: animal, around, full, large, small, town</i></p> <p> Standards Connection</p> <ul style="list-style-type: none"> Students with reading challenges may acquire more information from text when it is read aloud. The connection lesson explores alternative ways to "read" by using the text-to-speech version of this story and the PowerPoint® show. <p>Additional ideas for word study instruction are provided in the ULS Instructional Guides: Word Study. For some students, the "learning to read" process continues in the higher grades. Word wall activities are included in this guide.</p> <p>Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.</p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p>

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

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

Instructional Targets		
	Reading Standards for Literature <ul style="list-style-type: none"> • <i>Integration of Knowledge and Ideas</i>: 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"> • <i>Comprehension and Collaboration</i>: Initiate and participate in grade and age-appropriate discussion on diverse topics to express an opinion, share ideas and information, and ask and respond to questions relevant to the topic. 	
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?

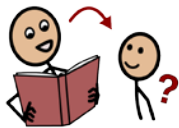


Who is the **illustrator** of this story?

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?

big

see

this

up

were

what

also

away

home

near

open

tree

animal

around



full

large

small


town

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

Classroom Activities/Lesson Plan
<p>Read and Answer: <i>Small Town, Big Changes</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>Small Town, Big Changes</i>, use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate format on the basis of each student’s skills and needs. Level 3 is text-only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.</p> <p>Build vocabulary knowledge of the identified words. Picture support cards are provided for reading recognition. Use the words in additional sentences for meaning. Make connections between vocabulary and each student’s experiences.</p> <p style="text-align: center;">move big changes new people</p> <ol style="list-style-type: none"> Val sees many _____ in her town. (changes) There is a _____ factory in the town. (new) People _____ to the town to work. (move) The town needs to change for the new _____. (people) The town is now a _____ town. (big) <p> Standards Connection</p> <ul style="list-style-type: none"> Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student. <p>Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.</p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p> <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>

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

Resources and Materials	Additional Resources
Comprehension questions Fill-in cards Standards Connection Lesson 2	







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

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



Main idea: What is the message in this story?

Arrange pictures or words to begin sentences.

	Who  or	What 	Action 
			
			
			

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

Instructional Targets

Reading Standards for Literature

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

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

Classroom Activities/Lesson Plan

Chapter 1: Small Town Life

The title of the Chapter Book is *Small Town Changes*. The first chapter, Small Town Life introduces Val's small town as a rural area and describes the characteristics of rural areas.

- 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 H/I, presented in a text format, and F/G, presented in both text and symbol-supported formats.

Read and Answer

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

- Select the level of comprehension questions appropriate for each student. Comprehension questions are also in three formats. Level 3 is text only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.
- Build comprehension and vocabulary through discussions.



Standards Connection

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

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

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



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


Differentiated Tasks

Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will independently read questions about a story and write, speak or select an answer. 	<ul style="list-style-type: none"> • Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will point to or select a picture from a choice of three in response to a question about a story. 	<ul style="list-style-type: none"> • Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials **Additional Resources**

Chapter 1: Small Town Life Communication board Comprehension questions (fill-in and multiple-choice) Advanced questions Fill-in cards Standards Connection Lessons 3, 5, 7, 9, 11, 13	
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Lesson 3, Chapter 1: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">population rural area land river town</p> <p>1. Val lives in a small _____. (town)</p> <p>2. The small town is in a _____. (rural area)</p> <p>3. Small towns have a small _____. (population)</p> <p>4. Rural areas have a lot of _____. (land)</p> <p>5. Many ships travel down the _____. (river)</p>	<p>1. What is this chapter about? (town, post office, weather)</p> <p>2. What is an area that is away from a city? (downtown, underground, rural area)</p> <p>3. What is the amount of people living in an area? (flowers, population, land)</p> <p>4. What do ships travel down? (clouds, trees, river)</p> <p>5. What is important to know about this chapter?</p> <ul style="list-style-type: none"> • Rural towns are in the city. • Small towns are rural and have few people. • Only farmers live in small towns.
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <p>1. Val lives in a small _____. (town)</p> <p>2. A _____ area is away from the city. (rural)</p> <p>3. A rural area has a small _____. (population)</p> <p>4. A population is the amount of _____ in an area. (people)</p> <p>5. Homes are spread out _____ apart. (far)</p>	<p>These questions may have more than one correct answer.</p> <p>6. What do rural areas have a lot of? (jobs, land, flags)</p> <p>7. What job can be found in some rural areas? (farmer, movie star, astronaut)</p> <p>8. What do the ships travel down? (field, rainbow, river)</p> <p>9. What will change Val's small town?</p> <ul style="list-style-type: none"> • new computer factory • chickens and cows • wind and rain <p>10. Why should Val be excited about the new factory?</p> <ul style="list-style-type: none"> • The new factory will tear down her small town. • The new factory will do nothing to her small town. • The new factory will change her small town.

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

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



What is the title of this chapter?

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

What do you think this chapter will be about?

This is a Chapter Book. What kind of Chapter Book is this?

Fiction

Nonfiction

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

What is the chapter topic?

Biography



History




Science



Health



Compare this book to the Chapter Book from last month.

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

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


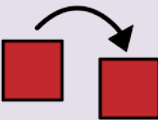



Main idea: What is the message in this story?




Key details:

Arrange pictures or words to tell the story.

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

Instructional Targets
<p>Standards for Language</p> <ul style="list-style-type: none"> • Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. <p>Community Living</p> <ul style="list-style-type: none"> • Community Resources: Explore community resources for personal, vocational and daily living supports.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Life Skills Application 1: My Town Inventory</p> <p>Introduce this activity after students have read Chapter 1. In Chapter 1, students learn about the resources of a rural area. In this lesson, students will explore the resources found in their own communities.</p> <ul style="list-style-type: none"> • Review the basic definition of a rural area. Ask, "What types of places would you find in a rural area?" Discuss with students what types of businesses and facilities may be found in a rural area. For example, a rural area may have a grocery store, a gas station, a school, a few restaurants and a city office. • Explain to students how larger areas may have more amenities and features available to their residents. Ask students, "What types of places do larger cities and towns have that a rural area might not have?" A larger, more populous area might have a movie theater, a community center, a gym, a pool, a park, a mall, a library, many restaurants, etc. As students respond, emphasize that when there are more people in an area, there are more things to do. • Have students take an inventory of the amenities and features their community provides them. Complete the "My Town Inventory" identifying the places in the community and their offerings to the residents. • Identify and discuss a location where students could go for transitional services. • The "My Town Inventory" activity is presented in two templates. Choose the most appropriate template on the basis of each student's skills and needs. <p>Extension: Take a field trip to one of the places your students identify. See if a tour is available to the students.</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 independently identify community locations where services and products may be obtained. 	<ul style="list-style-type: none"> • Students will point to pictures of key vocabulary from unit topics as part of a discussion. • Students will match community locations with a product or service. 	<ul style="list-style-type: none"> • Students will make a selection to indicate a picture of key vocabulary within a unit topic. • Students will select a product or service associated with a given community location.

Resources and Materials	Additional Resources
<p>My Town Inventory activity Template C: text only Template B: one symbol before sentence Fill-in cards</p>	

Instructional Targets

Reading Standards for Literature

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

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

Classroom Activities/Lesson Plan

Chapter 2: Changes to the Environment

The title of the Chapter Book is *Small Town Changes*. The second chapter, *Changes to the Environment*, details how construction sites can create pollution. It depicts ways in which construction and growth of an area can create positive and negative change.

- 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 H/I, presented in a text format, and F/G, presented in both text and symbol-supported formats.

Read and Answer

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

- Select the level of comprehension questions appropriate to each student. Comprehension questions are also in three formats. Level 3 is text only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.
- Build comprehension and vocabulary through discussions.



Standards Connection

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

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

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



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

Differentiated Tasks


Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will independently read questions about a story and write, speak or select an answer. 	<ul style="list-style-type: none"> • Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will point to or select a picture from a choice of three in response to a question about a story. 	<ul style="list-style-type: none"> • Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
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Chapter 2: Changes to the Environment Communication board Comprehension questions (fill-in and multiple-choice) Advanced questions Fill-in cards Standards Connection Lessons 3, 5, 7, 9, 11, 13	
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Lesson 5, Chapter 2: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">Trees factory smoke air environment</p> <ol style="list-style-type: none"> The new _____ brings changes to Val's small town. (factory) Land, air and water are a part of the _____. (environment) _____ were cut down to make room for the factory. (Trees) Black _____ makes the air dirty. (smoke) The new trees will help clean the _____. (air) 	<ol style="list-style-type: none"> What is this chapter about changing? (food, environment, clothes) What were cut down to make room for the factory? (clouds, ice cream, trees) What did the trucks put into the air? (smoke, cotton candy, boots) What will new trees help clean? (air, planets, gloves) What is important to know about this chapter? <ul style="list-style-type: none"> • Nothing changes when a factory is built. • Val wears jeans to school. • The environment changes when a factory is built.
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 new factory brings many _____. (changes) Many _____ were cut down to clear the land. (trees) The animals that lived in the forest lost their _____. (homes) The trucks and machines put black _____ into the air. (smoke) The _____ had to change for the new factory. (environment) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> What does the smoke and fumes from the trucks make? (air pollution, Sun pollution, food pollution) What drips into the soil and makes it dirty? (flowers, water, oil) What will new trees help clean? (Sun, air, cookies) Why is the park good to have near the factory? <ul style="list-style-type: none"> • It gives animals a place to live. • It is a place to throw litter. • It makes more pollution. 10. What is happening to Val's small town? <ul style="list-style-type: none"> • It is changing. • It is getting smaller. • It is staying the same.

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 2: Ways to Save the Earth <p>Introduce this activity after students have read Chapter 2. In Chapter 2, students learn about how the environment is negatively affected by construction, and ways in which we can combat those effects. In this lesson, students will learn about Earth Day (observed April 22) and ways in which we can care for the environment.</p> <ul style="list-style-type: none"> Identify positive and negative ways in which humans change the Earth. For example, cutting down trees to build homes, mining coal to burn for heat, drilling for oil to use in cars and trucks. Discuss how humans need to use the Earth in order to live. However, there are some things we can do to prevent the Earth from experiencing the negative effects of human activity. Ask students, "How can humans keep the Earth healthy?" Discuss the differences between recycling, reducing and reusing. Recycling is creating something new out of something old. Reducing is using less of something. Reusing is using something more than once. Complete the Recycle, Reduce, and Reuse activity by having students select whether the action is recycling, reducing or reusing. Have students detail what they can do to help the Earth by completing the "I Can Heal the Earth" pledge. The pledge is available in two templates. Choose the most appropriate template on the basis of each student's skills and needs. <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 identify and respond to personal rights and responsibilities in daily living, community and vocational situations 	<ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will identify basic personal rights and responsibilities in a variety of situations. 	<ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will contribute to personal decisions.

Resources and Materials	Additional Resources
Recycle, Reduce, Reuse activity I Can Heal the Earth pledge Template C: text only Template B: one symbol before sentence Fill-in cards	https://www.youtube.com/watch?v=3mz0cmOnwys

Instructional Targets

Reading Standards for Literature

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

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

Classroom Activities/Lesson Plan

Chapter 3: Changes to the Town

The title of the Chapter Book is *Small Town Changes*. The third chapter, Changes to the Town, identifies how life in the town changes due to an increase in population and a growing economy. This chapter details how jobs are more abundant, new stores and businesses are necessary additions, and new homes are required for the people moving into the area.

- 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 H/I, presented in a text format, and F/G, presented in both text and symbol-supported formats.

Read and Answer

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

- Select the level of comprehension questions appropriate to each student. Comprehension questions are also in three formats. Level 3 is text only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.
- Build comprehension and vocabulary through discussions.



Standards Connection

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

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

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



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

Differentiated Tasks


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

Resources and Materials	Additional Resources
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Chapter 3: Changes to the Town Communication board Comprehension questions (fill-in and multiple-choice) Advanced questions Fill-in cards Standards Connection Lessons 3, 5, 7, 9, 11, 13	
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Lesson 7, Chapter 3: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">town neighborhood stores jobs changes</p> <ol style="list-style-type: none"> The factory _____ the way many people live. (changes) The factory makes new _____ for people to work. (jobs) New _____ open for people to shop. (stores) Val's home is now part of a _____. (neighborhood) The new jobs make changes in Val's _____. (town) 	<ol style="list-style-type: none"> What is this chapter about? (changes, weather, driving) What does the factory make for people? (water, ribbon, jobs) What new businesses open in Val's town? (stores, planets, shoes) What is a group of people living near one another? (outer space, neighborhood, library) What is important to know about this chapter? <ul style="list-style-type: none"> • A town stays the same when there are new jobs. • A town changes when new jobs are made. • A small town will always be a small town.
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 new factory _____ life in the small town. (changes) The factory makes many _____ for people to work. (jobs) People _____ to the town to work at the factory. (move) Val's dad will not have to _____ to the city anymore. (drive) There are many places for _____ to get jobs now. (teenagers, people) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> Who do the workers bring with them to the small town? (astronauts, pilgrims, families) What do the families need to find in the new town? (trees, homes, birds) What is an area where people live close to each other? (gym, neighborhood, nest) Why does the town add new businesses? <ul style="list-style-type: none"> • To provide for all of the new people. • To pollute the town. • To shut down the old businesses. How is a bigger town a good change? <ul style="list-style-type: none"> • There are more stores to shop. • There are more people to see and meet. • There are no jobs.



Instructional Targets
<p>Standards for Language</p> <ul style="list-style-type: none"> Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. <p>Employability</p> <ul style="list-style-type: none"> Work Skills: Demonstrate basic employability skills, including work, social and hygiene habits.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Life Skills Application 3: My New Job</p> <p>Introduce this activity after students have read Chapter 3. In Chapter 3, Val gets her first after-school job. In this lesson, students will identify job interests and personal job skills they possess.</p> <ul style="list-style-type: none"> Discuss why there are so many jobs available in Val's small town. Ask students, "Why do you think Val was able to get a job so easily?" Create a list of potential jobs for people within the community. Identify whether the jobs listed are accessible to students. Have students complete the Job Skills Inventory and the Job Interest Survey. The Job Skills Inventory is available in two templates. Choose the most appropriate template on the basis of each student's skills and needs. Discuss the various jobs in the Job Interest Survey, and any others available to students. Identify potential issues such as time commitments and transportation, and ways students can overcome these issues. <p>Extension: Hold an interview session with students. Allow students to use their Job Skills Inventory to answer basic questions such as "What are some things that you do well?" and "What kind of worker are you?"</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 demonstrate consistent work skills that lead to employability. 	<ul style="list-style-type: none"> Students will point to pictures of key vocabulary from unit topics as part of a discussion. Students will demonstrate work skills with some support, including staying on task, following directions, responding to authority and asking for help. 	<ul style="list-style-type: none"> Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will actively respond to supported directions from a supervisor.

Resources and Materials	Additional Resources
Job Skills Inventory Template C: text only Template B: one symbol before sentence Job Interest Survey Fill-in cards	http://www.howcast.com/videos/218241-How-to-Get-an-AfterSchool-Job

Instructional Targets
<p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • Range and Level of Text Complexity: Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level. • Key Ideas and Details: Answer questions and use support from text to explain the main ideas, details and inferences of a story. <p>Which of your state standards are aligned to these instructional targets?</p>


Classroom Activities/Lesson Plan
<p>Chapter 4: A New Suburb</p> <p>The title of the Chapter Book is <i>Small Town Changes</i>. The fourth chapter, A New Suburb, illustrates the growth of the small town and the changes the growth causes. It discusses the building of a new school, as well as making new friends – all due to the increase in population.</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 H/I, presented in a text format, and F/G, presented in both text and symbol-supported formats. <p>Read and Answer</p> <p>Comprehension activities extend beyond “checking” what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to <i>who</i>, <i>what</i> and <i>where</i> formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students’ skills in multiple areas of comprehension.</p> <ul style="list-style-type: none"> • Select the level of comprehension questions appropriate to each student. Comprehension questions are also in three formats. Level 3 is text only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice. • Build comprehension and vocabulary through discussions. <p> Standards Connection</p> <ul style="list-style-type: none"> • These standards connection lessons are designed to build summarizing skills and are applicable to all chapters. Using the first standards connection form, determine whether this book is a work of fiction or nonfiction. Select the additional standards connection lesson based on whether the chapter is a fictional format that has a story line or an informational text that includes facts and historical events. <p>The first two sets of comprehension questions are derived from the lower levels of text. An advanced level of mixed questions is provided in text-only format.</p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p> <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will independently read questions about a story and write, speak or select an answer. 	<ul style="list-style-type: none"> • Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will point to or select a picture from a choice of three in response to a question about a story. 	<ul style="list-style-type: none"> • Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
Chapter 4: A New Suburb Communication board Comprehension questions (fill-in and multiple-choice) Advanced questions Fill-in cards Standards Connection Lessons 3, 5, 7, 9, 11, 13	

Lesson 9, Chapter 4: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">school city Homes friends suburb</p> <ol style="list-style-type: none"> Val's small town is now a _____. (suburb) _____ fill up the land in a suburb. (Homes) A suburb is near a large _____. (city) A new _____ is built for the new students. (school) Val makes new _____ at school. (friends) 	<ol style="list-style-type: none"> What is this chapter about? (gardens, suburbs, clouds) What fills up Val's small town? (bricks, airplanes, homes) What is built to make room for the new students? (zoo, hot air balloon, school) What does Val make at her new school? (friends, horseshoes, cars) What is important to know about this chapter? <ul style="list-style-type: none"> • A suburb has a circus. • A suburb is smaller than a small town. • A suburb is near a large city.
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"> Land in a _____ area has a lot of open fields. (rural) A _____ is an area with many homes near a city. (suburb) _____ are built close to each other in the suburb. (Houses) A new _____ is built to make room for the new students. (school) The new school has more _____ for Val to take. (classes) 	<p>These questions may have more than one correct answer.</p> <ol style="list-style-type: none"> What does a suburb have more of than a rural town? (stars, socks, people) Where did the new people move from? (city, space, rural town) Who goes to the new school? (younger students, all students, older students) Why did many people move to Val's small town? <ul style="list-style-type: none"> • To visit the zoo. • To work at the new factory. • To go to school. What is good about living in the new suburb? <ul style="list-style-type: none"> • Val has nowhere to go. • Val made new friends. • Val goes to a new school.

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

Classroom Activities/Lesson Plan
<p>Life Skills Application 4: Meet and Greet</p> <p>Introduce this activity after students have read Chapter 4. In Chapter 4, the students see the small town's transformation into a suburb, and all of the new people that come with population growth. In this lesson, students will discuss appropriate ways to welcome and greet new people.</p> <ul style="list-style-type: none"> • Discuss the process of moving to a new area. What feelings does a person experience when they are the "new" person? Ask students, "Have you ever moved? What does it feel like to be a new student?" • Identify ways that students could welcome new people into a neighborhood. Use this time to talk about proper etiquette when meeting new people. Review the "Introducing Yourself" poster with students. <ol style="list-style-type: none"> 1. Smile. 2. Make eye contact. 3. Speak clearly. 4. Say, "Hello, my name is ____." • Complete "Greetings" scenarios by having students identify each scenario as correct or incorrect ways of greeting others. The "Greetings" scenarios are available in two templates. Choose the most appropriate template on the basis of each student's skills and needs. • Allow students to practice their greeting techniques. Have them practice with students in their classroom. Then have students meet and greet new people they do not know around the school. Have them introduce themselves to the kitchen crew, secretaries, other teachers and even other students. <p>Extension: Set up a mixer during lunch and invite people to the meet and greet.</p> <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>

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

Resources and Materials	Additional Resources
Introducing Yourself poster Greetings scenarios Template C: text only Template B: one symbol before sentence Fill-in cards	

Instructional Targets

Reading Standards for Literature

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

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

Classroom Activities/Lesson Plan

Chapter 5: Changes in Transportation

The title of the Chapter Book is *Small Town Changes*. The fifth chapter, Changes in Transportation, illustrates the increased options of public transportation to an area that experiences population growth.

- 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 H/I, presented in a text format, and F/G, presented in both text and symbol-supported formats.

Read and Answer

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

- Select the level of comprehension questions appropriate to each student. Comprehension questions are also in three formats. Level 3 is text only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.
- Build comprehension and vocabulary through discussions.



Standards Connection

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

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

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



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

Differentiated Tasks


Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will independently read questions about a story and write, speak or select an answer. 	<ul style="list-style-type: none"> • Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Students will point to or select a picture from a choice of three in response to a question about a story. 	<ul style="list-style-type: none"> • Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Students will respond to a question by choosing a single option or errorless picture.

Resources and Materials	Additional Resources
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Chapter 5: Changes in Transportation Communication board Comprehension questions (fill-in and multiple-choice) Advanced questions Fill-in cards Standards Connection Lessons 3, 5, 7, 9, 11, 13	
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Lesson 11, Chapter 5: Answer Key	
Fill-In	Multiple-Choice
<p>electric train bike lane transportation streets bus</p> <p>1. People need _____ to go from one place to another. (transportation)</p> <p>2. The suburb needed wider _____ for the cars. (streets)</p> <p>3. People ride the _____ to go places in the suburb. (bus)</p> <p>4. A _____ keeps people safe on the streets. (bike lane)</p> <p>5. A type of rapid transit is an _____. (electric train)</p>	<p>1. What is this chapter about? (food, clothes, transportation)</p> <p>2. What do people ride to get to different places? (bus, roller coaster, zebra)</p> <p>3. Where is a safe place to ride a bike? (highway, lake, bike lane)</p> <p>4. What runs on tracks or cables to take people places? (boat, electric train, motorcycle)</p> <p>5. What is important to know about this chapter?</p> <ul style="list-style-type: none"> • There are many forms of transportation. • Birds fly in the sky. • Penguins cannot fly.
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <p>1. _____ is how people get from place to place. (Transportation).</p> <p>2. _____ are the most common form of transportation. (Cars)</p> <p>3. The streets needed more _____ for the cars. (lanes)</p> <p>4. A _____ picks people up to go different places. (bus)</p> <p>5. The rapid transit is an electric _____. (train)</p>	<p>These questions may have more than one correct answer.</p> <p>6. What does the electric train run on? (cables, tracks, rocks)</p> <p>7. What is a long sidewalk that goes out above a river or lake? (dock, feather, tree)</p> <p>8. What do the ships travel down? (car, river, skateboard)</p> <p>9. Why is it good to have a bike lane on a street?</p> <ul style="list-style-type: none"> • It is a place to drive a car. • It is a good place to park a car. • It keeps bikers safe. <p>10. Why is transportation important?</p> <ul style="list-style-type: none"> • It moves people to different places. • It moves goods to different places. • It helps me play basketball.

Instructional Targets
<p>Standards for Language</p> <ul style="list-style-type: none"> • Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. <p>Community Living</p> <ul style="list-style-type: none"> • Community Resources: Explore community resources for personal, vocational and daily living supports.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Life Skills Application 5: From Here to There</p> <p>Introduce this activity after students have read Chapter 5. Chapter 5 details the increased transportation options available to residents as a town's population grows.</p> <ul style="list-style-type: none"> • Discuss the various forms of transportation in the community that are available to students. Identify the positive and negative results of using each of the different types (for example, taking the bus saves money on gas but takes longer to get to your destination). • Discuss how public transportation works, explaining how one might need to arrive at a location early, depending on the schedule. • Have students complete the activity, "From Here to There," by reading the train schedule and answering questions. <p>Extension: Find forms of public transportation in or near the community, and explore the options they offer the students.</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 independently identify community locations where services and products may be obtained. 	<ul style="list-style-type: none"> • Students will point to pictures of key vocabulary from unit topics as part of a discussion. • Students will match community locations with a product or service. 	<ul style="list-style-type: none"> • Students will make a selection to indicate a picture of key vocabulary within a unit topic. • Students will select a product or service associated with a given community location.

Resources and Materials	Additional Resources
<p>From Here to There activity</p>	

Lesson 13, Chapter 6: Answer Key	
Fill-In	Multiple-Choice
<p style="text-align: center;">skyscrapers people Green space city urban area</p> <p>1. Val visits the big _____. (city)</p> <p>2. A city is called an _____. (urban area)</p> <p>3. More _____ live and work in a city. (people)</p> <p>4. Cities have very tall buildings called _____. (skyscrapers)</p> <p>5. _____ is like a garden near buildings in a city. (Green space)</p>	<p>1. What is this chapter about? (farm, outer space, city)</p> <p>2. What does an urban area have more of than a suburb? (people, sunglasses, beach balls)</p> <p>3. What are tall buildings in cities? (hammocks, skyscrapers, spaceships)</p> <p>4. What is an area of grass and trees near buildings? (green space, volcano, cotton candy)</p> <p>5. What is important to know about this chapter?</p> <ul style="list-style-type: none"> • An urban area is called a city. • An urban area has farms. • An urban area has very few people.
Fill-In Advanced	Multiple-Choice Advanced
<p>Use the Chapter Book to help you fill in the blank.</p> <p>1. An _____ area has many people and places. (urban)</p> <p>2. The _____ of a city is bigger than a suburb. (population)</p> <p>3. A city has many more _____ for people to work in. (offices, buildings)</p> <p>4. A _____ is a very tall building. (skyscraper)</p> <p>5. Skyscrapers help to fit more _____ in a city. (buildings)</p>	<p>These questions may have more than one correct answer.</p> <p>6. What is an example of a big city? (New York City, Houston, Los Angeles)</p> <p>7. What does a city have more of than a suburb? (buses, cars, storms)</p> <p>8. What do people commute to the city for? (shop, work, trees)</p> <p>9. What is green space?</p> <ul style="list-style-type: none"> • an area of grass and trees near buildings • a small garden in a city • a place for people to relax <p>10. What makes a city different from a suburb?</p> <ul style="list-style-type: none"> • A city has more people and buildings. • A city is underground. • A city has many trees.



Instructional Targets
<p>Standards for Language</p> <ul style="list-style-type: none"> • Vocabulary Acquisition and Use: Use words acquired through academic and domain-specific sources when speaking and writing. <p>Community Living</p> <ul style="list-style-type: none"> • Recreation and Leisure: Make plans and access community resources.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Life Skills Application 6: Neighborhood Block Party</p> <p>Introduce this activity after students have read Chapter 6. Chapter 6 deals with the differences between Val's suburb and a big city or urban area. Students learn that one of the main differences is the amount of people in an urban area. In this lesson, students will identify and create ways in which to meet new people in an area with a block party.</p> <ul style="list-style-type: none"> • Ask students, "What is different between Val's suburb and the big city?" • Identify the increase in population and discuss the reasons why there might be more people in the city (e.g., jobs, restaurants, shops, museums, access to transportation). • Review how it feels to be in an area and not know many people. Ask students, "What is a good way to get to know many people in an area?" • Present the idea of a block party. A block party is a party where members of a city or community get together to meet new people, eat good food, and play games. • Throw a block party at the school. Decide on a time and place that would be appropriate. • Create a guest list. Explain to students that not everyone in the school will be able to attend, which is common with real block parties. • Decide on food and games for the party. Explain to students that many times a block party is a potluck where each guest brings a dish. Perhaps hold the block party during lunch hours. Each guest can bring their own lunch. Then the hosts might simply provide a snack or a dessert. Decide on one activity to have for the guests. • Have students complete the Block Party invitation. Deliver invitations to the invitees. <p>Extension: Hold an Earth Day themed block party. Make sure to have recycling bins available. Use old newspaper as tablecloths. Plant a tree or flowers as an activity.</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 actively engage in planning, preparation and participation in a community event or activity. 	<ul style="list-style-type: none"> • Students will point to pictures of key vocabulary from unit topics as part of a discussion. • Students will participate in a community group event or activity. 	<ul style="list-style-type: none"> • Students will make a selection to indicate a picture of key vocabulary within a unit topic. • Students will give a response to choose community activities and events.


Resources and Materials	Additional Resources
<p>Block Party Invitation</p>	

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





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

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


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

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

Making Meaning with Words

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

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




 _____ and _____ are both _____.

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


 _____ and _____ are about the same.


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

Instructional Targets
<p>Standards for Language</p> <ul style="list-style-type: none"> • <i>Conventions of Standard English:</i> Apply conventions of grammar when speaking or writing. Apply correct capitalization, punctuation and spelling in sentences. <p>Standards for Writing</p> <ul style="list-style-type: none"> • <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.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Edit It: All About That Place</p> <p>Editing is the process of examining a piece of writing to be sure that it conforms to the conventions and purposes of standard English grammar, usage and punctuation. In this lesson, students will learn the conventions of capitalization, punctuation and spelling in the context of unit topics. Students will also listen to the grammatical form of sentences in the examples. Some students may be able to locate and correct errors independently. Others will participate in this process by observing modeling done by the teacher. Talk through the process of editing as a learning strategy. Rules are written at the top of each document as the focus of the lesson instruction.</p> <p>Document 1: A Book Report</p> <ul style="list-style-type: none"> • Read and discuss the rules at the top of the page. Read or have a student read the book report. Students will locate and revise words that require capitalization and periods needed to end a sentence. <p>Document 2: Current Events</p> <ul style="list-style-type: none"> • Read and discuss the rules at the top of the page. Read or have a student read the current events report. Students will locate and revise words that require capitalization and periods needed to end a sentence. Arrange the sentences in order. <p>Document 3: A Letter</p> <ul style="list-style-type: none"> • Read and discuss the rules at the top of the page. Read or have a student read the letter. Revisions for capitalization, periods and commas should be located. Additionally, misspelled words should be corrected. <p>Document 4: A Report With Facts</p> <ul style="list-style-type: none"> • Read and discuss the rules at the top of the page. Read or have a student read the facts report. Revisions for capitalization, punctuation (including periods, commas or question marks) and misspelled words should be located. <p>Document 5: An Opinion</p> <ul style="list-style-type: none"> • Read and discuss the rules at the top of the page. Read or have a student read the opinion report. Revisions for capitalization, punctuation (including periods, commas or question marks) and misspelled words should be located. <p>These documents may also be used for whole-class instruction using a projector.</p> <p> Standards Connection</p> <ul style="list-style-type: none"> • Extend this activity by having students create one of the listed documents. Follow the steps of the writing process to model writing, and have each student create a rough draft. Tell students to find and correct any punctuation, capitalization or spelling errors before they write a final draft. <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
<p>Five documents for editing Standards Connection Lesson 16</p>	<p>Additional supporting pictures may be downloaded from SymbolStix Online, which is available free to all Unique subscriber by clicking on the SymbolStix button at: n2y.com</p> <p>Additional ideas for writing instruction are provided in the ULS Instructional Guides: Writing.</p>

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

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

Day 1 Modeling



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

Day 2 Brainstorming



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

Day 3 Writing



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

Day 4 Reviewing and Revising





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

Day 5 Sharing




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

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

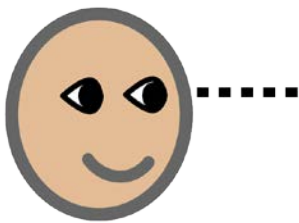
Classroom Activities/Lesson Plan
<p>Real-World Writing: Applying for a Job</p> <p>When writing in real-world documents, it is often necessary to use resources to make a decision on what information is provided (e.g., what date and time on an invitation, what references to put on an application). In this activity, consider ways to enable students to seek information from a variety of resources that will contribute to this writing task.</p> <p>In this unit, the main character in the Chapter Book was able to apply for a job due to the growth of the economy in her suburb. Students are at a point in their lives where finding a job is a possibility, or even a necessity. In this lesson, students will fill out a job application. Students will identify the necessary information needed to fill out an application and address any questions which might arise during this valuable life skill. The job application form is available in two templates. Choose the most appropriate template on the basis of each student's skills and needs.</p> <ul style="list-style-type: none"> • In this lesson, students will fill out a job application. • Picture and text versions are provided. • Discuss the methods that students can use to fill out personal information: careful handwriting, copying from an ID card, dictating or using a communication device. • Follow up by creating various job openings which will allow students to practice filling out applications multiple times. <p> Standards Connection</p> <ul style="list-style-type: none"> • Students must be especially accurate when writing notes, letters and invitations, filling out job applications or creating other real-world documents. Emphasize the importance of precise sentence structure and the correct use of capital letters, punctuation and spelling. Have students use the review guide to check and revise their work. <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>

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

Resources and Materials	Additional Resources
Job Application forms Template C: text only Template B: one symbol before sentence Fill-in cards Standards Connection Lesson 17	Additional supporting pictures may be downloaded from SymbolStix Online , which is available free to all Unique subscriber by clicking on the SymbolStix button at: n2y.com

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

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





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

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

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


- Are there any spelling words to check?

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

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

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

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

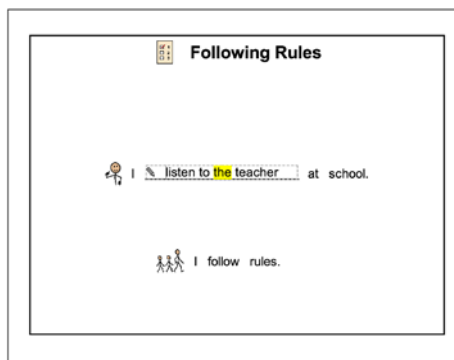
Instructional Targets		
	Standards of Speaking and Listening <ul style="list-style-type: none"> <i>Presentation of Knowledge and Ideas:</i> Present information in an organized manner appropriate to a task, audience or situation. Integrate media to enhance a presentation. Adapt communication using formal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

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



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

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



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

Instructional Targets

Math Standards for Algebra

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

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

Classroom Activities/Lesson Plan

Math Story Problems: New School, New Supplies

The early grades build the foundational skills needed for learning more complex mathematical concepts. These skills include number recognition and use of numbers in operations to solve problems. Many students continue to require practice in adding and subtracting to build an understanding of multiplication and division concepts. The math story problems present real-world scenarios in which early skills are put to use. Interactive math journal supports and printable manipulative pictures allow teachers to create additional scenarios. The scenarios in this lesson involve organizing, sorting, and setting up supplies for the new school that opened due to the population growth.

- 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. Interactive math journal supports and Teaching and Learning Guides are provided to build foundational skills.
- Appropriate activities should be selected on the basis of each student's skills and needs. Level 3 differentiated task activities are intended for students who can write numbers and solve problems with little or no support. Level 2 differentiated task activities may need additional support including interactive math journal supports and printable manipulatives or teacher support. Although tracing lines are available, hand-over-hand assistance may be appropriate. For students using Level 1 activities, interactive math journal supports, numbers and printable manipulatives are available to provide access and opportunities for practice of basic math skills. Voice output devices may be programmed to help students count pictures and manipulatives. Students may be given multiple choices or one errorless number choice.

Scenario cards are provided to address these skills.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Addition (with or without carrying) • Subtraction (with or without borrowing) | <ul style="list-style-type: none"> • Multiplication • Division |
|--|--|

Use of a calculator simplifies the process for some students.

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



Standards Connection

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

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



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




Number Journal: Click icon within the lesson to access the number journal.

Differentiated Tasks

Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will calculate addition and subtraction problems in the context of a real-world scenario. • Students will read, write and solve a math sentence. • Students will use a combination of operations to solve multi-step problems in the context of a real-world scenario. • Students will model multiplication and division with objects and numbers 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
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Math story problem scenarios Standards Connection Lesson 19	Number Journal Number cards and symbol cards (+, - and =) are provided in the ULS Instructional Tools: Math Pack/Numbers . Additional ideas for math instruction are provided in the ULS Instructional Guides: Mathematics .
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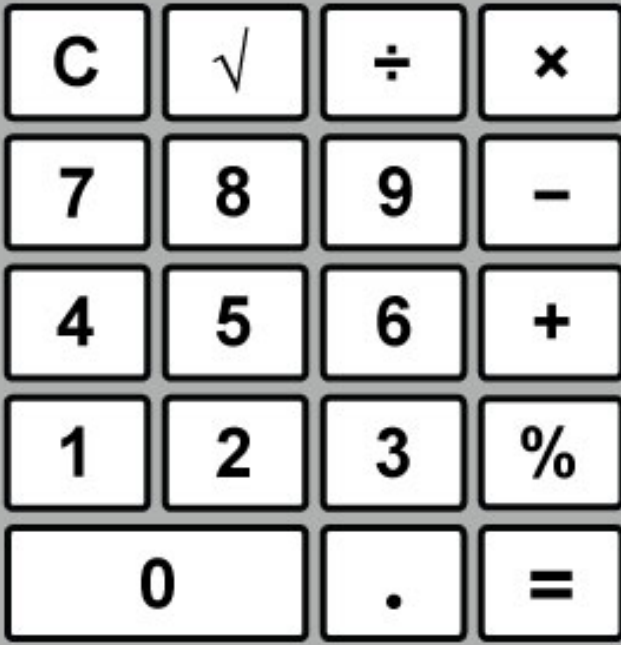
Instructional Targets		
	Math Standards for Algebra <ul style="list-style-type: none"> <i>Building Blocks to Algebra</i>: Recognize and compare numbers showing the symbols $>$, $<$ or $=$. 	
	Differentiated Tasks	
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will compare two numbers and use symbols to indicate $>$, $<$ or $=$. 	<ul style="list-style-type: none"> Students will compare two groups of objects and determine which group is bigger, smaller or equal in amount. 	<ul style="list-style-type: none"> Students will count objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).


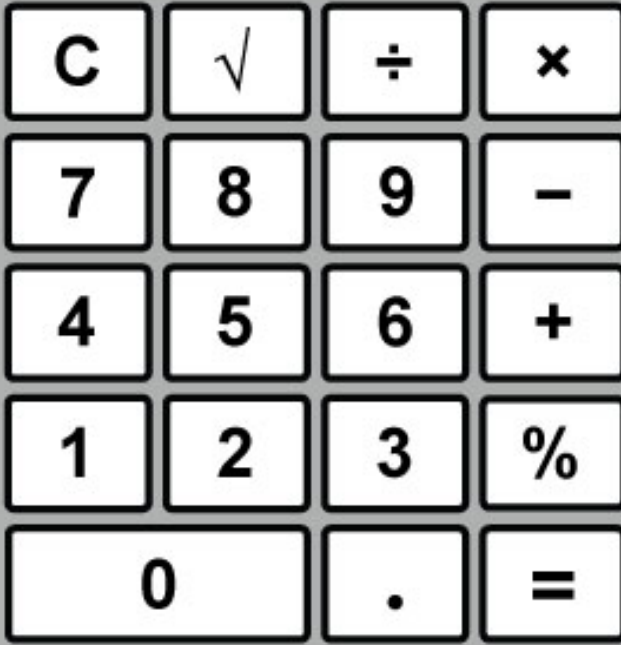
Comparing numbers is a skill with many applications in daily life. We compare a number of objects to determine whether we have enough for a required activity. We determine sets of objects that have more, less or equal amounts. However, this skill is often difficult for students. Using the scenario problems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



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


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

Teaching How to Use a Calculator – Addition	Teaching How to Use a Calculator – Subtraction																				
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Instructional Targets		
<p>Math Standards for Geometry–Geometric Measurement and Dimension</p> <ul style="list-style-type: none"> <i>Visualize relationships between two-dimensional and three-dimensional objects:</i> Identify and compare three-dimensional objects that have volume. <p>Math Standards for Measurement and Data</p> <ul style="list-style-type: none"> <i>Life Skills for Measurement:</i> Select units and use measurement tools accurately in the context of a daily living activity. Solve problems involving measurement. 		
<p>Which of your state standards are aligned to these instructional targets?</p>		
Classroom Activities/Lesson Plan		
<p>Measure It!: Chicago Deep-Dish Pizza</p> <p>Measuring is a count of how many units are needed to fill, cover or match an object or area being measured. Students need to understand what a unit of measure is and how it is used to find a measurement. They need to predict the measurement, find the measurement and then discuss the estimates, errors and the measuring process. Following a recipe is a real-world application of informational text (the recipe) and measurement tools.</p> <p>This lesson focuses on measurement skills and tools for volume (dry and liquid measure when cooking). Simple kitchen tools, such as measuring cups and spoons, allow students to experience the life skill of basic cooking. Cooking is also a participatory activity: Even those who do not eat by mouth can enjoy the activities. Explore adapted cooking tools that promote participation.</p> <p>Chicago is well-known for many things, and deep-dish pizza is one of them. Discuss how some common foods can become famous because of the area or city they are from (e.g., New York cheesecake, Philly cheesesteak, St. Louis ribs, Boston cream pie). Identify and discuss any localized food recipes the students may know.</p> <p>Note: Always consider student food allergies when making a recipe.</p>		
You will need	(serves 6)	Directions
<ul style="list-style-type: none"> cooking spray 1 lb Italian pork sausage ½ C chopped green bell pepper 1 can refrigerated pizza dough 6 slices mozzarella cheese 8-oz can pizza sauce 2 medium Roma tomatoes, sliced 1 C sliced mushrooms (optional) ¼ C sliced ripe olives (optional) ½ C grated Parmesan cheese 9-in square baking dish pan spoon 		<ol style="list-style-type: none"> Preheat oven to 400 degrees. Spray baking dish with cooking spray. Put sausage and green pepper in pan. Stir. Cook on medium heat until sausage is done. Put pizza dough into baking dish. Press dough evenly on the bottom and up the sides. Put mozzarella cheese slices on top of dough. Put sausage and green pepper mixture on top of cheese. Pour pizza sauce on top of sausage. Put tomatoes, mushrooms and olives on top of sauce. Put Parmesan cheese on top. Bake for 15-20 minutes until crust is brown. Let cool for 5 minutes. Eat.
<p>Recipes may be used over several days of instruction.</p> <p>Day 1 Discuss ingredients. Ask, "What will we need to buy?"</p> <p>Day 2 Teach measurement tools. Have students identify cups and spoons.</p> <p>Day 3 Discuss the sequence. Have students cut apart steps and put them in order.</p> <p>Day 4 Make the recipe. Prepare and enjoy.</p>		
<p> Standards Connection</p> <ul style="list-style-type: none"> Ounces, cups, gallons, pints: All of these measurement units are associated with volume. Use the connections lessons to increase students' understanding of volume and help them compare the measurement units for size and capacity. Vary the units each week so that students will become familiar with additional proportions and learn when to use them. <p>Additional ideas for measurement instruction are provided in the ULS Instructional Guides: Mathematics.</p>		
<p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>		
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use standard measurement tools and units to measure the volume of an object. Students will apply use of volume measurements in real-world scenarios. 	<ul style="list-style-type: none"> Students will select a volume measurement tool appropriate to a real-world task. Students will match objects with same volume measurements. 	<ul style="list-style-type: none"> Students will compare two measured volumes to determine which is larger. Students will match objects of same size and shape.
Resources and Materials		Additional Resources
Recipe Picture/word cards Recipe review Standards Connection Lesson 20		Additional ideas for measurement instruction are provided in the ULS Instructional Guides: Mathematics .

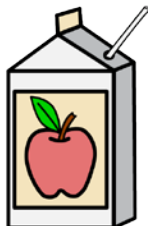
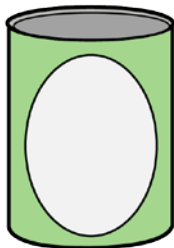
Instructional Targets		
	Math Standards for Geometry–Geometric Measurement and Dimension	
	<ul style="list-style-type: none"> • <i>Visualize relationships between two-dimensional and three-dimensional objects:</i> Identify and compare three-dimensional objects that have volume. 	
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Learning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









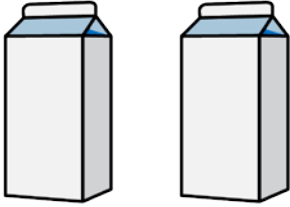


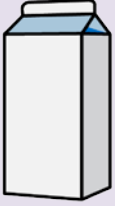
The list below shows several items that are measured in ounces. Present real examples of these items and have students determine each item's weight in ounces. Continue this activity and extend interest by introducing a variety of objects.

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



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


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

<p>1 cup</p> 	<p>$\frac{1}{2}$ 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> 

Making Comparisons Use the chart to compare two measurable items.

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

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



Classroom Activities/Lesson Plan
<p>Read This Chart: How to Get There</p> <p>Charts and graphs are tools that provide useful information. In this lesson, students are reading a chart on types of transportation, voting for where they would like to live and analyzing donations of plants for Earth Day.</p> <ul style="list-style-type: none"> • In the first part of this activity, students will read a chart containing specific information, then answer questions about it. The bar graph depicts various types of transportation students use to get to school. Analyze the graph and answer the questions. • In the second part of the activity, students will design and conduct a related survey and record their findings on a picture 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. Students will vote on which type of area they would like to live: country, suburb or city. • 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. In this section the Plant Giveaway for Earth Day is a fictional fundraiser where plants, trees, flowers and shrubs are donated by the local garden centers and stores. The plants are being donated to parks and green spaces in the area. <p>Probability Quiz</p> <ul style="list-style-type: none"> • Use the bonus quiz question that involves a daily living probability situation. Three options are provided. Discuss the scenario and determine the probability of each option occurring. <p>Learn more about mean, mode and median with this interactive game: www.bbc.co.uk/schools/ks2bitesize/maths/data/mode_median_mean_range/play.shtml</p> <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>

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

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

Instructional Targets
<p>Math Standards for Measurement and Data</p> <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. <p>Math Standards for Algebra</p> <ul style="list-style-type: none"> <i>Building Blocks to Algebra:</i> Understand and use +, - and = in problems. Solve addition and subtraction problems. Model and solve problems involving multiplication or division. <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan


<p>Money: Earth Day Block Party</p> <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 be purchasing items for the Earth Day block party. This lesson allows students to strengthen individual skill areas. Students will learn to recognize coins and the values of coins and bills. They will also practice selecting specific money amounts and calculating costs. Choose the most appropriate activity on the basis of each student's skills and needs. Scenarios in this lesson may be used to help students understand the exchange of money for purchases.</p>	
<p>Skills</p> <p>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</p>	<p>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</p> <p>Expanding problem-solving sequences: Students will learn to find a better price for an item and then determine whether they have enough money to make a purchase. They will also use a unit ratio for making a purchase. You may wish to use scenarios like these: (1) We paid \$6.00 for 3 pairs of socks. How much did each pair cost? (2) One hamburger costs \$1.50. How much will 4 hamburgers cost? In addition, students will calculate percentages as these are applied to sale items or tips.</p>
<ul style="list-style-type: none"> Vary the ways to apply these activities on the basis of each student's abilities. Encourage students to use a calculator. 	
<p> Standards Connection</p> <ul style="list-style-type: none"> The lesson activities in this section focus on problem-solving processes that build financial literacy. Comparison of money amounts may be drawn from the lesson's problem scenarios to determine less than (<), greater than (>) and equal to (=). Students will calculate percentages for taxes, tips and sales items. Relate these skill to situations when planning money for an outing in the community. 	
<p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p>	
<p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>	

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

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

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

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

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

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

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


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

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

www.en.wikipedia.org/wiki/Sales_taxes_in_the_United_States


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

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



Classroom Activities/Lesson Plan
Schedules and Times: Monthly Activities 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.
<ul style="list-style-type: none"> Be sure to put a specific time next to each activity recorded on the calendar. Continue to give students practice in telling time, such as telling time to the hour or half hour. Use the time card provided to schedule the time for each daily activity and indicate the amount of time needed to complete that activity. Consult the daily schedule plan included with this lesson for additional information. Note that scheduling activities may also be completed by using the ULS Core Materials, Task 1.1 and Task 1.2.
 Standards Connection
<ul style="list-style-type: none"> The form included provides an extension for calculating elapsed time.

Differentiated Tasks		
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 .

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



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

Activity	Start time	How long?	End time
			

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


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

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

Classroom Activities/Lesson Plan
<p>Geometry: Playing in the Park</p> <p>Geometry is the branch of mathematics that studies properties of points, lines, curves, plane figures and solid shapes, as well as their measurement and relationships. Early learners begin to identify shapes and manipulate these shapes to recognize spatial positioning. Students learn about points, lines and angles and apply reasoning skills to measurement strategies. The coordinate plane is a framework for spatial organization and the foundation for geometric thinking. Scaled drawings can be designed to replicate real-world situations and problems involving shapes and measurement. Choose the level of activity that is most appropriate for each student.</p> <p>In this lesson, students will measure the dimensions of a green space that will be made into a park. Then, students will design a park by adding trees, benches, playground equipment, etc. to fill the green space.</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 park 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 skills 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>Many tools can be found online to explore shapes and measurements.</p> <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>

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

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

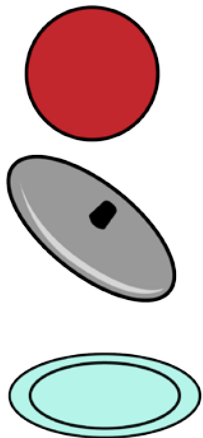
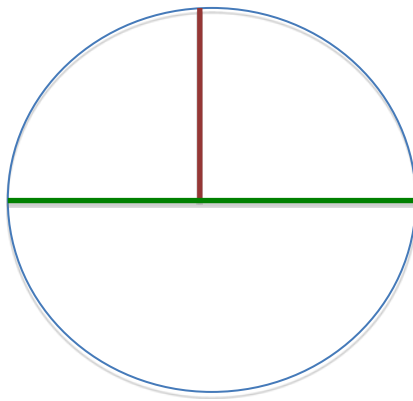
Instructional Targets		
	Math Standards for Geometry–Circles <ul style="list-style-type: none"> • <i>Understand and apply theorems about circles:</i> Identify parts of a circle (radius, circumference, diameter) in real objects and areas. 	
	Differentiated Tasks	
Level 3	Level 2	Level 1
<ul style="list-style-type: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

Terms to know about a circle

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

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


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



What can we do with circles?

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

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

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

Terms to know about angles

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

Acute angle: An angle that measures between 0° and 90° .

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

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

Right Angle



Obtuse Angle



Acute Angle




What can we do with angles?



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



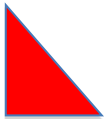
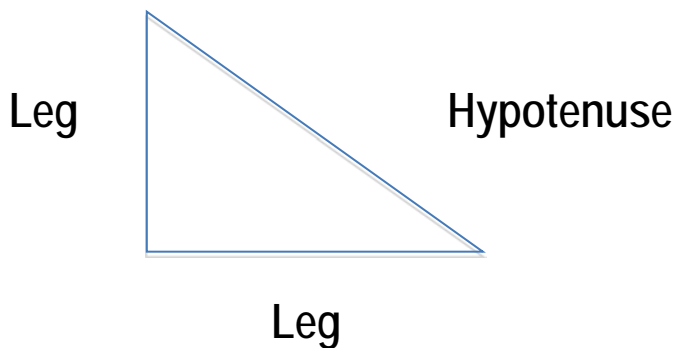
Daily living and vocational tasks that require an awareness of angles include folding clothing linens. Devise opportunities that allow students to have regular practice with folding, and encourage students to focus on achieving precise angles.

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

Terms to know about triangles

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

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



What can we do with right triangles?



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



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

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

Classroom Activities/Lesson Plan
<p>Algebra: Creating Green Space in the City</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 focus on creating green space in the city. This lesson's real-world scenarios promote mathematical problem solving and the ability to write mathematical sentences. Students are asked to determine a mathematical process and write a math sentence that states the answer to the problem. Choose the most appropriate activity on the basis of each student's skills and needs. Interactive number journal supports and printable manipulative pictures allow teachers to create additional scenarios.</p> <ul style="list-style-type: none"> Simple Sentences and Write Sentences 1 and 2 <ul style="list-style-type: none"> Students will solve for an unknown in a simple addition or subtraction process. Problem Solving <ul style="list-style-type: none"> Students will use a chart to gather data for problem solving. Simple Sentences and Write Sentences 3 <ul style="list-style-type: none"> Students will multiply or divide a number of objects or numbers for a specific reason. Multi-Step Problem 1 and 2 <ul style="list-style-type: none"> Students will solve multiple-step problems involving more than one operation.



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



Number Journal: Click icon within the lesson to access the number journal.

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

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


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

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

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


Resources and Materials	Additional Resources
<p>Trading Cards: Walt Disney Concert Hall, One World Trade Center, Willis Tower, Burj Khalifa, Fallingwater House</p>	

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

Classroom Activities/Lesson Plan
<p>Related Content: Oral Report</p> <p>Students are often required to give oral or written reports. In this lesson, the students will generate a report on transportation and Earth Day. Additional research and reading may be needed before generating this report. The report may be generated in written or oral forms. The text-to-speech feature can be used to read sample reports aloud to students.</p> <ul style="list-style-type: none"> Text-only and symbol-supported templates are provided for planning the report. Students will identify the topic in the first sentence. <p style="margin-left: 40px;">This is a report about _____.</p> <p style="margin-left: 40px;">(Tell 2-3 sentences about different forms of transportation) _____.</p> <p style="margin-left: 40px;">(Tell 2-3 sentences about helping the Earth.) _____.</p> <p style="margin-left: 40px;">(Why is this important?) It is interesting because _____.</p> The goal of this lesson is to encourage students' expressive skills. Encourage topic development through questions, discussion and guided research. <ul style="list-style-type: none"> Build on each student's personal modes of communication, including verbal ability, AAC devices and communication boards. Consider ways to integrate multimedia formats, such as images on a poster, PowerPoint® slides and assistive technology software, to enhance the presentation. Two sample reports are provided for students who may need maximum support. If a student requires use of augmentative communication, be sure this mode is integrated in the reporting format. Present the report orally or through videotaping. <p> Standards Connection</p> <ul style="list-style-type: none"> Design this lesson as a research activity. Use the Standards Connection form to guide the process.

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

Resources and Materials	Additional Resources
<p>Sample reports: <i>Transportation, Earth Day</i></p> <p>Planning template: text-only and symbol-supported</p> <p>Pictures/word cards: <i>bicycle, bus, rapid transit, Earth Day, picking up litter, planting a tree, recycling</i></p> <p>Standards Connection Lesson 27</p>	<p>Additional supporting pictures may be downloaded from SymbolStix Online, which is available free to all Unique subscriber by clicking on the SymbolStix button at: n2y.com</p>

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

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

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



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



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



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



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



5. Share what you have learned with someone else.

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

Classroom Activities/Lesson Plan
<p>Science Experiment: Building Bridges</p> <p>Scientific inquiry “refers to the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world.” (<i>National Science Education Standards</i>) This lesson follows the step of a scientific inquiry process to engage students in developing a hypothesis, conducting an experiment and arriving at a conclusion.</p> <p>In this science experiment, students will conduct an experiment on the strength in the shapes of bridges. Discuss how bridges are important to all different areas – rural, urban and suburban – to help in transportation of people and goods. 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> <p>At the end of the experiment, have students look for the shapes of each different bridge. Show the students the triangles found in the fan bridge. The triangle is one of the strongest shapes; therefore, it can hold the greatest amount of weight.</p> <ol style="list-style-type: none"> Ask a question. Make a guess. Do an experiment. Organize data. Find the conclusion.

You will need	Directions
<ul style="list-style-type: none"> 3 sheets of paper scissors 6 plastic cups ruler pennies (at least 300) 	<p>Make a flat bridge.</p> <ol style="list-style-type: none"> Take one sheet of paper and cut it in half vertically. This one half is the flat bridge. <p>Make a fan bridge.</p> <ol style="list-style-type: none"> Take the second sheet of paper. Turn the paper so the long edges are at the top and bottom. Fold the paper to make a fan. Make each fold $\frac{3}{4}$ of an inch wide. Continue folding the paper like an accordion. Take the extra half sheet of paper from the flat bridge and lay it on top of the folds. This is the fan bridge. <p>Make a box bridge.</p> <ol style="list-style-type: none"> Take the third sheet of paper and cut it in half vertically. Fold the long edges of each strip $\frac{1}{2}$ inch. Place the two U-shaped strips on top of one another to form a box. This is the box bridge. <p>Experiment</p> <ol style="list-style-type: none"> Set up 2 cups 4 inches apart. Use a ruler to measure the distance. Repeat the cup setup two more times. Lay each bridge on top of a set of cup supports. Begin to place pennies on the flat bridge. Count how many pennies the flat bridge can hold until it collapses. Now place pennies on the fan bridge. Count how many pennies the fan bridge can hold until it collapses. Place pennies on the box bridge. Count how many pennies the box bridge can hold until it collapses.




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

Resources and Materials	Additional Resources
Science experiment Science experiment cards	



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

Classroom Activities/Lesson Plan
<p>History Timeline: A Tale of Six Cities</p> <p>Historical thinking begins with a clear sense of time—past, present and future—and becomes more precise as students progress. Through this thinking process, students can begin to understand the relationships among events and draw conclusions.</p> <p>This timeline shows significant dates that apply to the founding of six cities in the United States of America. Discuss with students how these places began as small rural areas and developed into major cities.</p> <p>1626 Peter Minuit bought Manhattan Island from the Native Americans and it later became New York City, New York.</p> <p>1781 Los Angeles, California was founded by Felipe de Neve as a Mexican city.</p> <p>1833 The city of Chicago, Illinois was founded after Jean Baptiste Point du Sable built a farm there 50 years earlier.</p> <p>1836 Houston, Texas was founded by brothers Augustus Allen and John Allen who wanted to be known for starting a city.</p> <p>1851 Seattle, Washington was founded by Arthur A. Denny and a small group of travelers.</p> <p>1867 Jack Swilling founded the city of Phoenix, Arizona when he created a canal system to farm the land.</p> <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>

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


Resources and Materials	Additional Resources
<p>Picture timeline cards</p>	

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

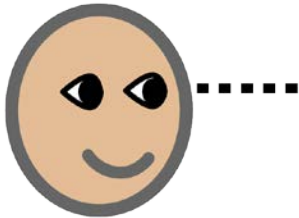
Classroom Activities/Lesson Plan
<p>Journal Writing: Monthly Topics</p> <p>In this lesson, students will be asked to write journal entries. The purposes of journal writing are these:</p> <ul style="list-style-type: none"> To write personal thoughts. To write memories of people and events. To improve writing skills. <p>Each month, there will be four writing prompts. The first writing prompt will be a class journal writing activity. The other prompts will be either supported or independent writing activities. Journal entries may be dated and kept in a binder to follow growth. Students may use words or pictures to fill in a template or they may write independently. Journal entries may be shared orally. Choose the most appropriate writing template on the basis of each student's skills and needs. Template C is blank, allowing students to use the most appropriate format to fill in the template with their own thoughts. This template may also be used if a student needs a scribe. Students are encouraged to fill in their own punctuation. Template B is text with one picture before a sentence. Students use picture cards, word cards or write a word to complete a sentence. Punctuation is deliberately omitted in the sentences so that students must provide it. Template A is symbol-supported. Students are encouraged to read and decide on a picture to complete a sentence. This lesson provides some pictures and words that will support those students who need help in completing the sentences. Students may also be allowed to illustrate the journal entry or attach a photo to it to help explain their experiences. An illustration page is available with this lesson. This page may not be appropriate for every journal entry.</p> <p>Monthly Journal Topics</p> <p>Entry 1 Whole Group Entry</p> <ul style="list-style-type: none"> This journal entry can be completed on chart paper, whiteboard or large writing paper. Begin by modeling for students how to write the date. Continue by writing about the day's events. Encourage students to suggest events to record in the entry. <p>Entry 2 My Hometown</p> <ul style="list-style-type: none"> Students will write about the type of area they live in, including the environment and forms of transportation. <p>Entry 3 On The Move</p> <ul style="list-style-type: none"> Students will write about a place they would like to live. <p>Entry 4 Earth Day</p> <ul style="list-style-type: none"> Students will write about what harms the Earth and ways in which they can participate in keeping the Earth healthy on Earth Day. <p>Writing Conference</p> <ul style="list-style-type: none"> After each journal entry, discuss with students what they have written. Have each student read his or her entry to you. Remind students to use correct capitalization and punctuation. <p> Standards Connection</p> <ul style="list-style-type: none"> Use the chart from this document to review and revise for conventions <p> Interactivity: This lesson is available for interactive participation. See lesson for more details.</p>

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

Resources and Materials	Additional Resources
<p>Writing templates: 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</p>	<p>Additional supporting pictures may be downloaded from SymbolStix Online, which is available free to all Unique subscriber by clicking on the SymbolStix button at: n2y.com</p>

Instructional Targets		
	Standards for Writing <ul style="list-style-type: none">• <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?