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.

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

### Instructional Targets

**Geography**
- 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

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.).</td>
<td>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.).</td>
</tr>
</tbody>
</table>

**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.
Lesson 1

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.

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

Classroom Activities/Lesson Plan

**Leveled Book: Small Town, Big Changes**

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.

The content of the Leveled Book *Small Town, Big Changes*, 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.

- 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?”

Word-recognition cards for this lesson support high-frequency words within the unit reading materials.

- **List 1:** big, see, this, up, were, what
- **List 2:** also, away, home, near, open, tree
- **List 3:** animal, around, full, large, small, town

**Standards Connection**

- 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.

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.

**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.**

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

**Differentiated Tasks**

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Resources and Materials**

- Leveled Book: *Small Town, Big Changes*
- Communication board
- Standards Connection Lesson 1

**Additional Resources**

- Additional ideas for word study instruction are provided in the ULS Instructional Guides: Word Study.
Standards Connection Lesson 1

<table>
<thead>
<tr>
<th>Instructional Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Standards for Literature</td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas: Compare and contrast various ways to read, listen and view stories and drama. Identify personal preferences.</td>
</tr>
<tr>
<td>Reading Standards for Speaking and Listening</td>
</tr>
<tr>
<td>Comprehension and Collaboration: Initiate and participate in grade and age-appropriate discussion on diverse topics to express an opinion, share ideas and information, and ask and respond to questions relevant to the topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will describe similarities and differences between reading a story and experiencing a multimedia version of that story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will share information and opinions, ask and answer questions and make comments during a group discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will identify similarities and differences between features of reading a story and experiencing a multimedia version of that story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will use picture supports to share information and opinions, ask and answer questions and make comments during group discussions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will participate in conversational exchanges using communication technology and picture supports.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
<table>
<thead>
<tr>
<th>big</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>up</td>
</tr>
<tr>
<td>were</td>
<td>what</td>
</tr>
<tr>
<td>also</td>
<td>away</td>
</tr>
<tr>
<td>home</td>
<td>near</td>
</tr>
<tr>
<td>open</td>
<td>tree</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>animal</td>
<td>around</td>
</tr>
<tr>
<td>full</td>
<td>large</td>
</tr>
<tr>
<td>small</td>
<td>town</td>
</tr>
</tbody>
</table>
Lesson 2

Instructional Targets

Reading Standards for Literature
- **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

Read and Answer: *Small Town, Big Changes*

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.

After reading *Small Town, Big Changes*, 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.

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.

move big changes new people

1. Val sees many ____ in her town. (changes)
2. There is a ____ factory in the town. (new)
3. People ____ to the town to work. (move)
4. The town needs to change for the new _____. (people)
5. The town is now a ____ town. (big)

Standards Connection
- Use the format of this connection to build retelling and summarizing skills. Build communication skills by using the augmentative supports needed for each student.

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.

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

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

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will independently read questions about a story and write, speak or select an answer.</td>
<td>Students will point to or select a picture from a choice of three in response to a question about a story.</td>
<td>Students will respond to a question by choosing a single option or errorless picture.</td>
</tr>
</tbody>
</table>

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

Additional Resources
Instructional Targets

Reading Standards for Literature
- **Key Ideas and Details:** Summarize the main theme of a text and support it by citing details and a sequence of events.

Standards for Speaking and Listening
- **Presentation of Knowledge and Ideas:** Present information in an organized manner appropriate to a task, an audience or a situation.

Standards for Language
- **Knowledge of Language:** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

### Standards Connection Lesson 2

<table>
<thead>
<tr>
<th>Differentiated Tasks</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will summarize a story, including the main idea, events and key details.</td>
<td>Students will use picture supports to retell key details and events from a story.</td>
<td>Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board).</td>
<td></td>
</tr>
<tr>
<td>Students will communicate on a topic specific to the purpose and audience.</td>
<td>Students will communicate on a topic specific to the purpose and audience, using picture supports.</td>
<td>Students will communicate basic information on a topic or experience using communication technology and picture supports.</td>
<td></td>
</tr>
<tr>
<td>Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.</td>
<td>Students will use conventions of language to generate a simple sentence when speaking or writing.</td>
<td>Students will use language to share an idea with others.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Who</th>
<th>or</th>
<th>What</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.</td>
<td>- 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.</td>
<td>- 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.</td>
</tr>
<tr>
<td>- Students will independently read questions about a story and write, speak or select an answer.</td>
<td>- Students will point to or select a picture from a choice of three in response to a question about a story.</td>
<td>- Students will respond to a question by choosing a single option or errorless picture.</td>
</tr>
</tbody>
</table>

### Resources and Materials

<table>
<thead>
<tr>
<th>Chapter 1: Small Town Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication board</td>
</tr>
<tr>
<td>Comprehension questions (fill-in and multiple-choice)</td>
</tr>
<tr>
<td>Advanced questions</td>
</tr>
<tr>
<td>Fill-in cards</td>
</tr>
<tr>
<td>Standards Connection Lessons 3, 5, 7, 9, 11, 13</td>
</tr>
</tbody>
</table>

### Additional Resources

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

© Copyright 2008-2015 Unique Learning System, LLC
All Rights Reserved, April 2015
### Lesson 3, Chapter 1: Answer Key

<table>
<thead>
<tr>
<th>Fill-In</th>
<th>Multiple-Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>population rural area land river town</td>
<td>1. What is this chapter about? (town, post office, weather)</td>
</tr>
<tr>
<td>1. Val lives in a small _____. (town)</td>
<td>2. What is an area that is away from a city? (downtown, underground, rural area)</td>
</tr>
<tr>
<td>2. The small town is in a _____. (rural area)</td>
<td>3. What is the amount of people living in an area? (flowers, population, land)</td>
</tr>
<tr>
<td>3. Small towns have a small _____. (population)</td>
<td>4. What do ships travel down? (clouds, trees, river)</td>
</tr>
<tr>
<td>4. Rural areas have a lot of _____. (land)</td>
<td>5. What is important to know about this chapter? Rural towns are in the city. Small towns are rural and have few people. Only farmers live in small towns.</td>
</tr>
<tr>
<td>5. Many ships travel down the _____. (river)</td>
<td></td>
</tr>
</tbody>
</table>

### Fill-In Advanced

Use the Chapter Book to help you fill in the blank.

<table>
<thead>
<tr>
<th>Fill-In Advanced</th>
<th>Multiple-Choice Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Val lives in a small _____. (town)</td>
<td>These questions may have more than one correct answer.</td>
</tr>
<tr>
<td>2. A _____ area is away from the city. (rural)</td>
<td>6. What do rural areas have a lot of? (jobs, land, flags)</td>
</tr>
<tr>
<td>3. A rural area has a small _____ . (population)</td>
<td>7. What job can be found in some rural areas? (farmer, movie star, astronaut)</td>
</tr>
<tr>
<td>4. A population is the amount of _____ in an area. (people)</td>
<td>8. What do the ships travel down? (field, rainbow, river)</td>
</tr>
<tr>
<td>5. Homes are spread out _____ apart. (far)</td>
<td>9. What will change Val's small town? new computer factory chickens and cows wind and rain</td>
</tr>
<tr>
<td></td>
<td>10. Why should Val be excited about the new factory? 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.</td>
</tr>
</tbody>
</table>
Instructional Targets

Reading Standards for Literature and Informational Text
- **Integration of Knowledge and Ideas**: Compare and contrast different genres; identify personal preferences.
- **Craft and Structure**: Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the purpose of a text.

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will describe a series of events as these develop through chapters of a book or scenes of a play.</td>
<td>• Students will locate a chapter of a book or scene of a play.</td>
<td>• Students will identify a picture representing an event from a chapter or scene.</td>
</tr>
<tr>
<td>• Students will experience different literature genres having various themes.</td>
<td>• Students will identify two stories or books of the same genre.</td>
<td>• Students will select a book or story of personal preference.</td>
</tr>
</tbody>
</table>

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**
- **Key Ideas and Details:** Summarize the main theme of a text and support it by citing details and a sequence of events.

**Standards for Speaking and Listening**
- **Presentation of Knowledge and Ideas:** Present information in an organized manner appropriate to a task, an audience or a situation.

**Standards for Language**
- **Knowledge of Language:** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
</table>
| • 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. | • 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. | • 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

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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the beginning…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Then…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the end…</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4

Instructional Targets

<table>
<thead>
<tr>
<th>Standards for Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Acquisition and Use:</strong></td>
</tr>
<tr>
<td>Use words acquired through academic</td>
</tr>
<tr>
<td>and domain-specific sources when</td>
</tr>
<tr>
<td>speaking and writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Living</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Resources:</strong></td>
</tr>
<tr>
<td>Explore community resources for</td>
</tr>
<tr>
<td>personal, vocational and daily</td>
</tr>
<tr>
<td>living supports.</td>
</tr>
</tbody>
</table>

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

Classroom Activities/Lesson Plan

Life Skills Application 1: My Town Inventory

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.

- 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.

Extension: Take a field trip to one of the places your students identify. See if a tour is available to the students.

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

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use unit topic words in conversation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will independently identify community locations where services and products may be obtained.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will point to pictures of key vocabulary from unit topics as part of a discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will match community locations with a product or service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will make a selection to indicate a picture of key vocabulary within a unit topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will select a product or service associated with a given community location.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources and Materials

My Town Inventory activity
  Template C: text only
  Template B: one symbol before sentence
  Fill-in cards

Additional Resources

© Copyright 2008-2015 Unique Learning System, LLC
All Rights Reserved, April 2015
Lesson 5

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

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Resources and Materials

| Chapter 2: Changes to the Environment |
| Communication board |
| Comprehension questions (fill-in and multiple-choice) |
| Advanced questions |
| Fill-in cards |

Additional Resources

| Standards Connection Lessons 3, 5, 7, 9, 11, 13 |
Lesson 5, Chapter 2: Answer Key

<table>
<thead>
<tr>
<th>Fill-In</th>
<th>Multiple-Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees factory smoke air environment</td>
<td>1. What is this chapter about changing? (food, environment, clothes)</td>
</tr>
<tr>
<td>1. The new _____ brings changes to Val's small town. (factory)</td>
<td>2. What were cut down to make room for the factory? (clouds, ice cream, trees)</td>
</tr>
<tr>
<td>2. Land, air and water are a part of the _____. (environment)</td>
<td>3. What did the trucks put into the air? (smoke, cotton candy, boots)</td>
</tr>
<tr>
<td>3. _____ were cut down to make room for the factory. (Trees)</td>
<td>4. What will new trees help clean? (air, planets, gloves)</td>
</tr>
<tr>
<td>4. Black ____ makes the air dirty. (smoke)</td>
<td>5. What is important to know about this chapter?</td>
</tr>
<tr>
<td>5. The new trees will help clean the _____. (air)</td>
<td>• Nothing changes when a factory is built.</td>
</tr>
<tr>
<td>Use the Chapter Book to help you fill in the blank.</td>
<td>• Val wears jeans to school.</td>
</tr>
<tr>
<td>1. The new factory brings many _____. (changes)</td>
<td>• The environment changes when a factory is built.</td>
</tr>
<tr>
<td>2. Many _____ were cut down to clear the land. (trees)</td>
<td>Multiple-Choice Advanced</td>
</tr>
<tr>
<td>3. The animals that lived in the forest lost their _____. (homes)</td>
<td>These questions may have more than one correct answer.</td>
</tr>
<tr>
<td>4. The trucks and machines put black ____ into the air. (smoke)</td>
<td>6. What does the smoke and fumes from the trucks make?</td>
</tr>
<tr>
<td>5. The _____ had to change for the new factory. (environment)</td>
<td>(air pollution, Sun pollution, food pollution)</td>
</tr>
<tr>
<td>7. What drips into the soil and makes it dirty? (flowers, water, oil)</td>
<td>8. What will new trees help clean? (Sun, air, cookies)</td>
</tr>
<tr>
<td>9. Why is the park good to have near the factory?</td>
<td>• It gives animals a place to live.</td>
</tr>
<tr>
<td>• It is a place to throw litter.</td>
<td>• It makes more pollution.</td>
</tr>
<tr>
<td>• It is staying the same.</td>
<td>10. What is happening to Val's small town?</td>
</tr>
<tr>
<td></td>
<td>• It is changing.</td>
</tr>
<tr>
<td></td>
<td>• It is getting smaller.</td>
</tr>
</tbody>
</table>

© Copyright 2008-2015 Unique Learning System, LLC
All Rights Reserved, April 2015
Lesson 6

Instructional Targets

Standards for Language
- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.

Personal Life
- **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**

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.

- 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.

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

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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.</td>
<td>Students will make a selection to indicate a picture of key vocabulary within a unit topic. Students will contribute to personal decisions.</td>
</tr>
</tbody>
</table>

Resources and Materials

<table>
<thead>
<tr>
<th>Recycle, Reduce, Reuse activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Can Heal the Earth pledge</td>
</tr>
<tr>
<td>Template C: text only</td>
</tr>
<tr>
<td>Template B: one symbol before sentence</td>
</tr>
<tr>
<td>Fill-in cards</td>
</tr>
</tbody>
</table>

Additional Resources

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

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Students will independently read questions about a story and write, speak or select an answer.</td>
<td>Students will point to or select a picture from a choice of three in response to a question about a story.</td>
<td>Students will respond to a question by choosing a single option or errorless picture.</td>
</tr>
</tbody>
</table>

### Resources and Materials

- 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

**Additional Resources**
### Fill-In

<table>
<thead>
<tr>
<th>town</th>
<th>neighborhood</th>
<th>stores</th>
<th>jobs</th>
<th>changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The factory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the way many</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>people live.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(changes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The factory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>makes new</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(jobs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>New _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>open for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>people to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>shop.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(stores)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Val's home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>is now part</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of a _____.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(neighborhood)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The new jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>make changes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in Val's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(town)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Multiple-Choice

1. What is this chapter about? (changes, weather, driving)
2. What does the factory make for people? (water, ribbon, jobs)
3. What new businesses open in Val's town? (stores, planets, shoes)
4. What is a group of people living near one another? (outer space, neighborhood, library)
5. What is important to know about this chapter?
   - 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

Use the Chapter Book to help you fill in the blank.

<table>
<thead>
<tr>
<th>town</th>
<th>neighborhood</th>
<th>stores</th>
<th>jobs</th>
<th>changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The new factory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>life in the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>small town.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(changes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The factory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>makes many</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(jobs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>People _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to the town</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to work at</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the factory.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(move)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Val's dad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>will not</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>have to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to the city</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>anymore.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(drive)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>There are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>many places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to get jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>now.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(teenagers, people)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Multiple-Choice Advanced

These questions may have more than one correct answer.

6. Who do the workers bring with them to the small town? (astronauts, pilgrims, families)
7. What do the families need to find in the new town? (trees, homes, birds)
8. What is an area where people live close to each other? (gym, neighborhood, nest)
9. Why does the town add new businesses?
   - To provide for all of the new people.
   - To pollute the town.
   - To shut down the old businesses.
10. How is a bigger town a good change?
    - There are more stores to shop.
    - There are more people to see and meet.
    - There are no jobs.
### Lesson 8

**Instructional Targets**

**Standards for Language**
- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.

**Employability**
- **Work Skills:** Demonstrate basic employability skills, including work, social and hygiene habits.

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

---

### Classroom Activities/Lesson Plan

**Life Skills Application 3: My New Job**

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.

- 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.

**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?"

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

---

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
</table>
| • Students will use unit topic words in conversation.  
  • Students will demonstrate consistent work skills that lead to employability. | • 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. | • 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

**Job Skills Inventory**
- Template C: text only
- Template B: one symbol before sentence

**Job Interest Survey**
- Fill-in cards

**Additional Resources**
Lesson 9

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 4: A New Suburb
The title of the Chapter Book is *Small Town Changes*. 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.

- 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

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Resources and Materials

| 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 |

© Copyright 2008-2015 Unique Learning System, LLC  All Rights Reserved, April 2015
### Lesson 9, Chapter 4: Answer Key

<table>
<thead>
<tr>
<th>Fill-In</th>
<th>Multiple-Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>1. What is this chapter about? (gardens, suburbs, clouds)</td>
</tr>
<tr>
<td>city</td>
<td>2. What fills up Val’s small town? (bricks, airplanes, homes)</td>
</tr>
<tr>
<td>Homes</td>
<td>3. What is built to make room for the new students? (zoo, hot air balloon, school)</td>
</tr>
<tr>
<td>friends</td>
<td>4. What does Val make at her new school? (friends, horseshoes, cars)</td>
</tr>
</tbody>
</table>
| suburb  | 5. What is important to know about this chapter?  
• A suburb has a circus.  
• A suburb is smaller than a small town.  
• A suburb is near a large city. |

- school  
- city  
- Homes  
- friends  
- suburb

### Fill-In Advanced

Use the Chapter Book to help you fill in the blank.

<table>
<thead>
<tr>
<th>Fill-In Advanced</th>
<th>Multiple-Choice Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Land in a _____ area has a lot of open fields. (rural)</td>
<td>These questions may have more than one correct answer.</td>
</tr>
<tr>
<td>2. A _____ is an area with many homes near a city. (suburb)</td>
<td></td>
</tr>
<tr>
<td>3. _____ are built close to each other in the suburb. (Houses)</td>
<td></td>
</tr>
<tr>
<td>4. A new _____ is built to make room for the new students. (school)</td>
<td>6. What does a suburb have more of than a rural town? (stars, socks, people)</td>
</tr>
<tr>
<td>5. The new school has more ________ for Val to take. (classes)</td>
<td>7. Where did the new people move from? (city, space, rural town)</td>
</tr>
</tbody>
</table>

- rural  
- suburb  
- Houses  
- school  
- classes

### Multiple-Choice Advanced

- A suburb has a circus.  
- A suburb is smaller than a small town.  
- A suburb is near a large city. 

6. What does a suburb have more of than a rural town?  
   - stars  
   - socks  
   - people

7. Where did the new people move from?  
   - city  
   - space  
   - rural town

8. Who goes to the new school?  
   - younger students  
   - all students  
   - older students

9. Why did many people move to Val’s small town?  
   - To visit the zoo.  
   - To work at the new factory.  
   - To go to school.

10. What is good about living in the new suburb?  
   - Val has nowhere to go.  
   - Val made new friends.  
   - Val goes to a new school.
Lesson 10

Instructional Targets

### Standards for Language
- **Vocabulary Acquisition and Use**: Use words acquired through academic and domain-specific sources when speaking and writing.

### Personal Life
- **Social Skills**: Demonstrate expressive skills to participate effectively in a social exchange.

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

---

Classroom Activities/Lesson Plan

**Life Skills Application 4: Meet and Greet**

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.

- 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.
  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.

**Extension**: Set up a mixer during lunch and invite people to the meet and greet.

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

---

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
</table>
| - Students will use unit topic words in conversation.  
- Students will recognize and demonstrate appropriate social responses for various situations. | - 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. | - 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

**Introducing Yourself poster**  
**Greetings scenarios**  
**Template C: text only**  
**Template B: one symbol before sentence**  
**Fill-in cards**

**Additional Resources**

---

© Copyright 2008-2015 Unique Learning System, LLC  
All Rights Reserved, April 2015
Lesson 11

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**

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Resources and Materials**

- 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

**Additional Resources**

© Copyright 2008-2015 Unique Learning System, LLC
All Rights Reserved, April 2015
Lesson 11, Chapter 5: Answer Key

<table>
<thead>
<tr>
<th>Fill-In</th>
<th>Multiple-Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>electric train bike lane transportation streets bus</td>
<td>1. What is this chapter about? (food, clothes, transportation)</td>
</tr>
<tr>
<td>1. People need _____ to go from one place to another. (transportation)</td>
<td>2. What do people ride to get to different places? (bus, roller coaster, zebra)</td>
</tr>
<tr>
<td>2. The suburb needed wider _____ for the cars. (streets)</td>
<td>3. Where is a safe place to ride a bike? (highway, lake, bike lane)</td>
</tr>
<tr>
<td>3. People ride the _____ to go places in the suburb. (bus)</td>
<td>4. What runs on tracks or cables to take people places? (boat, electric train, motorcycle)</td>
</tr>
<tr>
<td>4. A _____ keeps people safe on the streets. (bike lane)</td>
<td>5. What is important to know about this chapter?</td>
</tr>
<tr>
<td>5. A type of rapid transit is an _____. (electric train)</td>
<td>• There are many forms of transportation.</td>
</tr>
<tr>
<td></td>
<td>• Birds fly in the sky.</td>
</tr>
<tr>
<td></td>
<td>• Penguins cannot fly.</td>
</tr>
</tbody>
</table>

Fill-In Advanced

<table>
<thead>
<tr>
<th>Use the Chapter Book to help you fill in the blank.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _____ is how people get from place to place. (Transportation).</td>
</tr>
<tr>
<td>2. _____ are the most common form of transportation. (Cars)</td>
</tr>
<tr>
<td>3. The streets needed more _____ for the cars. (lanes)</td>
</tr>
<tr>
<td>4. A _____ picks people up to go different places. (bus)</td>
</tr>
<tr>
<td>5. The rapid transit is an electric ______. (train)</td>
</tr>
</tbody>
</table>

Multiple-Choice Advanced

<table>
<thead>
<tr>
<th>These questions may have more than one correct answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. What does the electric train run on? (cables, tracks, rocks)</td>
</tr>
<tr>
<td>7. What is a long sidewalk that goes out above a river or lake? (dock, feather, tree)</td>
</tr>
<tr>
<td>8. What do the ships travel down? (car, river, skateboard)</td>
</tr>
<tr>
<td>9. Why is it good to have a bike lane on a street?</td>
</tr>
<tr>
<td>• It is a place to drive a car.</td>
</tr>
<tr>
<td>• It is a good place to park a car.</td>
</tr>
<tr>
<td>• It keeps bikers safe.</td>
</tr>
<tr>
<td>10. Why is transportation important?</td>
</tr>
<tr>
<td>• It moves people to different places.</td>
</tr>
<tr>
<td>• It moves goods to different places.</td>
</tr>
<tr>
<td>• It helps me play basketball.</td>
</tr>
</tbody>
</table>
Lesson 12

Instructional Targets

Standards for Language
- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.
- **Community Living**
- **Community Resources:** Explore community resources for personal, vocational and daily living supports.

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

Classroom Activities/Lesson Plan

**Life Skills Application 5: From Here to There**

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.
- 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.

**Extension:** Find forms of public transportation in or near the community, and explore the options they offer the students.

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

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use unit topic words in conversation.</td>
<td>Students will point to pictures of key vocabulary from unit topics as part of a discussion.</td>
<td>Students will make a selection to indicate a picture of key vocabulary within a unit topic.</td>
</tr>
<tr>
<td>Students will independently identify community locations where services and products may be obtained.</td>
<td>Students will match community locations with a product or service.</td>
<td>Students will select a product or service associated with a given community location.</td>
</tr>
</tbody>
</table>

Resources and Materials

From Here to There activity

Additional Resources

© Copyright 2008-2015 Unique Learning System, LLC
All Rights Reserved, April 2015
Lesson 13

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 6: Visiting the Big City

The title of the Chapter Book is *Small Town Changes*. The sixth chapter, Visiting the Big City, illustrates the differences between a suburb and a large city such as New York City. 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**

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Resources and Materials**

- Chapter 6: Visiting the Big City
- Communication board
- Comprehension questions (fill-in and multiple-choice)
- Advanced questions
- Fill-in cards
- Standards Connection Lessons 3, 5, 7, 9, 11, 13

**Additional Resources**

© Copyright 2008-2015 Unique Learning System, LLC
All Rights Reserved, April 2015
Lesson 13, Chapter 6: Answer Key

<table>
<thead>
<tr>
<th>Fill-In</th>
<th>Multiple-Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>skyscrapers  people  Green space  city  urban area</td>
<td>1. What is this chapter about? (farm, outer space, city)</td>
</tr>
<tr>
<td>1. Val visits the big _____. (city)</td>
<td>2. What does an urban area have more of than a suburb? (people, sunglasses, beach balls)</td>
</tr>
<tr>
<td>2. A city is called an _____. (urban area)</td>
<td>3. What are tall buildings in cities? (hammocks, skyscrapers, spaceships)</td>
</tr>
<tr>
<td>3. More _____ live and work in a city. (people)</td>
<td>4. What is an area of grass and trees near buildings? (green space, volcano, cotton candy)</td>
</tr>
<tr>
<td>4. Cities have very tall buildings called _____. (skyscrapers)</td>
<td>5. What is important to know about this chapter?  • An urban area is called a city.  • An urban area has farms.  • An urban area has very few people.</td>
</tr>
<tr>
<td>5. _____ is like a garden near buildings in a city. (Green space)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fill-In Advanced</th>
<th>Multiple-Choice Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the Chapter Book to help you fill in the blank.</td>
<td>These questions may have more than one correct answer.</td>
</tr>
<tr>
<td>1. An _____ area has many people and places. (urban)</td>
<td>6. What is an example of a big city? (New York City, Houston, Los Angeles)</td>
</tr>
<tr>
<td>2. The _____ of a city is bigger than a suburb. (population)</td>
<td>7. What does a city have more of than a suburb? (buses, cars, storms)</td>
</tr>
<tr>
<td>3. A city has many more _____ for people to work in. (offices, buildings)</td>
<td>8. What do people commute to the city for? (shop, work, trees)</td>
</tr>
<tr>
<td>4. A _____ is a very tall building. (skyscraper)</td>
<td>9. What is green space?  • an area of grass and trees near buildings  • a small garden in a city  • a place for people to relax</td>
</tr>
<tr>
<td>5. Skyscrapers help to fit more _____ in a city. (buildings)</td>
<td>10. What makes a city different from a suburb?  • A city has more people and buildings.  • A city is underground.  • A city has many trees.</td>
</tr>
</tbody>
</table>
Lesson 14

Instructional Targets

Standards for Language
- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.

Community Living
- **Recreation and Leisure:** Make plans and access community resources.

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

Classroom Activities/Lesson Plan

**Life Skills Application 6: Neighborhood Block Party**

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.

- 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.

**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.

**Differentiated Tasks**

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will use unit topic words in conversation.</td>
<td>• Students will point to pictures of key vocabulary from unit topics as part of a discussion.</td>
<td>• Students will make a selection to indicate a picture of key vocabulary within a unit topic.</td>
</tr>
<tr>
<td>• Students will actively engage in planning, preparation and participation in a community event or activity.</td>
<td>• Students will participate in a community group event or activity.</td>
<td>• Students will give a response to choose community activities and events.</td>
</tr>
</tbody>
</table>

**Resources and Materials**

Block Party Invitation

**Additional Resources**

© Copyright 2008-2015 Unique Learning System, LLC
All Rights Reserved, April 2015
Lesson 15

Instructional Targets

Reading Standards for Literature
- **Craft and Structure:** Use context clues and illustrations to determine meaning of words and phrases in a text, including figurative and connotative meanings.
- **Standards for Language**
  - **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.

Classroom Activities/Lesson Plan

Vocabulary Quiz Game: Changes Around the Town

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.

Build Word Meaning
- 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.

The content for this quiz game focuses on characteristics of rural and suburban areas, the environment, urban areas, and transportation.

- Create a quiz game board using the answers listed in the lesson (similar to the Jeopardy® 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.

The quiz cards may be enlarged for a large classroom board. The answer sheet may be used to support communication.

Standards Connection
- The standards connection activities build on skills that encourage students to use reference materials to extend word meaning from unit vocabulary.

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

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

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will determine literal and figurative meanings of a word as it is used in a text.</td>
<td>- Students will point to pictures or words to match words with same meanings in text.</td>
<td>- Students will identify a named picture related to the unit topic from a single option or errorless choice.</td>
</tr>
<tr>
<td>- Students will match a unit topic word to a definition.</td>
<td>- Students will point to pictures of key vocabulary from unit topics as part of a discussion.</td>
<td>- Students will make a selection to indicate a picture of key vocabulary within a unit topic.</td>
</tr>
<tr>
<td>- Students will use unit topic words in conversation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources and Materials

| Quiz game board and answer key | Additional ideas for vocabulary instruction are provided in the ULS Instructional Guides: Vocabulary. |
| Money amount cover cards | 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 |
| Picture/word answer cards | |
| “What is” answer board | |
| Word definition cards | |
| Standards Connection Lesson 15 | |
### Standards for Language:
- **Vocabulary Acquisition and Use**: Use context clues, word structures or reference materials to determine the meaning of unknown words.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will match a unit topic word to a definition.</td>
<td>• Students will point to pictures or words to match a description within a text passage.</td>
<td>• Students will identify a named picture related to the unit topic from a single option or errorless choice.</td>
</tr>
<tr>
<td>• Students will use reference materials, such as a glossary, or a dictionary, to determine the meaning of an unknown word.</td>
<td>• Students will match words and pictures with similar meanings.</td>
<td>• Students will make a selection to indicate a picture of a word with a meaning similar to that of another word (errorless choice).</td>
</tr>
<tr>
<td>• Students will identify the meaning of words with multiple meanings and recognize figurative language.</td>
<td>• Students will point to pictures of key vocabulary from unit topics as part of a discussion.</td>
<td></td>
</tr>
</tbody>
</table>

### Making Meaning with Words

<table>
<thead>
<tr>
<th>What is the word?</th>
<th>What is the definition?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Add It Up" /></td>
<td><img src="image" alt="The Words" /></td>
</tr>
<tr>
<td>Add a picture.</td>
<td>Write or tell a sentence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words in groups (For example, cars and trucks are both vehicles.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Groups" /></td>
</tr>
<tr>
<td>_______ and _______ are both _____________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words about the same: (For example, truck and semi)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Same" /></td>
</tr>
<tr>
<td>_______ and _______ are about the same.</td>
</tr>
</tbody>
</table>

Refer to this site for an online dictionary and thesaurus: [www.wordcentral.com/home.html](http://www.wordcentral.com/home.html)
Lesson 16

Instructional Targets

Standards for Language
- **Conventions of Standard English**: Apply conventions of grammar when speaking or writing. Apply correct capitalization, punctuation and spelling in sentences.

Standards for Writing
- **Production and Distribution of Writing**: With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document.

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

Classroom Activities/Lesson Plan

**Edit It: All About That Place**

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.

**Document 1: A Book Report**
- 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.

**Document 2: Current Events**
- 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.

**Document 3: A Letter**
- 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.

**Document 4: A Report With Facts**
- 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.

**Document 5: An Opinion**
- 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.

These documents may also be used for whole-class instruction using a projector.

**Standards Connection**
- 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.

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

**Differentiated Tasks**

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate conventions of grammar in spoken and written sentence forms.</td>
<td>Students will create simple sentence forms in a grammatically correct order when speaking or writing.</td>
<td>With picture supports, students will combine two or more words during a shared writing or speaking activity.</td>
</tr>
<tr>
<td>Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling.</td>
<td>Students will identify beginning capital letters and ending punctuation in a written sentence.</td>
<td>Students will locate capital letters and ending punctuation in a sentence.</td>
</tr>
<tr>
<td>Students will plan, edit and revise writing to strengthen written sentences.</td>
<td>Students will spell familiar words with letter-sound matches.</td>
<td>Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea.</td>
</tr>
<tr>
<td></td>
<td>With support, students will use pictures and text to plan, edit and revise a written sentence idea.</td>
<td></td>
</tr>
</tbody>
</table>

**Resources and Materials**

- Five documents for editing
- Standards Connection Lesson 16

**Additional Resources**

- 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](http://n2y.com)
- Additional ideas for writing instruction are provided in the ULS Instructional Guides: Writing.
Instructional Targets

Standards for Writing
- **Text Types and Purposes**: Generate paragraphs to analyze a topic, including supporting facts and evidence. OR Generate informative paragraphs, including a topic sentence, supporting facts or details and a concluding sentence. OR Generate narrative paragraphs, including a logical sequence of events, descriptive details and a reflective conclusion.

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

#### Standards for Language
- **Knowledge of Language**: Demonstrate conventions of language to effectively communicate when speaking or writing in varied contexts.

#### Standards for Speaking and Listening
- **Comprehension and Collaboration**: Identify information from multiple sources that contribute to making a decision.

#### Standards for Writing
- **Range of Writing**: Participate routinely in supported writing activities, using conventional formats.

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

### Classroom Activities/Lesson Plan

#### Real-World Writing: Applying for a Job

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.

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.

- 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.

#### Standards Connection

- Students must be especially accurate when writing notes, letters and invitations, filling out job applications or creating other real-world documents. Emphasize the importance of precise sentence structure and the correct use of capital letters, punctuation and spelling. Have students use the review guide to check and revise their work.

#### Interactivity

- This lesson is available for interactive participation. See lesson for more details.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.</td>
<td>Students will use conventions of language to generate a simple sentence when speaking or writing.</td>
<td>Students will use language to share an idea with others.</td>
</tr>
<tr>
<td>Students will gain information from two or more sources to reach a personal decision.</td>
<td>Students will gather and compare information from two sources.</td>
<td>Students will make a choice when presented with two informational choices.</td>
</tr>
<tr>
<td>Students will write routinely for a range of discipline-specific tasks, purposes and audiences.</td>
<td>Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.</td>
<td>Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.</td>
</tr>
</tbody>
</table>

### Resources and Materials

- Job Application forms
  - Template C: text only
  - Template B: one symbol before sentence
- Fill-in cards
- Standards Connection Lesson 17

### Additional Resources

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](http://n2y.com)
Standards Connection Lesson 17

**Instructional Targets**

**Standards for Writing**
- **Production and Distribution of Writing:** With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document.

**Standards for Language**
- **Conventions of Standard English:** Apply conventions of grammar when speaking or writing. Apply correct capitalization, punctuation and spelling in sentences.

<table>
<thead>
<tr>
<th>Differentiated Tasks</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will plan, edit and revise writing to strengthen written sentences.</td>
<td>With support, students will use pictures and text to plan, edit and revise a written sentence idea.</td>
<td>Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea.</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate conventions of grammar in spoken and written sentence forms.</td>
<td>Students will create simple sentence forms in a grammatically-correct order when speaking or writing.</td>
<td>Students will combine two or more words with picture support during a shared writing or speaking activity.</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling.</td>
<td>Students will identify beginning capital letters and ending punctuation in a written sentence.</td>
<td>Students will locate capital letters and ending punctuation in a sentence.</td>
<td></td>
</tr>
<tr>
<td>Students will spell familiar words with letter-sound matches.</td>
<td>Students will spell familiar words with letter-sound matches.</td>
<td>Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

- Are there any spelling words to check?
Lesson 18

Instructional Targets

Standards for Writing

- **Text Types and Purposes:** Generate informative paragraphs, including a topic sentence, supporting facts, details and a concluding sentence.

Standards for Language

- **Conventions of Standard English:** Apply conventions of grammar when speaking or writing. Apply correct capitalization, punctuation and spelling in sentences.

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

Classroom Activities/Lesson Plan

**Topic Paragraph: Newsletter and Activity Report**

The topic paragraph activity is a starting point for creating a class newsletter that will report to family and friends what the students have learned in this unit. Each student will contribute a single paragraph to the newsletter.

- 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:
  1. **Name of the Activity:** Create a title for the paragraph.
  2. **The Big Idea:** Choose one topic sentence.
  3. **Parts of the Activity:** Sequence the steps of the activity.
  4. **Reaction:** Say what you think about this activity.
  5. **Paragraph:** Put the sentences together.

- Students may complete this exercise by writing notes, using pictures or dictating. Many pictures from the unit lessons may be used in this activity.

- Individualize the writing process. Writing, typing, copying, dictating or using pictures are acceptable formats that can be used for the topic paragraph. Use your own resources to develop this material in a newsletter format.

- Have students share the newsletter at home and in school.

**Standards Connection**

- Have students review and revise their completed work. Use the guide in Lesson 17 for this purpose.

- You may wish to extend this activity by assigning oral presentations or having students add multimedia components.

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

**Differentiated Tasks**

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will create one or more paragraphs, including a topic sentence</td>
<td>Students will select pictures with text to create a written text</td>
<td>Given errorless choices of pictures, students will make a selection to</td>
</tr>
<tr>
<td>with supporting facts, details and a concluding sentence.</td>
<td>containing relevant facts to support a stated topic.</td>
<td>communicate facts on a given topic.</td>
</tr>
<tr>
<td>Students will demonstrate conventions of grammar in spoken and written</td>
<td>Students will create simple sentence forms in a grammatically correct</td>
<td>With picture supports, students will combine two or more words during</td>
</tr>
<tr>
<td>sentence forms.</td>
<td>order when speaking or writing.</td>
<td>a shared writing or speaking activity.</td>
</tr>
<tr>
<td>Students will demonstrate conventions of written language, including</td>
<td>Students will identify beginning capital letters and ending punctuation</td>
<td>Students will locate capital letters and ending punctuation in a</td>
</tr>
<tr>
<td>appropriate capitalization, ending punctuation and common spelling.</td>
<td>in a written sentence.</td>
<td>sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resources and Materials**

- Topic paragraph planner
- Template C: text only
- Template B: one picture before sentence
- Template A: one picture before sentence (interactive)

**Additional Resources**

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](http://n2y.com)
Standards Connection Lesson 18

**Instructional Targets**

**Standards of Speaking and Listening**
- **Presentation of Knowledge and Ideas:** Present information in an organized manner appropriate to a task, audience or situation. Integrate media to enhance a presentation. Adapt communication using formal or informal language to effectively communicate in a variety of contexts and tasks.

**Differentiated Tasks**

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
</table>
| • 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. | • 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. | • Students will communicate basic information on a topic or experience, using communication technology and picture supports.  
  • Students will participate in creating multimedia components to support a presentation.  
  • Students will communicate by using supported modes of expression. |

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

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

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

Microsoft PowerPoint® is a presentation tool that has multimedia features. Add pictures and text to a slide, animate the pictures or text and even add recorded speech messages to the slide. Combine all slides to make a class report. Want to make the PowerPoint presentation accessible for switch users? Simply utilize a switch interface and switch.
Lesson 19

### Instructional Targets

**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.

Scenarios are provided to address these skills:
- **Addition (with or without carrying)**
- **Subtraction (with or without borrowing)**
- **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

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will calculate addition and subtraction problems in the context of a real-world scenario.</td>
<td>Students will model addition and subtraction of two sets of objects in the context of a real-world scenario.</td>
<td>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).</td>
</tr>
<tr>
<td>Students will read, write and solve a math sentence.</td>
<td>Students will select pictures and numbers to model a math sentence.</td>
<td>Students will select a number (errorless choice) within a math problem.</td>
</tr>
<tr>
<td>Students will use a combination of operations to solve multi-step problems in the context of a real-world scenario.</td>
<td>Students will use operations and models to solve a two-step problem in the context of a real-world scenario.</td>
<td>Students will select numbers and count within a two-step problem in the context of a real-world scenario.</td>
</tr>
<tr>
<td>Students will model multiplication and division with objects and numbers showing equal groups in the context of a real-world scenario.</td>
<td>Students will count equal number of objects in selected groups or an array.</td>
<td>Students will count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).</td>
</tr>
</tbody>
</table>

### Resources and Materials

- Math story problem scenarios
- Standards Connection Lesson 19

### Additional Resources

- 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.
### Instructional Targets

**Math Standards for Algebra**
- **Building Blocks to Algebra**: Recognize and compare numbers showing the symbols >, < or =.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will compare two numbers and use symbols to indicate &gt;, &lt; or =.</td>
<td>• Students will compare two groups of objects and determine which group is bigger, smaller or equal in amount.</td>
<td>• Students will count objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).</td>
</tr>
</tbody>
</table>

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
## Math Standards for Algebra/Seeing Structure in Expressions
- **Building Blocks to Algebra**: Understand and use +, - and = in problems. Solve addition and subtraction problems.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will calculate addition and subtraction problems in the context of a real-world scenario.</td>
<td>Students will model addition and subtraction of two sets of objects in the context of a real-world scenario.</td>
<td>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).</td>
</tr>
</tbody>
</table>

### Teaching How to Use a Calculator – Addition

**Step 1**: Look at the addition problem.

48 + 27 = __

**Step 2**: What is the top number?

48

**Step 3**: Push the numbers.

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

2 + 8 =

**Step 4**: What are you doing?

Adding? +
Subtracting? -
Multiplying? x
Dividing? ÷

You are adding. Push the plus sign.

**Step 5**: What is the bottom number?

27

**Step 6**: Push the equal sign.

The answer is 75.

75 is on the screen.

**Step 7**: Solve the problem.

4 + 27 = 

### Teaching How to Use a Calculator – Subtraction

**Step 1**: Look at the subtraction problem.

48 - 27 = __

**Step 2**: What is the top number?

48

**Step 3**: Push the numbers.

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

2 + 8 =

**Step 4**: What are you doing?

Adding? +
Subtracting? -
Multiplying? x
Dividing? ÷

You are subtracting. Push the minus sign.

**Step 5**: What is the bottom number?

27

**Step 6**: Push the equal sign.

The answer is 21.

21 is on the screen.
Step 1: Look at the addition problem.

\[
\begin{array}{c}
48 \\
+ 27 \\
\hline
\end{array}
\]

Step 2: What is the top number?

48

Step 3: Push the numbers.

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

4 8

Note: If you make a mistake, push clear.

C

Step 4: What are you doing?

Adding? + 
Subtracting? - 
Multiplying? $\times$
Dividing? $\div$

You are adding. Push the plus sign.

Step 5: What is the bottom number?

27

Step 6: Push the numbers.

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

2 7

Note: If you make a mistake, push clear.

C

Step 7: Solve the problem.

Push the equal sign.

The answer is 75. 75 is on the screen.

= 75
Step 1: Look at the subtraction problem.

48
- 27

Step 2: What is the top number?

48

Step 3: Push the numbers.

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

4 8

Note: If you make a mistake, push clear.

Step 4: What are you doing?

Adding? +
Subtracting? -
Multiplying? x
Dividing? ÷

You are subtracting. Push the minus sign.

Step 5: What is the bottom number?

27

Step 6: Push the numbers.

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

2 7

Note: If you make a mistake, push clear.

Step 7: Solve the problem.

Push the equal sign. The answer is 21. 21 is on the screen.
Lesson 20

Instructional Targets

Math Standards for Geometry–Geometric Measurement and Dimension
- **Visualize relationships between two-dimensional and three-dimensional objects**: Identify and compare three-dimensional objects that have volume.

Math Standards for Measurement and Data
- **Life Skills for Measurement**: Select units and use measurement tools accurately in the context of a daily living activity. Solve problems involving measurement.

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

Classroom Activities/Lesson Plan

Measure It! Chicago Deep-Dish Pizza

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

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

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.

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

You will need (serves 6)

- 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

Directions

1. Preheat oven to 400 degrees.
2. Spray baking dish with cooking spray.
4. Cook on medium heat until sausage is done.
5. Put pizza dough into baking dish.
6. Press dough evenly on the bottom and up the sides.
7. Put mozzarella cheese slices on top of dough.
8. Put sausage and green pepper mixture on top of cheese.
9. Pour pizza sauce on top of sausage.
10. Put tomatoes, mushrooms and olives on top of sauce.
11. Put Parmesan cheese on top.
12. Bake for 15-20 minutes until crust is brown.
13. Let cool for 5 minutes.
14. Eat.

Recipes may be used over several days of instruction.

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

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

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

**Day 4** Make the recipe. Prepare and enjoy.

**Standards Connection**

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

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

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

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Students will select a volume measurement tool appropriate to a real-world task. Students will match objects with same volume measurements.</td>
<td>Students will compare two measured volumes to determine which is larger. Students will match objects of same size and shape.</td>
</tr>
</tbody>
</table>

Resources and Materials

| Recipe | Picture/word cards | Recipe review | Standards Connection Lesson 20 |

Additional Resources

Additional ideas for measurement instruction are provided in the **ULS Instructional Guides: Mathematics**.
### Standards Connection Lesson 20

**Instructional Targets**

**Math Standards for Geometry—Geometric Measurement and Dimension**
- **Visualize relationships between two-dimensional and three-dimensional objects:** Identify and compare three-dimensional objects that have volume.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use standard measurement tools and units to measure the volume of an object.</td>
<td>Students will select a volume measurement tool appropriate to a real-world task.</td>
<td>Students will compare two measured volumes to determine which is larger.</td>
</tr>
<tr>
<td>Students will apply use of volume measurements in real-world scenarios.</td>
<td>Students will match objects with same volume measurements.</td>
<td>Students will match objects of same size and shape.</td>
</tr>
</tbody>
</table>

---

**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)*

![Image of various items measured in ounces]

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.

<table>
<thead>
<tr>
<th>1 cup</th>
<th>½ pint</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 cups</td>
<td>1 pint</td>
</tr>
<tr>
<td>4 cups</td>
<td>1 quart</td>
</tr>
<tr>
<td>4 quarts</td>
<td>1 gallon</td>
</tr>
<tr>
<td>2 half gallons</td>
<td>1 gallon</td>
</tr>
<tr>
<td>2 quarts</td>
<td>½ gallon</td>
</tr>
</tbody>
</table>
### Making Comparisons

Use the chart to compare two measurable items.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;</td>
<td>greater than</td>
</tr>
<tr>
<td>≥</td>
<td>more</td>
</tr>
<tr>
<td>&lt;</td>
<td>less than</td>
</tr>
<tr>
<td>≤</td>
<td>less</td>
</tr>
<tr>
<td>=</td>
<td>equal to</td>
</tr>
<tr>
<td>≅</td>
<td>same</td>
</tr>
</tbody>
</table>
Lesson 21

### Instructional Targets

**Math Standards for Statistics and Probability—Interpreting Categorical and Quantitative Data**

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

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

### Classroom Activities/Lesson Plan

**Read This Chart: How to Get There**

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.

- 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 median is the middle point of data information and that the mean 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.

**Probability Quiz**

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

Learn more about mean, mode and median with this interactive game:

[www.bbc.co.uk/schools/ks2bitesize/maths/data/mode_median_mean_range/play.shtml](http://www.bbc.co.uk/schools/ks2bitesize/maths/data/mode_median_mean_range/play.shtml)

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

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Resources and Materials

- Chart and questions
- Survey chart and questions
- Mean and Median activity
- Probability quiz
- Survey cards
- Survey chart picture cards

### Additional Resources

© Copyright 2008-2015 Unique Learning System, LLC
All Rights Reserved, April 2015
Lesson 22

Instructional Targets

Math Standards for Measurement and Data
- **Life Skills for Measurement**: Apply knowledge of money skills to real-world problem solving situations and scenarios.

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.

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

Classroom Activities/Lesson Plan

Money: Earth Day Block Party

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.

Skills
- **Money 1**: Counting Like Coins 1, 5, 10, 25
- **Money 2**: Counting Mixed Coins to $1.00
- **Money 3**: Amounts to $5.00
- **Money 4**: Amounts to $10.00
- **Money 5**: Amounts to $10.00/“One-Up” Method
- **Money 6**: Adding Amounts to $5.00
- **Money 7**: Adding Amounts to $10.00
- **Money 8**: Adding Amounts to $10.00; 3 Items
- **Money 9**: Adding Amounts to $20.00; 3 Items
- **Money 10**: Adding Amounts Under $100.00
- **Money 11**: Adding Amounts Over $100.00
- **Money 12**: Making Change to $5.00 – No Borrowing
- **Money 13**: Making Change to $5.00 – Borrowing
- **Money 14**: Making Change to $10.00 – No Borrowing
- **Money 15**: Making Change to $10.00 – Borrowing
- **Money 16 and 17**: Problem Solving
- **Money 18**: Problem Solving – Ratio With Multiplication
- **Money 19**: Problem Solving – Ratio With Division
- **Money 20**: Problem Solving – Percentage With Tip
- **Money 21**: Problem Solving – Percentage With Discount

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

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

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

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

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

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>Students will exchange money for a purchase. Students will select a money amount in an addition or subtraction problem.</td>
</tr>
</tbody>
</table>

Resources and Materials

- Money scenario cards
- Standards Connection Lesson 22

Additional Resources

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

### Instructional Targets

**Math Standards for Algebra**
- **Building Blocks to Algebra:** Recognize and compare numbers showing the symbols >, < or =.

**Math Standards for Measurement and Data**
- **Life Skills for Measurement:** Apply knowledge of money skills to real-world problem-solving situations and scenarios.

**Math Skills for Ratios and Proportional Relationships**
- **Life Skills for Ratio and Proportional Relationships:** Apply understanding of percent into real-world scenarios (e.g., 10% tip, 30% sale).

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
</table>
| • Students will compare two money amounts and use symbols to indicate >, < or =.  
• Students will calculate percentages in real-world scenarios.  | • 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.  | • 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.

<table>
<thead>
<tr>
<th>$ ___ . ___ ___</th>
<th>$ ___ . ___ ___</th>
<th>$ ___ . ___ ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; greater than</td>
<td>&gt; greater than</td>
<td>&gt; greater than</td>
</tr>
<tr>
<td>more</td>
<td>more</td>
<td>more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>$ ___ . ___ ___</th>
<th>$ ___ . ___ ___</th>
<th>$ ___ . ___ ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; less than</td>
<td>&lt; less than</td>
<td>&lt; less than</td>
</tr>
<tr>
<td>less</td>
<td>less</td>
<td>less</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>$ ___ . ___ ___</th>
<th>$ ___ . ___ ___</th>
<th>$ ___ . ___ ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>= equal to</td>
<td>= equal to</td>
<td>= equal to</td>
</tr>
<tr>
<td>same</td>
<td>same</td>
<td>same</td>
</tr>
</tbody>
</table>

© Copyright 2008-2015 Unique Learning System, LLC  
All Rights Reserved, April 2015
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.

<table>
<thead>
<tr>
<th>Item price</th>
<th>Percentage off (.00)</th>
<th>Amount of discount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item price</th>
<th>Amount of discount</th>
<th>Price you pay</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the item price?</th>
<th>What is the percentage off?</th>
<th>What will be the new price?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>60 %</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Where will you go?</th>
<th>What is the amount of your bill?</th>
<th>Calculate a 10% tip (.10)</th>
<th>How much will you pay in all? (bill + tip = total)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where will you go?</th>
<th>What is the amount of your bill?</th>
<th>Calculate a 20% tip (.20)</th>
<th>How much will you pay in all? (bill + tip = total)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Where will you go?</th>
<th>What is the amount of your bill?</th>
<th>Calculate the tax _____%</th>
<th>How much will you pay in all? (bill + tax = total)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Targets

**Math Standards for Measurement and Data**
- **Life Skills for Measurement:** Apply knowledge of time skills to real-world, problem-solving situations and scenarios.

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

### Classroom Activities/Lesson Plan

**Schedules and Times: Monthly Activities**

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.

- 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**
- The form included provides an extension for calculating elapsed time.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will read time and apply it to a</td>
<td>Students will represent times for morning,</td>
<td>Students will select a time for a personal</td>
</tr>
<tr>
<td>real-world activity.</td>
<td>afternoon, evening in the context of a real-world scenario.</td>
<td>activity of the day.</td>
</tr>
</tbody>
</table>

### Resources and Materials

- Calendar
- Daily schedule
- Standards Connection Lesson 23

**Additional Resources**

- 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**
- **Life Skills for Measurement:** Apply knowledge of time skills to real-world, problem-solving situations and scenarios.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will read time and apply it to a real-world activity.</td>
<td>Students will represent times for morning, afternoon, evening in the context of a real-world scenario.</td>
<td>Students will select a time for a personal activity of the day.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Start time</th>
<th>How long?</th>
<th>End time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity time</th>
<th>How long to get ready or travel?</th>
<th>Time to prepare or leave</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 24

Instructional Targets

Math Standards for Geometry–Congruence
- **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.

Math Standards for Geometry–Similarity, Right Triangles and Trigonometry
- **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.

Math Standards for Geometry–Modeling with Geometry
- **Apply geometric concepts in modeling situations:** Identify the shape in real-world two-and three-dimensional objects.

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

Classroom Activities/Lesson Plan

Geometry: Playing in the Park

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.

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.

- **Measuring for Area and Length**
  - 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**
  - 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.

**Standards Connection**

- 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.

Many tools can be found online to explore shapes and measurements.

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

<table>
<thead>
<tr>
<th>Differentiated Tasks</th>
<th>Resources and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
<td><strong>Level 2</strong></td>
</tr>
<tr>
<td>Students will use lines and angles within shapes to solve a real-world problem.</td>
<td>Students will match like shapes in the context of a real-world problem.</td>
</tr>
<tr>
<td>Students will identify properties of shapes to solve a real-world problem.</td>
<td>Students will identify shapes in the context of a real-world problem.</td>
</tr>
<tr>
<td>Students will use a model representing two- and three-dimensional objects to solve real-world problems.</td>
<td>Students will arrange two-dimensional figures on a model of a real-world scenario.</td>
</tr>
</tbody>
</table>

**Resources and Materials**
- Built-to-scale models for area and space
- Fit It in This Space
- One-inch unit squares
- Manipulatives
- Standards Connection Lesson 24

**Additional Resources**
- Additional ideas for geometry instruction are provided in the ULS Instructional Guides: Mathematics.
Math Standards for Geometry–Circles

- **Understand and apply theorems about circles**: Identify parts of a circle (radius, circumference, diameter) in real objects and areas.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use circles and circle measurements to solve a real-world problem.</td>
<td>Students will match like circles in the context of a real-world problem.</td>
<td>Students will select objects with circles in the context of a real-world problem.</td>
</tr>
</tbody>
</table>

### Terms to know about a circle

- **Circumference**: The boundary line of a circle or the length of such a boundary line.
- **Radius**: The distance from the center of a circle to any point on its circumference.
- **Diameter**: A line segment that passes through the center of a circle and has its two endpoints on the circle. This term also represents the length of such a line segment.

### What can we do with circles?

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

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

**Math Standards for Geometry–Congruence:**

- **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.

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will use lines and angles within shapes to solve a real-world problem.</td>
<td>• Students will match like shapes in the context of a real-world problem.</td>
<td>• Students will select objects of same shape in the context of a real-world problem.</td>
</tr>
</tbody>
</table>

### Differentiated Tasks

**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.

**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.
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.

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

**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.

**Math Standards for Algebra—Creating Equations**
- **Create equations that describe numbers or relationships**: Represent a real-world situation with an algebraic expression.

**Math Standards for Algebra—Reasoning with Equations and Inequalities**
- **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.

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

## Classroom Activities/Lesson Plan

### Algebra: Creating Green Space in the City
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.

- **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 -.

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.

- **Simple Sentences and Write Sentences 1 and 2**
  - Students will solve for an unknown in a simple addition or subtraction process.

- **Problem Solving**
  - Students will use a chart to gather data for problem solving.

- **Simple Sentences and Write Sentences 3**
  - Students will multiply or divide a number of objects or numbers for a specific reason.

- **Multi-Step Problem 1 and 2**
  - Students will solve multiple-step problems involving more than one operation.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will calculate addition and subtraction problems in the context of a real-world scenario.</td>
<td>Students will model addition and subtraction of two sets of objects in the context of a real-world scenario.</td>
<td>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).</td>
</tr>
<tr>
<td>Students will read, write and solve a math sentence.</td>
<td>Students will select pictures and numbers to model a math sentence.</td>
<td>Students will select a number (errorless choice) within a math problem.</td>
</tr>
<tr>
<td>Students will use a combination of operations to solve multi-step problems in the context of a real-world scenario.</td>
<td>Students will use operations and models to solve a two-step problem in the context of a real-world scenario.</td>
<td>Students will select numbers and count within a two-step problem in the context of a real-world scenario.</td>
</tr>
<tr>
<td>Students will model multiplication and division with objects and numbers that show equal groups in the context of a real-world scenario.</td>
<td>Students will count equal number of objects in selected groups or an array.</td>
<td>Students will count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).</td>
</tr>
</tbody>
</table>

### Resources and Materials

- **Scenario cards for math sentences**
- **Number Journal**: Click icon within the lesson to access the number journal.

### Additional Resources

- **Additional ideas for algebra instruction are provided in the ULS Instructional Guides: Mathematics.**
- **Samples of arrays to model multiplication and division are provided in the ULS Instructional Tools: Math Pack/Arrays.**
### Instructional Targets

**Reading Standards for Informational Text**
- **Range and Level of Text Complexity**: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.

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

### Classroom Activities/Lesson Plan

**Related Content: Trading Cards**

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.

- 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.

These trading cards may be introduced along with the Chapter Book.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level.</td>
<td>Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.</td>
<td>Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.</td>
</tr>
</tbody>
</table>

### Resources and Materials

- Trading Cards: Walt Disney Concert Hall, One World Trade Center, Willis Tower, Burj Khalifa, Fallingwater House

### Additional Resources
Instructional Targets

Standards for Speaking and Listening

- **Presentation and Knowledge of Ideas**: Present information in an organized manner appropriate to a task, audience or situation. Integrate media to enhance a presentation. Adapt communication using formal or informal language to effectively communicate in a variety of contexts and tasks.

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

Classroom Activities/Lesson Plan

**Related Content: Oral Report**

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.

- Text-only and symbol-supported templates are provided for planning the report. Students will identify the topic in the first sentence.

  This is a report about _______________________.
  (Tell 2–3 sentences about different forms of transportation) _______________________.
  (Tell 2-3 sentences about helping the Earth.) _______________________________.
  (Why is this important?) It is interesting because ________________.

- The goal of this lesson is to encourage students’ expressive skills. Encourage topic development through questions, discussion and guided research.
  - Build on each student’s personal modes of communication, including verbal ability, AAC devices and communication boards.
  - Consider ways to integrate multimedia formats, such as images on a poster, PowerPoint® slides and assistive technology software, to enhance the presentation.

- Two sample reports are provided for students who may need maximum support. If a student requires use of augmentative communication, be sure this mode is integrated in the reporting format.

  - Present the report orally or through videotaping.

**Standards Connection**

- Design this lesson as a research activity. Use the Standards Connection form to guide the process.

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will communicate on a topic specific to the purpose and audience.</td>
<td>Students will communicate on a topic specific to the purpose and audience using picture supports.</td>
<td>Students will communicate basic information on a topic or experience using communication technology and picture supports.</td>
</tr>
<tr>
<td>Students will select and use multimedia components to enhance a presentation.</td>
<td>With support, students will add multimedia components to a presentation.</td>
<td>Students will participate in creating multimedia components to support a presentation.</td>
</tr>
<tr>
<td>Students will communicate by using formal or informal language specific to the task or topic.</td>
<td>Students will effectively communicate in a variety of contexts and tasks.</td>
<td>Students will communicate by using supported modes of expression.</td>
</tr>
</tbody>
</table>

**Resources and Materials**

- Sample reports: **Transportation, Earth Day**
- Planning template: text-only and symbol-supported
- Pictures/word cards: bicycle, bus, rapid transit, Earth Day, picking up litter, planting a tree, recycling
- Standards Connection Lesson 27

**Additional Resources**

- 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](http://n2y.com)
Standards Connection Lesson 27

Instructional Targets

Standards for Writing
- **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

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will research and gather information from multiple print and</td>
<td>Students will collect information from print or digital sources to</td>
<td>Students will select a picture from an errorless choice to contribute to</td>
</tr>
<tr>
<td>digital sources to answer a question or solve a problem.</td>
<td>answer a question or solve a problem.</td>
<td>a shared research and writing task.</td>
</tr>
<tr>
<td>Students will generate a report of one or more paragraphs to summarize</td>
<td>Students will generate multiple sentences to summarize information.</td>
<td></td>
</tr>
<tr>
<td>information and list sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

5. Share what you have learned with someone else.
Lesson 28

Instructional Targets

Standards for Scientific Inquiry
• Identify questions to guide scientific investigations. Conduct simple scientific investigations. Use tools to gather data and information. Analyze and interpret data. Communicate and support findings.

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

Classroom Activities/Lesson Plan

Science Experiment: Building Bridges

Scientific inquiry “refers to the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world.” (National Science Education Standards) This lesson follows the step of a scientific inquiry process to engage students in developing a hypothesis, conducting an experiment and arriving at a conclusion.

In this science experiment, students will 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.

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.

1. Ask a question.
2. Make a guess.
3. Do an experiment.
4. Organize data.
5. Find the conclusion.

You will need

• 3 sheets of paper
• scissors
• 6 plastic cups
• ruler
• pennies (at least 300)

Directions

Make a flat bridge.
1. Take one sheet of paper and cut it in half vertically. This one half is the flat bridge.

Make a fan bridge.
1. Take the second sheet of paper. Turn the paper so the long edges are at the top and bottom.
2. Fold the paper to make a fan. Make each fold ¾ of an inch wide.
3. Continue folding the paper like an accordion.
4. Take the extra half sheet of paper from the flat bridge and lay it on top of the folds. This is the fan bridge.

Make a box bridge.
1. Take the third sheet of paper and cut it in half vertically.
2. Fold the long edges of each strip ½ inch.
3. Place the two U-shaped strips on top of one another to form a box. This is the box bridge.

Experiment
1. Set up 2 cups 4 inches apart. Use a ruler to measure the distance.
2. Repeat the cup setup two more times.
3. Lay each bridge on top of a set of cup supports.
4. Begin to place pennies on the flat bridge.
5. Count how many pennies the flat bridge can hold until it collapses.
6. Now place pennies on the fan bridge.
7. Count how many pennies the fan bridge can hold until it collapses.
8. Place pennies on the box bridge.
9. 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
• Students will follow steps of a scientific process related to grades 9–12 science topics.

Level 2
• Students will follow steps of a scientific process with support related to grades 9–12 science topics.

Level 1
• Students will actively participate in a scientific process related to grades 9–12 science topics.

Resources and Materials

Science experiment
Science experiment cards
Instructional Targets

Social Studies Standards for History

- American History: Use multiple sources to create a sequence of events from a historical period.

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

Classroom Activities/Lesson Plan

History Timeline: A Tale of Six Cities

Historical thinking begins with a clear sense of time—past, present and future—and becomes more precise as students progress. Through this thinking process, students can begin to understand the relationships among events and draw conclusions.

This timeline shows significant dates that apply to 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.

1626 Peter Minuit bought Manhattan Island from the Native Americans and it later became New York City, New York.

1781 Los Angeles, California was founded by Felipe de Neve as a Mexican city.

1833 The city of Chicago, Illinois was founded after Jean Baptiste Point du Sable built a farm there 50 years earlier.

1836 Houston, Texas was founded by brothers Augustus Allen and John Allen who wanted to be known for starting a city.

1851 Seattle, Washington was founded by Arthur A. Denny and a small group of travelers.

1867 Jack Swilling founded the city of Phoenix, Arizona when he created a canal system to farm the land.

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

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will use multiple sources to create a description of a historical event or period of time.</td>
<td>- Students will use various sources to create a sequence of events in history.</td>
<td>- Students will select pictures to sequence a series of events in history.</td>
</tr>
</tbody>
</table>

Resources and Materials

Picture timeline cards
Lesson 30

Instructional Targets

Standards for Writing

- **Range of Writing:** Participate routinely in supported writing activities, using conventional formats.

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

Classroom Activities/Lesson Plan

Journal Writing: Monthly Topics

In this lesson, students will be asked to write journal entries. The purposes of journal writing are these:

- To write personal thoughts.
- To write memories of people and events.
- To improve writing skills.

Each month, there will be four writing prompts. The first writing prompt will be a class journal writing activity. The other prompts will be either supported or independent writing activities. Journal entries may be dated and kept in a binder to follow growth. Students may use words or pictures to fill in a template or they may write independently. Journal entries may be shared orally. Choose the most appropriate writing template on the basis of each student’s 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.

**Monthly Journal Topics**

**Entry 1 Whole Group Entry**

- This journal entry can be completed on chart paper, whiteboard or large writing paper. Begin by modeling for students how to write the date. Continue by writing about the day’s events. Encourage students to suggest events to record in the entry.

**Entry 2 My Hometown**

- Students will write about the type of area they live in, including the environment and forms of transportation.

**Entry 3 On The Move**

- Students will write about a place they would like to live.

**Entry 4 Earth Day**

- Students will write about what harms the Earth and ways in which they can participate in keeping the Earth healthy on Earth Day.

Writing Conference

- After each journal entry, discuss with students what they have written. Have each student read his or her entry to you. Remind students to use correct capitalization and punctuation.

**Standards Connection**

- Use the chart from this document to review and revise for conventions

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

Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will write routinely for a range of discipline-specific tasks, purposes and audiences.</td>
<td>Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.</td>
<td>Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.</td>
</tr>
</tbody>
</table>

Resources and Materials

- 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

Additional Resources

Additional supporting pictures may be downloaded from SymbolStix Online, which is available free to all Unique subscriber by clicking on the SymbolStix button at: n2y.com
Standards for Writing
- Production and Distribution of Writing: With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document.

Standards for Language
- Conventions of Standard English: Apply conventions of grammar when speaking or writing. Apply correct capitalization, punctuation and spelling in sentences.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 3</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will plan, edit and revise writing to strengthen written sentences.</td>
<td>- With support, students will use pictures and text to plan, edit and revise a written sentence idea.</td>
<td>- Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea.</td>
</tr>
<tr>
<td>- Students will demonstrate conventions of grammar in spoken and written sentence forms.</td>
<td>- Students will create simple sentence forms in a grammatically correct order when speaking or writing.</td>
<td>- With picture supports, students will combine two or more words during a shared writing or speaking activity.</td>
</tr>
<tr>
<td>- Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling.</td>
<td>- Students will identify beginning capital letters and ending punctuation in a written sentence.</td>
<td>- Students will locate capital letters and ending punctuation in a sentence.</td>
</tr>
<tr>
<td>- Students will spell familiar words with letter-sound matches.</td>
<td>- Students will spell familiar words with letter-sound matches.</td>
<td>- Students will spell familiar words with letter-sound matches.</td>
</tr>
</tbody>
</table>

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?