This unit highlights the history of our country’s democratic government. The Chapter Book provides information about the founding of the country including the Declaration of Independence. The Constitution, the three branches of government and our election process are key concepts in the book. Our government’s foundation of shared power and collaboration are stressed. Unit lessons present real-life situations that teach students that they also need to work together and share in order to be successful.

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<td>28</td>
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<td>29</td>
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<td>30</td>
<td>Journal Writing</td>
<td>Monthly Topics</td>
</tr>
</tbody>
</table>
### Instructional Targets

**Standards for Government**

**American Government:**
- Identify the key principles of the Constitution that define the structure of the government.
- Identify the three branches of the U.S. government and explain the function of each.
- Working as a group, identify a problem and create a plan to make an effective change.

**Standards for History**

**American History:**
- Identify social, economical and political reasons for the Declaration of Independence and the American Revolution.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will recognize the process of voting to elect leaders as a foundation of democratic government.</td>
<td>• Students will recognize the process of voting for leaders.</td>
<td>• Students will make a selection through a voting process.</td>
</tr>
<tr>
<td>• Students will describe the three major structures and responsibilities of the three branches of the United States government.</td>
<td>• Students will identify the branches of the United States government and the members who make up each branch.</td>
<td>• Students will identify basic features of the United States government (elected leaders through a voting process, etc.).</td>
</tr>
<tr>
<td>• Students will work collaboratively to identify a problem and develop a plan to make a change.</td>
<td>• Students will work collaboratively to complete a task that will make a change.</td>
<td>• Students will work in a group to complete a task that will make a change.</td>
</tr>
<tr>
<td>• Students will explain how events in history (signing the Declaration of Independence, fighting the Revolutionary War, etc.) led to the formation of the United States.</td>
<td>• Students will identify significant events and documents that have contributed to the formation of the United States.</td>
<td>• Students will identify a particular event in history as something that happened in the past.</td>
</tr>
</tbody>
</table>

### This Is History

In this unit students will learn how our government was designed and how it works today. The Leveled Book, *Student Government Day*, describes how students can use a voting process in their own school. The teacher guides the students in voting for a representative to be a student leader for the day. This book is designed to promote discussion of voting as a fair process for making a selection. It leads to further discussion of how our country’s leaders are selected through the election process.

**Government for a New Country**

This Chapter Book describes the events that led to the United States becoming an independent nation. Each chapter highlights an event in history or a branch of our government.

- **Chapter 1:** The chapter book begins with a description of the reasons that the American colonists wanted to be free from rule by Great Britain. The Declaration of Independence and the Revolutionary War are discussed.
- **Chapter 2:** The second chapter provides students with an overview of the Constitution. The leaders’ vision of shared power that led to a democratic government is described. The three branches of government are defined in this chapter.
- **Chapters 3, 4 and 5:** Each of these chapters presents information on a different branch of the government. The role of each branch, the leaders who serve in each branch and how they are selected are described.
- **Chapter 6:** The final chapter, Washington, D.C., describes our nation’s capital. The founding of the capital and the location of each branch of government is described.

**Life Skills Applications**

This unit focuses on practical applications linked to the unit topic of government. The activities emphasize effective communication, student support teams, following rules and laws, establishing a cleaning routine and making personal or group choices. The lessons encourage students to use the democratic principles of fairness and shared responsibility in their everyday life.

**An Emphasis on Government**

Throughout the unit, the connection between everyday life and our government is stressed. Lesson 17 provides the opportunity for students to write personal information on a sample voter registration form. Washington, D.C. is the focus for Lessons 21, 22 and 24. The election process is highlighted in Lessons 6, 19, 25 and 30. Lesson 26 features presidents from recent history. These and other lessons provide many opportunities for teacher lead discussions. Teachers should help students understand their rights and responsibilities in relation to our democratic government.

The **n2y Library** has several books that may build understanding of the history of the government of the United States.

- **Thomas Jefferson** (Level F/G) provides an overview of the life of our third president.
- **Washington, D.C.** (Level State Book) summarizes our nation’s capital.
- **Famous Presidents** (Level D, B, aa) introduces readers to some of our most famous presidents throughout history.
- **White House Easter Egg Roll** (Level E) describes the annual Easter celebration at the White House.
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: **Student Government Day**

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 aa (captioned). Select the level appropriate for each student.

The content of the Leveled Book focuses on Student Government Day. When they have finished the book, students should be able to describe how they can choose a leader by voting.

- Introduce the story by talking about government and leaders. Ask, “What do you think happens on Student Government Day? Would you like to be in government? Would you like to be a leader?”
- On the first reading, do a picture walk. Note pictures of the class and students voting. Emphasize that each student gets to vote. Discuss the process for counting the votes to decide who is the winner. Ask, “How does the teacher know who wins?”
- Read the story aloud to model fluency. After reading the story, ask questions about why some students might want to be leaders. Discuss how voting is a fair way to pick someone.
- 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 the communication board to do so.
- Follow up reading with discussion on voting for a student leader. Ask, “Are there things we could vote on in our class? Who is elected in our country? Who can vote in our country?”

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

- **List 1**: be, for, has, to, will, from
- **List 2**: each, must, should, three, first, pick
- **List 3**: state, person, yes, idea, still, place

**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. These books may be read aloud to help students 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: **Student Government Day**
- Communication board
- Standards Connection Lesson 1

**Notes**

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

## Instructional Targets

**Reading Standards for Literature**
- **Integration of Knowledge and Ideas**: Compare and contrast various ways to read, listen and view stories and drama. Identify personal preferences.

**Reading Standards for Speaking and Listening**
- **Comprehension and Collaboration**: Initiate and participate in grade and age-appropriate discussion on diverse topics to express an opinion, share ideas and information, and ask and respond to questions relevant to the topic.

## Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
</table>
| • Students will describe similarities and differences between reading a story and experiencing a multimedia version of that story.  
• Students will share information and opinions, ask and answer questions and make comments during a group discussion. | • Students will identify similarities and differences between features of reading a story and experiencing a multimedia version of that story.  
• Students will use picture supports to share information and opinions, ask and answer questions and make comments during group discussions. | • When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story.  
• Students will participate in conversational exchanges using communication technology and picture supports. |

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

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

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

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

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

- **Read by myself.**

- **Read to me.**

- **Listen on the computer.**

How are these ways of reading the same? Different?
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<td>state</td>
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<tr>
<td>yes</td>
<td>idea</td>
</tr>
<tr>
<td>still</td>
<td>place</td>
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</table>
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: Student Government Day

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 Student Government Day, use the following comprehension activity. Students may respond to questions both orally and in writing. Choose the most appropriate worksheet on the basis of each student’s needs. Level 3 is text-only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.

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.

fair leaders ballot vote count

1. On Student Government Day, students get to be _____. (leaders)
2. Everyone will _____ for a student leader. (vote)
3. Karla, Jamie and Tina’s names are on the _____. (ballot)
4. Mr. Kinder will _____ the votes. (count)
5. Voting is a _____ way to pick a leader. (fair)

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. These books may be read 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 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 worksheets and sentence strips
Standards Connection Lesson 2

Notes
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

#### Differentiated Tasks

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<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>
</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>
</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>
</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>
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Use the book, comprehension questions and pictures to help you tell about this story.
Lesson 3

Instructional Targets

Reading Standards for Informational Text

- **Range and Level of Text Complexity:** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.
- **Key Ideas and Details:** Answer questions and 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: The Declaration of Independence

- The title of the Chapter Book is *Government for a New Country*. The first chapter, The Declaration of Independence, provides a description of the reasons that the American colonists wanted to be free from rule by Great Britain. The Declaration of Independence is highlighted with emphasis on the participation of all 13 colonies. The chapter includes the Revolutionary War. Once the war ended, the leaders turned their attention to the need for a government for the new country.
- Chapter books present a “reading to learn” experience. Therefore, students may read independently, in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.
- After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.
- Suggested Reading Levels for this chapter include Levels J/K presented in a text format, and E, 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.

<table>
<thead>
<tr>
<th>Differentiated Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td>Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level.</td>
</tr>
<tr>
<td>Students will independently read questions about a story and write, speak or select an answer.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources and Materials</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1: The Declaration of Independence</td>
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<tr>
<td>Communication board</td>
<td></td>
</tr>
<tr>
<td>Comprehension worksheets and sentence strips (multiple-choice and fill-in)</td>
<td></td>
</tr>
<tr>
<td>Advanced questions</td>
<td></td>
</tr>
<tr>
<td>Standards Connection Lessons 3, 5, 7, 9, 11, 13</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 3, Chapter 1: Answer Key

<table>
<thead>
<tr>
<th><strong>Fill-In</strong></th>
<th><strong>Multiple-Choice</strong></th>
</tr>
</thead>
</table>
| laws new free Thomas Jefferson colonies | 1. What is this chapter about?  
(Declaration of Independence, healthy diet, sailing ships) |
| 1. People wanted to live in a _____ land. (new) | 2. What did people want in the new land?  
(more food, new laws, horses) |
| 2. People had _____ from Great Britain. (laws) | 3. Who wrote the Declaration of Independence?  
(principal, Thomas Jefferson, Barack Obama) |
| 3. _____ wrote the Declaration of Independence. (Thomas Jefferson) | 4. Who signed the Declaration of Independence?  
(king, soldiers, colonies) |
| 4. People from 13 _____ signed the Declaration of Independence. (colonies) | 5. What is important to know about this chapter?  
- People grew their own food.  
- People wanted to have cake for dessert.  
- The United States became a free country. |
| 5. The United States was ____. (free) | |

### Fill-In Advanced

<table>
<thead>
<tr>
<th><strong>Fill-In Advanced</strong></th>
<th><strong>Multiple-Choice Advanced</strong></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>
</tbody>
</table>
| 1. Many people didn’t like the _____ of Great Britain. (laws) | 6. What did the people coming to America want?  
(fair laws, more food, new country) |
| 2. The Declaration of Independence said all men can live _____.(free) | 7. What did the Declaration of Independence say?  
(There was no school on Saturday. There was a new country. Men can live free.) |
| 3. The Declaration made the King of Great Britain ______. (angry) | 8. Who was angry about the new country?  
(King of Great Britain, Barack Obama, teachers) |
| 4. The Revolutionary War lasted ______ years. (seven) | 9. Why was there a war?  
- The king sent soldiers to fight.  
- People wanted to eat more food.  
- The king did not want the new country. |
| 5. A government is the way a _____ is run. (country) | 10. What happened after the Revolutionary War?  
- Everyone went on a picnic.  
- The United States was a free country.  
- The United States needed a new government. |
Grade Band: High School
Unit Target: History and Government
Unit Topic: This Is History

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

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.

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

**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.

<table>
<thead>
<tr>
<th>In the beginning…</th>
<th>Then…</th>
<th>At the end…</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Picture 1]</td>
<td>![Picture 2]</td>
<td>![Picture 3]</td>
</tr>
</tbody>
</table>
Main idea: What is the message in this story?

Key details:

What is important to know?

Highlight key words you learned.

Circle key pictures that will help you remember.
Lesson 4

Instructional Targets

<table>
<thead>
<tr>
<th>Standards for Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Acquisition and Use</strong>: Use words acquired through academic and domain-specific sources when speaking and writing.</td>
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<table>
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<tr>
<th>Personal Life</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong>: Effectively ask and respond to questions within community, daily living and vocational activities.</td>
</tr>
</tbody>
</table>

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

Classroom Activities/Lesson Plan

**Life Skills Application 1: Speak for Yourself**

Introduce this activity after students have read Chapter 1. Thomas Jefferson worked with many other leaders to write the Declaration of Independence. Each person had ideas about what the new country should be and how to tell Great Britain what they wanted. It was important for each person to communicate clearly to the others. Today our leaders share messages on TV, the radio and the Internet. It is important that leaders be good speakers.

We too must be able to share our ideas with others. Our ideas are important, but sometimes others may not understand what we are saying. Some students may give up if they are not understood. It is important to instill in our students that what they have to say is important, and they must be responsible for making sure their message is understood. These steps can be helpful in getting students to learn how to effectively communicate.

1. Learn the rules for speaking. Use the poster to discuss the rules:
   - Sit or stand tall. This body language tells others you are ready to talk.
   - Look at the person you are talking to. You are more likely to have a person’s attention when you are looking at them.
   - Speak clearly. If you use your voice to communicate, the words must be clear. If you use a communication board or device, it must also be clearly shown or used.
   - Finally, if not understood, don’t give up. Say it another way or use other ways to tell someone what you are saying. This may include pointing or somehow showing what the message is about.
   - Don’t get angry or frustrated, take your time. Communication is important. Communication is worth the time and effort.

2. Use the communication survey for each student to identify the modes that he/she uses to communicate. Emphasize how important each way of communicating is to make sure the message is understood.

3. Practice the rules. Practice the individual modes of communication. Embed this into various activities of the day when the students have something to share. Lesson 27 (oral report) is just one specific time when these rules and strategies are important.

Differentiated Tasks

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<td>Students will share information and opinions, ask and answer questions and make comments during a discussion or conversation.</td>
<td>Students will share information, ask and answer questions and make comments using picture supports during a discussion or conversation.</td>
<td>Students will participate in conversational exchanges using communication technology and picture supports.</td>
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Resources and Materials

- Rules for Speaking poster
- Communication survey

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Instructional Targets

Reading Standards for Informational Text

- **Range and Level of Text Complexity**: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.
- **Key Ideas and Details**: Answer questions and 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: The Constitution

- The title of the Chapter Book is *Government for a New Country*. The second chapter, The Constitution, provides an overview of the United States Constitution. The leaders’ vision of shared power that led to a democratic government is described. The three branches of government are defined in this chapter. The chapter emphasizes the need to share power to have an effective government with no one person making all of the rules. Chapter books present a “reading to learn” experience. Therefore, students may read independently, in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.
- After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.
- Suggested Reading Levels for this chapter include Levels J/K, presented in a text format, and E 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.

Differentiated Tasks

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<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. Students will respond to a question by choosing a single option or errorless picture.</td>
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Resources and Materials

- Chapter 2: The Constitution
- Communication board
- Comprehension worksheets and sentence strips (multiple-choice and fill-in)
- Advanced questions
- Standards Connection Lessons 3, 5, 7, 9, 11, 13

Notes


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Lesson 5, Chapter 2: Answer Key

<table>
<thead>
<tr>
<th>Fill-In</th>
<th>Multiple-Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>law branches new vote Constitution</td>
<td>1. What is this chapter about?</td>
</tr>
<tr>
<td>1. Leaders met to talk about a _____ government. (new)</td>
<td>(universe, Constitution, George Washington)</td>
</tr>
<tr>
<td>2. People _____ to pick leaders. (vote)</td>
<td>2. What were the new laws called?</td>
</tr>
<tr>
<td>3. The new laws were called the _____. (Constitution)</td>
<td>(rules, committee, Constitution)</td>
</tr>
<tr>
<td>4. The government has three _____. (branches)</td>
<td>3. How many branches of government are there?</td>
</tr>
<tr>
<td>5. The Constitution is the _____ for the United States. (law)</td>
<td>(three, two, five)</td>
</tr>
<tr>
<td></td>
<td>4. How do the people pick leaders?</td>
</tr>
<tr>
<td></td>
<td>• flip a coin</td>
</tr>
<tr>
<td></td>
<td>• vote</td>
</tr>
<tr>
<td></td>
<td>• make friends</td>
</tr>
<tr>
<td></td>
<td>5. What is important to know about this chapter?</td>
</tr>
<tr>
<td></td>
<td>• The Constitution is long.</td>
</tr>
<tr>
<td></td>
<td>• The Constitution made three branches of government.</td>
</tr>
<tr>
<td></td>
<td>• Children should share things.</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. Many people had _____ about the new government. (ideas)</td>
<td>6. Why did states send people to Philadelphia?</td>
</tr>
<tr>
<td></td>
<td>(to plan a government, to plan a party, to make more states)</td>
</tr>
<tr>
<td>2. The Constitution is a plan for the _____ of the country. (government)</td>
<td>7. What kind of government does the United States have?</td>
</tr>
<tr>
<td></td>
<td>(king, democracy, principal)</td>
</tr>
<tr>
<td>3. The power to run the country has to be ____. (shared)</td>
<td>8. Who has the power to elect leaders?</td>
</tr>
<tr>
<td></td>
<td>(people, king, animals)</td>
</tr>
<tr>
<td>4. People _____ to choose leaders in our country. (vote)</td>
<td>9. What is important about the Constitution?</td>
</tr>
<tr>
<td></td>
<td>• The Constitution is long.</td>
</tr>
<tr>
<td></td>
<td>• The Constitution says power must be shared.</td>
</tr>
<tr>
<td></td>
<td>• The Constitution is the law of our country.</td>
</tr>
<tr>
<td>5. In a _____, people share power. (democracy)</td>
<td>10. What are the three branches of government?</td>
</tr>
<tr>
<td></td>
<td>• legislative</td>
</tr>
<tr>
<td></td>
<td>• executive</td>
</tr>
<tr>
<td></td>
<td>• judicial</td>
</tr>
</tbody>
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Instructional Targets

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

Classroom Activities/Lesson Plan

**Life Skills Application 2: Family Tree**

Introduce this activity after students have read Chapter 2. We refer to the parts of our government as branches: the executive branch, the legislative branch and the judicial branch. These branches work together to keep our country running smoothly.

- Like the branches of our government, a family is made of many branches. A family must work together to keep things running smoothly.
- “Family tree” is a term that is used to outline the members of an immediate and extended family.
- How do the people in a family help each other? Each person has a way to contribute. Brainstorm ways that certain members of students’ families contribute (who cleans, cooks, helps with homework, goes to a job, etc.).

In this activity, students will create personal family trees and identify ways that all family members contribute.

- Family help may be needed to get names of family members. Include pictures if possible.
- Students will put the names and/or pictures on the cards with identified family members.
- Cut the cards apart and begin to arrange the cards with the student’s card in the center. Different families have different dynamics and members. How does the student connect with each family member? How does each member contribute to the family? How does the student contribute to the family?
- Glue all cards to a large sheet of paper and draw lines to connect the family by the ways that they help each other.

**Differentiated Tasks**

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**Resources and Materials**

Family tree cards

**Notes**
Lesson 7

Instructional Targets

Reading Standards for Informational Text

- **Range and Level of Text Complexity**: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.
- **Key Ideas and Details**: Answer questions and 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: Congress

- The title of the Chapter Book is *Government for a New Country*. The third chapter, Congress, describes the legislative branch of our government. This chapter describes the Senate and the House of Representatives and discusses how the entire country is represented. The role of Congress in making laws for the country is emphasized. Chapter books present a “reading to learn” experience. Therefore, students may read independently, in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.
- After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.
- Suggested Reading Levels for this chapter include Levels J/K presented in a text format, and E, 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.

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<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>
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</table>

Resources and Materials

Chapter 3: Congress
Communication board
Comprehension worksheets and sentence strips (multiple-choice and fill-in)
Advanced questions
Standards Connection Lessons 3, 5, 7, 9, 11, 13

Notes

An entertaining video describing how a bill becomes a law is available at: [http://www.youtube.com/watch?v=tyeJ55o3EI0](http://www.youtube.com/watch?v=tyeJ55o3EI0)
### Lesson 7, Chapter 3: Answer Key

<table>
<thead>
<tr>
<th>Fill-In</th>
<th>Multiple-Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>votes</td>
<td>1. What is this chapter about? (pizza, money, Congress)</td>
</tr>
<tr>
<td>laws</td>
<td>2. What is a bill? (good idea for a law, menu, book report)</td>
</tr>
<tr>
<td>sign</td>
<td>3. Who votes to make a bill a law? (teachers, judges, Congress)</td>
</tr>
<tr>
<td>yes</td>
<td>4. Who signs the bill for a new law? (king, soldier, president)</td>
</tr>
</tbody>
</table>
| bill    | 5. What is important to know about this chapter?  
|         | • The president works hard.  
|         | • Congress makes new laws.  
|         | • People need laws. |

<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. Ideas for new laws must go to ______. (Congress)</td>
<td>6. Where is every idea for a new law sent? (judges, Congress, teachers)</td>
</tr>
<tr>
<td>2. Congress makes the idea into a plan called a ______. (bill)</td>
<td>7. What are the two groups of leaders in Congress? (House of Representatives, president, Senate)</td>
</tr>
<tr>
<td>3. To become a law, the bill must have more ______ votes. (yes)</td>
<td>8. Where do people in Congress come from? (Great Britain, all states, Mexico)</td>
</tr>
</tbody>
</table>
| 4. The new law must be good for the ______. (people) | 9. Who works together on new laws?  
| 5. If the president thinks a bill is good, he will ______ it. (sign) | • Congress and the president  
|                        | • parents and teachers  
|                        | • bus drivers and principals |
|                        | 10. How does a bill become a law?  
|                        | • Most of Congress vote yes.  
|                        | • The president signs the bill.  
|                        | • People read it on the Internet. |
Lesson 8

Instructional Targets

Standards for Language
- **Vocabulary Acquisition and Use**: Use words acquired through academic and domain-specific sources when speaking and writing.
- **Personal Life**
- **Communication**: Effectively ask and respond to questions within community, daily living and vocational activities.

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

Classroom Activities/Lesson Plan

Life Skills Application 3: Let’s Vote on It

Introduce this activity after students have read Chapter 3. How do we make choices in our lives? There are many ways we make choices every day.
- Personal choices are ones that affect just one person. We can make choices about the clothes we wear, the food we eat, the books we read or activities we do.
- Group choices are often more difficult. In order to decide with a group of people, voting is often used. Each person makes his or her personal choice, but the choice that gets the most votes is the decision. In life, we have group situations where informal votes are used to make a decision. This might include decisions with friends on places to eat, recreational activities or classroom projects.

In Chapter 2, we learned that the Constitution says that the people get to vote for leaders in our government. Voting for leaders is a formal way of making group choices. Voting is a fair way for one choice to be made when many people have different ideas. Everyone votes and the person with the most votes is chosen.

This activity involves a group choice and personal choice.
- Begin by sorting the picture cards that will build the concept of personal choices and group choices.
- Discuss how we can make some choices alone, but sometimes the group may decide something else. We may need to compromise with a group after everyone gives his/her opinion. Not getting your personal choice in a group should not turn you into a “sore loser.”
- Plan a class movie day – get a video or go out to the theater. Everyone must agree through a group vote on what movie to see. The choice of an individual snack will be a personal choice. Use the Choice/Voting template to list the movie and snack choices.

Differentiated Tasks

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• Students will participate in conversational exchanges using communication technology and picture supports. |

Resources and Materials

Pictures for personal choices: What shirt will I wear today? What job do I want? Where do I want to live as an adult? What book will I read? What will I order for lunch? What will I watch on TV?  
Pictures for group choices: What movie will we go see? Does our class want to go bowling or watch a video? Who will be our class president? Where will my friends and I go out to eat? What game will we play with friends? What gift will our class get for our teacher?  
Choice/Voting template

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Instructional Targets

Reading Standards for Informational Text
- **Range and Level of Text Complexity**: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.
- **Key Ideas and Details**: Answer questions and 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: The President
The title of the Chapter Book is *Government for a New Country*. The fourth chapter, The President, describes the executive branch of our government. The chapter describes how a new president is elected every four years. The process for voting and the duties of the president are covered in this chapter. The chapter covers the history of the office of the president and can lead to discussion of the current president, when he was elected and the next presidential election.
- Chapter books present a “reading to learn” experience. Therefore, students may read independently, in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.
- After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.
- Suggested Reading Levels for this chapter include Levels J/K, presented in a text format, and E, 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
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<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. Students will respond to a question by choosing a single option or errorless picture.</td>
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**Resources and Materials**

<table>
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<th>Chapter 4: The President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication board</td>
</tr>
<tr>
<td>Comprehension worksheets and sentence strips (multiple-choice and fill-in)</td>
</tr>
<tr>
<td>Advanced questions</td>
</tr>
<tr>
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</tbody>
</table>

**Notes**

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Lesson 9, Chapter 4: Answer Key

<table>
<thead>
<tr>
<th>Fill-In</th>
<th>Multiple-Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>November vote president George Washington candidate</strong></td>
<td>1. What is this chapter about? (president, judge, teacher)</td>
</tr>
<tr>
<td>1. The executive branch is the _____. (president)</td>
<td>2. What is a candidate?</td>
</tr>
<tr>
<td>2. A person trying to be president is called a _____. (candidate)</td>
<td>• a person who lives in the United States</td>
</tr>
<tr>
<td>3. People vote for the president in _____. (November)</td>
<td>• a person who wants to be president</td>
</tr>
<tr>
<td>4. No one can tell another person how to _____. (vote)</td>
<td>• a person who works with the president</td>
</tr>
<tr>
<td>5. _____ was the first president. (George Washington)</td>
<td>3. When do people vote for a new president? (spring, November, July)</td>
</tr>
<tr>
<td></td>
<td>4. Who was the first president? (Barack Obama, Thomas Jefferson, George Washington)</td>
</tr>
<tr>
<td></td>
<td>5. What is important to know about this chapter?</td>
</tr>
<tr>
<td></td>
<td>• People elect the president.</td>
</tr>
<tr>
<td></td>
<td>• Teachers work in schools.</td>
</tr>
<tr>
<td></td>
<td>• People want to travel places.</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. The Cabinet is a group of people who _____. (help)</td>
<td>6. Who is the executive branch of our government? (judge, teacher, president)</td>
</tr>
<tr>
<td>2. _____ work hard to get people to vote for them. (Candidates)</td>
<td>7. How often is a new president elected? (every 2 years, every 4 years, every 8 years)</td>
</tr>
<tr>
<td>3. People vote in their _____. (neighborhoods)</td>
<td>8. When is the election for a new president? (November, March, July)</td>
</tr>
<tr>
<td>4. _____ was elected to be the first president. (George Washington)</td>
<td>9. What do candidates do? (give speeches, fly planes, go on television)</td>
</tr>
<tr>
<td>5. The president promises to follow the rules of the _____. (Constitution)</td>
<td>10. Who helps the president follow the rules?</td>
</tr>
<tr>
<td></td>
<td>• people in his Cabinet</td>
</tr>
<tr>
<td></td>
<td>• leaders in other branches of government</td>
</tr>
<tr>
<td></td>
<td>• city bus drivers</td>
</tr>
</tbody>
</table>
### Instructional Targets

<table>
<thead>
<tr>
<th>Standards for Language</th>
<th>Daily Living</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Acquisition and Use</strong>: Use words acquired through academic and domain-specific sources when speaking and writing.</td>
<td><strong>Home Living</strong>: Maintain basic home cleaning routines and organization.</td>
</tr>
</tbody>
</table>

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

### Classroom Activities/Lesson Plan

#### Life Skills Application 4: House Cleaning

Introduce this activity after students have read Chapter 4. The White House is a very large house. It is also the office for the president. Cleaning the White House is a very big job that many people do.

- In our own homes, we do house cleaning. This cleaning is usually set up on a schedule. When we talk about a house cleaning schedule, we use terms like daily, weekly, every other week and monthly.

Discuss these terms by looking at a calendar:

- Daily indicates every day of the week.
- Weekly indicates one time a week.
- Every other week means to skip a week.
- Monthly means one time a month.

- Use the chart to identify which housekeeping tasks the students think need to be done daily, weekly, every other week or monthly. Discuss the reasons for the schedule decisions.

- Use the small picture cards to put the weekly, every other week and monthly jobs on the dates that these might be done. Put the daily jobs in the row at the top of the calendar.

- Planning a house cleaning schedule is an important part of independent living that should be introduced to students as they reach their adult years.

Extend the activity by creating a house cleaning schedule for the classroom with assigned jobs for each student.

#### 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 follow a multi-step sequence of directions to complete a daily living task.</td>
<td>Students will follow directions to complete a daily living task, using picture or physical supports to do so.</td>
<td>Students will use a consistent response to indicate choices during a daily living task.</td>
</tr>
</tbody>
</table>

### Resources and Materials

- House cleaning chart
- Blank calendar
- Small house cleaning task pictures for the calendar
Lesson 11

Instructional Targets

Reading Standards for Informational Text

• **Range and Level of Text Complexity:** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.
• **Key Ideas and Details:** Answer questions and use support from text to explain the main ideas, details and inferences of a story.

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

Classroom Activities/Lesson Plan

Chapter 5: The Courts

The title of the Chapter Book is *Government in a New Country*. The fifth chapter, The Courts, describes our country’s judicial branch. The chapter defines the role of courts with special attention to the Supreme Court of the United States. It also covers the process for appointing and approving judges to the Supreme Court.

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

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. • Students will independently read questions about a story and write, speak or select an answer.</td>
<td>• Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level. • Students will point to or select a picture from a choice of three in response to a question about a story.</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. • Students will respond to a question by choosing a single option or errorless picture.</td>
</tr>
</tbody>
</table>

Resources and Materials

- Chapter 5: The Courts
- Communication board
- Comprehension worksheets and sentence strips (multiple-choice and fill-in)
- Advanced questions
- Standards Connection Lessons 3, 5, 7, 9, 11, 13

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### Lesson 11, Chapter 5: Answer Key

<table>
<thead>
<tr>
<th><strong>Fill-In</strong></th>
<th><strong>Multiple-Choice</strong></th>
</tr>
</thead>
</table>
| judge courts nine woman Supreme Court | 1. What is this chapter about?  
(Supreme Court, Congress, voting) |
| 1. The ____ decide what the laws mean.  
(courts) | 2. How many judges are on the Supreme Court?  
(three, seven, nine) |
| 2. Courts are run by a _____.  
(judge) | 3. Who picks the judges for the Supreme Court?  
(all people, president, soldiers) |
| 3. The ____ is the highest court.  
(Supreme Court) | 4. Who is on the Supreme Court?  
(men and women, children, principals) |
| 4. There are ____ judges on the Supreme Court.  
(nine) | 5. What is important to know about this chapter?  
- Judges work hard.  
- The president has a family.  
- The Supreme Court is the highest court in the country. |
| 5. Sandra Day O’Connor was the first ____ on the Supreme Court.  
(woman) | |

### Fill-In Advanced

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

<table>
<thead>
<tr>
<th><strong>Fill-In Advanced</strong></th>
<th><strong>Multiple-Choice Advanced</strong></th>
</tr>
</thead>
</table>
| 1. The judicial branch includes the _____.  
(courts) | These questions may have more than one correct answer. |
| 2. The Supreme Court ____ questions about the laws.  
(answers) | |
| 3. There are nine ____ on the Supreme Court.  
(judges) | 6. What do courts decide?  
(what to have for lunch, who will be president, what the laws mean) |
| 4. The ____ picks judges to be on the Supreme Court.  
(president) | 7. How long are judges on the Supreme Court?  
(4 years, for life, 2 years) |
| 5. The Senate ____ for each judge.  
(votes) | 8. Who is Sandra Day O’Connor?  
(first woman judge on the Supreme Court, first woman vice president, first woman principal) |
| | |

9. What is the highest court in the country?  
- traffic court  
- Supreme Court  
- principal  

10. Who can be a judge on the Supreme Court?  
- children  
- men and women  
- only men
Lesson 12

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 5: Trouble With the Law

Introduce this activity after students have read Chapter 5. In the Chapter Book, we learned about how our country makes laws. What are laws? What are rules? What is an accident? All of these things impact our daily lives and have consequences attached to them.

- Discuss the difference between a law, a rule and an accident.
  - **Laws** are a set of rules made by the government of a town, state or country to make things fair and keep people safe. As we learned in the Chapter Book, our leaders work hard to make laws for the country. In each community, police officers make sure that people obey the laws. If a law is broken, it could mean serious trouble.
  - **Rules** tell us what is or is not allowed in a particular situation. We have rules to keep order in our schools, homes and other places in our lives. Breaking rules may also mean trouble with the people who made the rules. In school, breaking a rule may mean getting into trouble with the teacher or principal, as well as with parents.
  - **Accidents** are sudden events that are not planned or intended and cause damage or injury to someone. Sometimes people have accidents that make them break a law or rule. Even though it was an accident, it is important to say what happened. Lying about an accident will make things worse and cause more trouble.

- Introduce the discussion on the law by inviting a community police officer or school safety officer to the classroom. Present the officer’s role in making sure everyone follows the law. While students need to be aware of the seriousness of breaking laws, emphasis should be placed on the role of officers to serve and protect rather than to punish. Students should understand that the local police are a source of help.

- Use the scenario cards to continue discussion on the definition of a law, a rule and an accident. What might be the consequences of breaking a law or rule? What is the best way to respond? Use these as starting points for understanding consequences and making good decisions.

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 identify and respond to personal rights and responsibilities in daily living, community and vocational situations.</td>
<td>Students will identify basic personal rights and responsibilities in a variety of situations.</td>
<td>Students will contribute to personal decisions.</td>
</tr>
</tbody>
</table>

Resources and Materials

Laws and rules scenario cards

Notes
Lesson 13

Instructional Targets

Reading Standards for Informational Text

- **Range and Level of Text Complexity**: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.
- **Key Ideas and Details**: Answer questions and 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: Washington, D.C.

The title of the Chapter Book is *Government in a New Country*. The sixth chapter, Washington, D.C., describes the founding of Washington, D.C. as the center of our country’s national government. The location of each branch of government is described. Students are given an idea of the opportunities to learn about our government by visiting our nation’s capital.

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

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. Students will independently read questions about a story and write, speak or select an answer.</td>
<td>Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level. Students will point to or select a picture from a choice of three in response to a question about a story.</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. Students will respond to a question by choosing a single option or errorless picture.</td>
</tr>
</tbody>
</table>

Resources and Materials


Notes
<table>
<thead>
<tr>
<th>Fill-In</th>
<th>Multiple-Choice</th>
</tr>
</thead>
</table>
| 1. George Washington picked a place for the _____.
  (government) | 2. Who picked the place for the government? (Barack Obama, Thomas Jefferson, George Washington) |
| 2. _____ is the center of our government. (Washington, D.C.) | 3. Where does the president live? (White House, Capitol Building, Jefferson Memorial) |
| 3. The _____ lives in the White House. (president) | 4. Where does Congress work? (White House, Capitol Building, Jefferson Memorial) |
| 4. _____ works in the Capitol Building. (Congress) | 5. What is important to know about this chapter?  
  • Our government is in Washington, D.C.  
  • Voting is important.  
  • People should work hard. |
| 5. Judges on the _____ are in Washington, D.C.  
  (Supreme Court) | Filler Advanced  
  These questions may have more than one correct answer. |
| Use the Chapter Book to help you fill in the blank. | 6. What does the president do in the White House?  
  (live, work, fly) |
| 1. _____ was the place picked for the new government.  
  (Washington, D.C.) | 7. Where does Congress work?  
  (White House, Capitol Building, library) |
| 2. The president works in the Oval _____.
  (Office) | 8. What do judges do in the Supreme Court Building?  
  (elect the president, answer questions about the Constitution, plan a new country) |
| 3. The _____ is where people in Congress work.  
  (Capitol Building) | 9. What will visitors see in Washington, D.C.?  
  • large ships  
  • monuments to leaders  
  • our government in action |
| 4. The Supreme Court Building is _____.
  (large, grand) | 10. What is true about our government?  
  • No one group can run the country.  
  • The three branches of government must work together.  
  • The president makes all of the rules. |
| 5. Statues are built to honor _____.
  (leaders) | |
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 6: Your Support Team**

Introduce this activity after students have read Chapter 6. The three branches of government all work in Washington, D.C. They are all in contact with one another and work together on many issues. All leaders have support teams of people who work with them. Our leaders need other people to give them advice or ideas, help with special projects, answer phones or mail, protect them and even take care of their homes or offices.

We all need support people in our lives. This support may be needed in areas such as living, jobs, health, money and other areas. Many students will require support throughout their lives. As they get closer to adult living, students need to be aware of who their support people are, the role that each person plays in helping them, and who they should trust to help make decisions in their lives. The level of support may vary from student to student.

Depending on the age of the student, it may be important to have many of these support people and agencies in attendance at IEP meetings and in other decision-making situations.

• This activity introduces support areas and ways that a support person may help. Use the chart to discuss the types of support. Students will participate by deciding if this is a support that is needed. If a current support person is in place, the name and information of this person will be listed on the chart.

• This is a planning tool that may be completed with the parents/family or other support people that are currently assisting the student. Ask students “Who helps you now? Will this person still be your support person when you are an adult?”

• Save and review the support lists at other meetings as the student participates in the transition planning processes.

**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 independently identify community locations where services and products may be obtained. | • Students will point to pictures of key vocabulary from unit topics as part of a discussion.  
• Students will match community locations with a product or service. | • Students will make a selection to indicate a picture of key vocabulary within a unit topic.  
• Students will select a product or service associated with a given community location. |

**Resources and Materials**

Who Is on Your Support Team? chart

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ULS, January 2014
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.

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

### Classroom Activities/Lesson Plan

**Vocabulary Quiz Game: The U.S. Government**

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 lesson features vocabulary related to the branches of government, our country’s leaders, Washington, D.C. and the history of the founding of the United States.

- 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. The money amount cards may be affixed with a removable glue stick.
- When students select a space, they will answer in the form of a question (e.g., What is a tool a farmer uses to plow a field?).
- One at a time, each student will take a turn and select a category and money amount card to respond to (no buzz-in for answering). If the question is answered correctly, that student gets the card with a money amount.
- Continue until all cards are gone or a predetermined time period has ended.
- Students will count and add the total amount on their money cards. The player with the highest total wins the game.

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.

Additional ideas for vocabulary instruction are provided in the ULS Instructional Tools: Vocabulary Guide.

**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 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
- Money amount cover cards
- Picture/Word answer cards
- “What Is” answer board
- Word definition cards
- Standards Connection Lesson 15

**Notes**

Additional ideas for vocabulary instruction are provided in the ULS Instructional Guides: Vocabulary.

Additional supporting pictures may be downloaded from SymbolStix Online, which is available at no cost to all Unique subscribers at: n2y.com

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Standards Connection Lesson 15

Instructional Targets

Standards for Language:
- **Vocabulary Acquisition and Use**: Use context clues, word structures or reference materials to determine the meaning of unknown words.

<table>
<thead>
<tr>
<th>Differentiated Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td>• Students will match a unit topic word to a definition.</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>
</tr>
<tr>
<td>• Students will identify the meaning of words with multiple meanings and recognize figurative language.</td>
</tr>
</tbody>
</table>

Making Meaning with Words

**What is the word?**

What is the definition?

Add a picture.

Write or tell a sentence.

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

_______ and _______ are both _____________.

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

_______ and _______ are about the same.

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

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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: Learning About Government**

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. This writing sample is a book report about the Chapter Book, *Government for a New Country*.

**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. This writing sample is about the election of a student leader featured in the Leveled Book, *Student Government Day*.

**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, five misspelled words should be corrected. The sample in this activity features a letter to the school principal thanking him for having a Student Government Day.

**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. Students will locate and revise or add capitalization, punctuation (including periods, commas or questions marks) and words spelled incorrectly. This writing sample describes the process of voting to elect our president.

**Document 5: An Opinion**

- Read and discuss the rules at the top of the page. Read or have a student read the opinion report. Students will locate and revise or add capitalization, punctuation (including periods, commas or questions marks) and words spelled incorrectly. This writing sample is about why a democracy is a good form of government.

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.

**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>
</tbody>
</table>

**Resources and Materials**

- Five documents for editing
- Standards Connection Lesson 16

**Additional Information**

- Additional supporting images may be downloaded from SymbolStix Online, which is available at no cost to all users.
- Additional ideas for writing instruction are provided in the ULS Instructional Guides: Writing.
Standards Connection Lesson 16

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.

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, 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: Voter Registration

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.

When a citizen of the United States reaches the age of 18, he or she is able to vote in the national, state and local elections. In order to vote, a person must first register. This involves filling out forms with personal information. It is important to be able to complete forms for other reasons such as job interviews. This lesson provides a practical activity to teach students how to enter personal information on a form.

- In this lesson, students will complete a sample voter registration card.
- 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 discussing why it is important to record accurate information when completing any type of form. The lesson can also be used to promote discussion about citizenship and why it is important to vote in elections.

#### 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.

### Differentiated Tasks

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

### Resources and Materials

| Sample Voter Registration Form  
| Standards Connection Lesson 17 | Additional supporting pictures may be downloaded from **SymbolStix Online**, which is available free to all Unique subscribers at: [n2y.com](http://www.n2y.com)  
Voter registration information for each state is provided at the following website: [http://www.eac.gov/voter_resources/register_to_vote.aspx](http://www.eac.gov/voter_resources/register_to_vote.aspx) |
Standards Connection Lesson 17

**Instructional Targets**

<table>
<thead>
<tr>
<th>Standards for Writing</th>
<th>Standards for Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Production and Distribution of Writing:</strong> With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document.</td>
<td>• <strong>Conventions of Standard English:</strong> Apply conventions of grammar when speaking or writing. Apply correct capitalization, punctuation and spelling in sentences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiated Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td>• Students will plan, edit and revise writing to strengthen written sentences.</td>
</tr>
<tr>
<td>• Students will demonstrate conventions of grammar in spoken and written sentence forms.</td>
</tr>
<tr>
<td>• Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling.</td>
</tr>
<tr>
<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?**
### 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 outlines are available for three levels of ability. The outlines 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.

### 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 with supporting facts, details and a concluding sentence.</td>
<td>Students will select pictures with text to create a written text containing relevant facts to support a stated topic.</td>
<td>Given errorless choices of pictures, students will make a selection to communicate facts on a given topic.</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>
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<td>Students will locate capital letters and ending punctuation in a sentence.</td>
</tr>
<tr>
<td></td>
<td>Students will spell familiar words with letter-sound matches.</td>
<td></td>
</tr>
</tbody>
</table>

### Resources and Materials

<table>
<thead>
<tr>
<th>Topic Paragraph Planner</th>
<th>Additional supporting pictures may be downloaded from SymbolStix Online, which is available free to all Unique subscribers at: n2y.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards Connection Lesson 18</td>
<td></td>
</tr>
</tbody>
</table>

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ULS, January 2014
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**. Find **Google™ images at www.google.com**: Go to Images in the menu bar and type a word. Then locate a picture. Copy the picture to disk or print it. Pictures may be used in many other digital projects. Insert pictures in a **Microsoft® Word** document, **PowerPoint®** slide or other format that allows for text entry. Generate sentences to go with the picture. Students may combine all created pages to make a book.

Can you make sentences talk? Use a voice output word processing program to enter words or sentences about the story or lesson. Listen to it via the text-to-speech option. Add pictures if you wish. Some commercially available programs with text-to-speech options include these:

- **Write: OutLoud®** ([www.donjohnston.com](http://www.donjohnston.com))
- **Talking Word Processor** ([www.readingmadeeasy.com](http://www.readingmadeeasy.com))
- **Classroom Suite** ([www.intellitools.com](http://www.intellitools.com))

Explore the options within text-to-speech as an enhancement to the printing process. Word prediction is another feature that can support more independent spelling and word generation.

**PowerPoint®** is a presentation tool that has multimedia features. Add pictures and text to a slide. Animate the pictures or text. Add recorded speech messages to the page. Combine all pages to make a class report. Need help learning to create in PowerPoint®? Ask any teenager! Want to make the PowerPoint® presentation accessible to switch users? You will need a switch interface, such as:

- **Switch Interface Pro 6.0** ([www.donjohnston.com](http://www.donjohnston.com)) or
- **Crick USB Switch Box** ([www.cricksoft.com](http://www.cricksoft.com)).
Lesson 19

Math Story Problems It's Election Time

The early grades build the foundational skills needed for learning more complex mathematical concepts. These skills include number recognition and use of numbers in operations to solve problems. Many students continue to require practice in adding and subtracting to build an understanding of multiplication and division concepts. The math story problems present real-world scenarios in which early skills are put to use. The scenarios in this lesson focus on activities taking place during a school election.

### 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

**Addition**
- Math Story 1 and 2: Adding to 10
- Math Story 3 and 4: Adding to 20
- Math Story 5 and 6: Adding 3 Numbers to 50
- Math Story 7: Adding 2-Digit Numbers to 100 - No Carrying
- Math Story 8: Adding 2-Digit Numbers - Teaching & Learning How to Carry
- Math Story 9: Adding 2-Digit Numbers to 100 - Carrying
- Math Story 10: Adding 2-Digit Numbers - With or Without Carrying
- Math Story 11: Adding 3-Digit Numbers - Teaching & Learning How to Carry
- Math Story 12: Adding 3-Digit Numbers - With or Without Carrying

**Subtraction**
- Math Story 13 and 14: Subtracting to 10
- Math Story 15 and 16: Subtracting to 20
- Math Story 17: Subtracting 2-Digit Numbers to 50 - No Borrowing
- Math Story 18: Subtracting 2-Digit Numbers - Teaching & Learning How to Borrow
- Math Story 19: Subtracting 2-Digit Numbers to 50 - Borrowing
- Math Story 20: Subtracting 2-Digit Numbers - With or Without Borrowing
- Math Story 21: Subtracting 3-Digit Numbers - Teaching & Learning How to Borrow
- Math Story 22: Subtracting 3-Digit Numbers - With or Without Borrowing
- Math Story 23 and 24: Multi-Step Addition and Subtraction

**Division**
- Math Story 25: Single-Digit Multiplication
- Math Story 26: Double-Digit Multiplication
- Math Story 27 and 28: Simple 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.

### 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

### Notes

- 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.
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.

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

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

<table>
<thead>
<tr>
<th>=</th>
<th>equal to</th>
</tr>
</thead>
<tbody>
<tr>
<td>same</td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Targets

**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.

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

**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.

\[
\begin{array}{c}
4 \\
+ \ 8 \\
\end{array}
\]

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

- Adding? $+$ You are adding.
- Subtracting? $-$ Push the minus sign.
- Multiplying? $\times$ Dividing? $\div$  

**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.

\[
\begin{array}{c}
2 \\
+ \ 7 \\
\end{array}
\]

**Step 7:** Solve the problem.

The answer is $75$. $75$ is on the screen.

\[
= \ 75
\]

---

### Teaching How to Use a Calculator – Subtraction

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

\[
\begin{array}{c}
48 \\
- \ 27 \\
\end{array}
\]

**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.

\[
\begin{array}{c}
4 \\
+ \ 8 \\
\end{array}
\]

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

- Adding? $+$ You are subtracting.
- Subtracting? $-$ Push the plus sign.
- Multiplying? $\times$ Dividing? $\div$  

**Step 7:** Solve the problem.

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

\[
= \ 21
\]
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.

4 8

Note: If you make a mistake, push clear.

C

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 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.

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

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.

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

Step 7: Solve the problem.

Push the equal sign. The answer is 21. 21 is on the screen.
### Instructional Targets

<table>
<thead>
<tr>
<th>Math Standards for Geometry–Geometric Measurement and Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visualize relationships between two-dimensional and three-dimensional objects: Identify and compare three-dimensional objects that have volume.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Standards for Measurement and Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Life Skills for Measurement: Select units and use measurement tools accurately in the context of a daily living activity. Solve problems involving measurement.</td>
</tr>
</tbody>
</table>

### Classroom Activities/Lesson Plan

#### Measure It!: Gooey Government Goodies

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.

The U.S. government has three branches—executive, legislative and judicial. In this lesson, students will make crispy rice treats with three layers, one for each branch of the U.S. government. As you make this recipe, work together to decide which branch each layer will represent. Then, as students enjoy their treats, review the responsibilities of each branch. Refer to this unit's Chapter Book as necessary.

#### Extension:
Talk with students about the colors used in this recipe. Ask, “Why do you think the layers in this recipe were colored red, white and blue?” Guide students to conclude that the recipe used these colors because these colors are our “team colors”; that is, they are the colors that represent our country. Invite students to name things that are red, white and blue, such as the U.S. flag and 4th of July decorations.

#### You will need

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 T butter</td>
<td></td>
</tr>
<tr>
<td>6 C miniature marshmallows</td>
<td></td>
</tr>
<tr>
<td>6 C crisp rice cereal</td>
<td></td>
</tr>
<tr>
<td>food coloring (red and blue)</td>
<td></td>
</tr>
<tr>
<td>cooking spray</td>
<td></td>
</tr>
<tr>
<td>3 microwave-safe mixing bowls (medium-sized)</td>
<td></td>
</tr>
<tr>
<td>9-in x 13-in pan</td>
<td></td>
</tr>
<tr>
<td>spatula</td>
<td></td>
</tr>
<tr>
<td>wax paper</td>
<td></td>
</tr>
</tbody>
</table>

**Directions**

1. Spray pan with cooking spray. Set aside.
2. Add 1 T butter and 2 C marshmallows to a bowl. Microwave on HIGH for 45–60 seconds or until melted.
3. Remove mixture from microwave. Add 2–3 drops red food coloring. Stir until smooth.
5. Pour into pan. Use wax paper to flatten.
6. Repeat steps 2–5, omitting food coloring in step 2. This will make the white layer.
7. Repeat steps 2–5, adding blue food coloring in step 2. This will make the blue layer.
8. Eat.

**Notes**

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.

### 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>

### Resources and Materials

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recipe</td>
</tr>
<tr>
<td>Recipe cards</td>
</tr>
<tr>
<td>Recipe review</td>
</tr>
<tr>
<td>Standards Connection Lesson 20</td>
</tr>
</tbody>
</table>

### Notes

Additional ideas for measurement instruction are provided in the ULS Instructional Guides: Mathematics.
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>
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</thead>
<tbody>
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</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 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>Measurement</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cup</td>
<td>½ pint</td>
</tr>
<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></th>
<th>&gt;</th>
<th>&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>greater than</td>
<td>more</td>
<td></td>
</tr>
<tr>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>less than</td>
<td>less</td>
<td></td>
</tr>
<tr>
<td>=</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td>equal to</td>
<td>equal to</td>
<td></td>
</tr>
<tr>
<td>same</td>
<td>same</td>
<td></td>
</tr>
</tbody>
</table>
### 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: Honoring Our Leaders**

Charts and graphs are tools that provide useful information. In this unit, students have been learning about the government of the United States. They have learned that much of our government is located in Washington, D.C. Each year, millions of people visit Washington, D.C. In this lesson, students will analyze data about what visitors to Washington, D.C. like to do. The data presented in these charts is fictional.

- In the first part of this activity, students will read a chart containing specific information. The bar graph in this activity shows how many people visited three Washington, D.C. monuments; the Washington Monument, the Lincoln Memorial and the Jefferson Memorial.
  - Display the bar graph and discuss what each bar represents.
  - Note the total number of visitors to each site. Ask, “Which bar looks longest? Which number is biggest? Which bar looks shortest? Which number is smallest?”
  - Analyze the chart by answering the questions on the worksheet.
- In the second part of the activity, students will design and conduct a related survey and record their findings on a picture, bar or line 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.
  - Review with students the three branches of the U.S. government and where the offices of each branch are located. Then survey students to find out which building they would most like to visit.
- In the last activity, students will examine averages. The chart in this activity shows the number of visitors to various monuments and buildings in Washington, D.C. Point out that the **median** is the middle point of data information and that the **mean** is the average of the data numbers.

**Probability Quiz**

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

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

### 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.</td>
<td>Students will ask questions to gather data information and display the data on a graph.</td>
<td>Students will ask a question and select pictures as part of a data-gathering process.</td>
</tr>
<tr>
<td>Students will compare data from tables and graphs to report specific information.</td>
<td>Students will identify specific data information from a table or graph.</td>
<td>Students will report data information that is presented in a table or graph.</td>
</tr>
<tr>
<td>Students will calculate an average (mean) from data.</td>
<td>Students will identify a middle point (average) in a set of data.</td>
<td>Students will communicate data information that describes an average.</td>
</tr>
<tr>
<td>On the basis of information gathered, students will determine the probability that something is likely or unlikely to occur.</td>
<td>On the basis of available information, students will determine that something is likely to happen.</td>
<td>Students will select an activity that is likely to occur.</td>
</tr>
</tbody>
</table>

### Resources and Materials

<table>
<thead>
<tr>
<th>Charts</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts</td>
<td></td>
</tr>
<tr>
<td>Worksheets</td>
<td></td>
</tr>
<tr>
<td>Probability quiz</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

### Standards Connection Lesson 22

**Money scenario cards**

- **Level 3**: Pre
- **Level 2**: Money 11: Counting Like Coins 1, 5, 10, 25
- **Level 1**: Money 11: Counting Like Coins 1, 5, 10, 25

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

### Classroom Activities/Lesson Plan

**Money: Visiting Washington, D.C.**

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, the students are visiting Washington, D.C. They are buying travel items and souvenirs. This lesson allows students to strengthen individual skill areas. Students will learn to recognize coins and the values of coins and bills. They will also practice selecting specific money amounts and calculating costs. Choose the most appropriate activity on the basis of each student’s needs. Scenarios in this lesson may be used to help students understand the exchange of money for purchases.

#### Skills

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

#### 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

**Notes**

- 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.
## Instructional Targets

<table>
<thead>
<tr>
<th>Math Standards for Algebra</th>
<th>Math Standards for Measurement and Data</th>
<th>Math Skills for Ratios and Proportional Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Building Blocks to Algebra:</strong> Recognize and compare numbers showing the symbols &gt;, &lt; or =.</td>
<td>• <strong>Life Skills for Measurement:</strong> Apply knowledge of money skills to real-world problem-solving situations and scenarios.</td>
<td>• <strong>Life Skills for Ratio and Proportional Relationships:</strong> Apply understanding of percent into real-world scenarios (e.g., 10% tip, 30% sale).</td>
</tr>
</tbody>
</table>

### 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>
<tr>
<td>$ ___ . ___   ___</td>
<td>$ ___ . ___   ___</td>
<td>$ ___ . ___   ___</td>
</tr>
<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>
<tr>
<td>$ ___ . ___   ___</td>
<td>$ ___ . ___   ___</td>
<td>$ ___ . ___   ___</td>
</tr>
<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>
<tr>
<td>$ ___ . ___   ___</td>
<td>$ ___ . ___   ___</td>
<td>$ ___ . ___   ___</td>
</tr>
</tbody>
</table>
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>×</th>
<th>Percentage off (.00)</th>
<th>=</th>
<th>Amount of discount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<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>
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<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>

### Resources and Materials

- Calendar
- Daily schedule
- Standards Connection Lesson 23

**Notes**

- 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

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<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

<table>
<thead>
<tr>
<th>Math Standards for Geometry–Congruence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experiment with transformations in the plane:</strong> 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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Standards for Geometry–Similarity, Right Triangles and Trigonometry</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understand similarity in terms of similarity transformations:</strong> Identify shapes by similar attributes (e.g., similar angles). Identify parts of a right triangle (right angle, legs) in real-world objects and areas.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Standards for Geometry–Modeling with Geometry</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply geometric concepts in modeling situations:</strong> Identify the shape in real-world two-and three-dimensional objects.</td>
<td></td>
</tr>
</tbody>
</table>

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

### Classroom Activities/Lesson Plan

#### Geometry: The White House Rose Garden

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 unit, students have been learning about the branches of the U.S. Government. In this lesson, students will measure a replica of an area of the White House known as the Rose Garden. Before beginning this activity, review with students which branch of government is housed in the White House (the executive branch, the president). Explain that the president often uses the Rose Garden to give speeches and to greet special White House guests. If possible, share recent pictures of the president meeting in the Rose Garden.

- **Measuring for Area and Length**
  - This activity includes a model of a room or building, drawn to scale. The simplest task requires students to measure the model’s sides in inches. These scaled measurements may be converted to feet at the next level. Students will use the measurements to calculate perimeter and area of the model. Select skills for this activity on the basis of individual student abilities and needs. One-inch unit squares are provided to support area measurements.

- **Fit It in This Space**
  - 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.

This site provides an online tool for exploring shapes with tools to rotate, flip and translate these shapes. [http://illuminations.nctm.org/Activity.aspx?id=3587](http://illuminations.nctm.org/Activity.aspx?id=3587)

### 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 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>
<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>
<td>Students will select 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>
<td>Students will match 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

### Notes

Additional ideas for geometry instruction are provided in the ULS Instructional Guides: Mathematics.
### Instructional Targets

<table>
<thead>
<tr>
<th>Math Standards for Geometry–Circles</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Understand and apply theorems about circles:</em> Identify parts of a circle (radius, circumference, diameter) in real objects and areas.</td>
</tr>
</tbody>
</table>

### 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.

![Diagram of a circle with radius and diameter labeled]

### What can we do with circles?

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

Most plates are circles. Collect a variety of paper plates and have students sort and stack them according to size.
Standards Connection Lesson 24

### Instructional Targets

Math Standards for Geometry—Congruence:
- **Experiment with transformations in the plane**: Identify points, lines, line segments and angles (right, acute, obtuse) within the context of real-world situations. Establish congruency by applying a turn (rotation), a flip (reflection), or a slide (translation) to match items of similar size and shape.

### Differentiated Tasks

<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>

### 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.
Instructions Targets

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.

<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 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>
<td>• Students will select shapes in the context of a real-world problem.</td>
<td></td>
</tr>
</tbody>
</table>

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.

```
Leg

Hypotenuse

Leg
```

What can we do with right triangles?

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

Tell students that wall decorations, when hung correctly, are positioned at a right angle with the ceiling and the floor. Point out that sometimes this positioning requires the use of a level to keep the top edge straight and in exact alignment. After the item is hung, its position may need to be readjusted. To reinforce the concept, have students practice hanging real pictures and decorations.
Lesson 25

**Instructional Targets**

**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: The Class Election**
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 -.

In this unit, students have learned about government leaders and how they are elected. They have also participated in a class voting activity. The scenarios in this lesson focus on a class election. The students are running for various class office positions, including president, secretary and treasurer. This lesson’s real-world scenarios promote mathematical problem solving and the ability to write mathematical sentences. Students are asked to determine a mathematical process and write a math sentence that states the answer to the problem. Choose the most appropriate activity on the basis of each student’s needs.

- **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.

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

Samples of arrays are provided in the **ULS Instructional Tools: Math Pack/Arrays**. Use these arrays to model multiplication and division.

**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**

<table>
<thead>
<tr>
<th>Scenario cards for math sentences</th>
</tr>
</thead>
</table>

**Notes**

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**.

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ULS, January 2014
## 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 accomplishments of each person or foundation shown on the cards. Note the times during which these people lived and indicate whether the person or foundation are still living.

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

- The trading cards this month include the modern-day presidents:
- These men lead our country during times of war and peace. They were all very different leaders, but they had many things in common. All of these men lived with their families in the White House. They all worked in the Oval Office. They all worked with Congress and the Supreme Court. They all met with leaders of countries from all over the world. The office of the president of the United States is a very important and difficult job. For more information on these leaders visit: [http://www.whitehouse.gov/about/presidents/](http://www.whitehouse.gov/about/presidents/)

### 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


### Notes

- [http://www.whitehouse.gov/about/presidents/](http://www.whitehouse.gov/about/presidents/)
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 one of the three branches of the U.S. government. Additional research and reading may be needed before generating this report. The report may be generated in written or oral forms.

- 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 _______________________.
  (Write 2–3 sentences about this branch of government.) _____________________.
  (Why is this branch of government important?) It is important 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

Planning templates
Sample reports: *Executive Branch, Judicial Branch*
Pictures/Word cards: *executive branch, legislative branch, judicial branch*
Standards Connection Lesson 27

Additional supporting pictures may be downloaded from *SymbolStix Online*, which is available free to all Unique subscribers 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.

<table>
<thead>
<tr>
<th>Differentiated Tasks</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td>• Students will research and gather information from multiple print and digital sources to answer a question or solve a problem.</td>
</tr>
<tr>
<td>• Students will generate a report of one or more paragraphs to summarize information and list sources.</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.
### 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: Can You Hear Me Now?**

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 unit, students have learned that candidates in elections win by getting votes. In order to get votes, candidates must share their message with voters. It is important for the message to be heard. It is also important to hear one another in everyday life. Sometimes we are not aware of simple things that can interfere with hearing one another. In this science experiment, students will discover what happens when barriers are placed between a speaker and listener.

Discuss the steps for the simplified scientific method that students will use.

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

<table>
<thead>
<tr>
<th>You will need</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• student partners&lt;br&gt;• 20-foot tape measure&lt;br&gt;• space to stand 10 feet away from both sides of a door (total of 20 feet)&lt;br&gt;• a piece of heavy cardboard&lt;br&gt;• recording form</td>
<td>1. Measure 10 feet from each side of an open door (total of 20 feet).&lt;br&gt;2. Have two students stand at either end of the measured distance.&lt;br&gt;3. Have the speaker choose a two-syllable word from the recording form and mark it in row 1. (Students may mark their forms by writing the word or by choosing the correct picture/word card.) Then, with the door open, have the student say the word using conversational volume.&lt;br&gt;4. Have the listener mark down the word he/she hears. (Students may mark their forms by writing the word or by choosing the correct picture/word card.)&lt;br&gt;5. Repeat the process with a different word while the speaking student holds a piece of heavy cardboard in front of his/her face.&lt;br&gt;6. Shut the door between the two students and repeat the process with a third word.&lt;br&gt;7. Compare what was heard with what was said under each condition.</td>
</tr>
</tbody>
</table>

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will follow steps of a scientific process related to grades 9–12 science topics.</td>
<td>Students will follow steps of a scientific process with support related to grades 9–12 science topics.</td>
<td>Students will actively participate in a scientific process related to grades 9–12 science topics.</td>
</tr>
</tbody>
</table>

### Resources and Materials

| Science experiment<br>Science experiment cards<br>Experiment recording form | While this activity is based on verbal communication, it can also be done with students who use augmentative communication devices. Students with hearing impairments also need to be aware of the negative impact of various environmental barriers when trying to communicate through a visual system such as sign language. |

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### 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: We the People**

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 our country and the development of its democratic government.

- **1776** The people in the American colonies decided they wanted to be free from Great Britain. Thomas Jefferson wrote this in the Declaration of Independence.
- **1783** The war with Great Britain finally ended. The United States was a free country.
- **1787** The states sent leaders to Philadelphia to plan the new government. The leaders wrote the Constitution.
- **1788** The Constitution was approved by 9 of the 13 states and became law. Later in the year, 3 more states approved it.
- **1790** The last of the 13 states approved the Constitution.
- **1791** The Bill of Rights was added to the Constitution. The Bill of Rights listed people’s freedoms.

### 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

<table>
<thead>
<tr>
<th>Resources and Materials</th>
<th>Notes</th>
</tr>
</thead>
</table>
**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 needs. Template A is symbol-supported. Students are encouraged to read and decide on a picture to complete a sentence. Template B is text with one picture before a sentence. Students use picture cards, word cards or write a word to complete a sentence. Punctuation is deliberately omitted in the sentences so that students must provide it. Template C is blank, allowing students to write or use a computer to fill in the template with their own thoughts. This template may also be used if a student needs a scribe. Students are encouraged to fill in their own punctuation. This lesson provides some pictures and words that will support those students who need help in completing the sentences. Students may also be allowed to illustrate the journal entry or attach a photo to it to help explain their experiences. An illustration page is available with this lesson. This page may not be appropriate for every journal entry.

**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 Vote for Me!**

- In this unit, students have learned about the United States government and the election of our leaders. In this journal entry, students will write about being a candidate for a class office.

**Entry 3 My Helpers**

- In this journal entry, students will write about people who help them, just as the Cabinet members help our president.

**Entry 4 A Trip to Washington, D.C.**

- In this journal entry, students will write about why they would like to go to Washington, D.C.

**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.

**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
- Standards Connection Lesson 30

**Notes**

Additional supporting pictures may be downloaded from SymbolStix Online, which is available free to all Unique subscribers at: n2y.com

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**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.

**Differentiated Tasks**

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

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

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

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

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

- Are there any spelling words to check?